

## Care Skillsbase: Skills Check 7

### Develop as a Worker

#### Interviewer's pack

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- Skills Check activity
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| Summary                             |  |
|-------------------------------------|--|
| <b>Suitable for</b>                 | Care Worker  |
| <b>Skill checked</b>                | Spoken communication   |
| <b>Covers</b>                       | Language and concepts associated with learning and development   |
| <b>Learning for interviewer</b>     | Can the member of staff discuss learning and development with understanding?   |
| <b>Learning for member of staff</b> | Importance of learning and development in care work  |
| <b>Approx time needed</b>           | Total: 30 minutes (15 minutes for Skills Check and 15 minutes feedback)  |
| <b>How it works</b>                 | Offers information about learning and development. Use it to develop a short discussion. Use the discussion to check the person's spoken communication skills. |
| <b>Before you start</b>             | Read the <b>general guidance</b> in the <b>Skills Check</b> area of the Skillsbase website.  |

**We welcome suggestions to improve this Skills Check. Please use the contact form on our website at [www.scie-careskillsbase.org.uk](http://www.scie-careskillsbase.org.uk)**

# Understand the Job: Develop as a Worker

Effective communication is vital in social care. Use this activity to learn more about the **communication skills** you will be using in your job.

First, write your name and today's date on the line below.

(First name)

(Last name)

(Date: Day-Month-Year)

.....

## 1. Did you know?

As a carer, keeping your skills and knowledge up-to-date is an important part of the job.

Why? Because we are always:

- looking for ways to care better for people
- introducing new and better procedures (that is, ways of working).

We all expect to learn new things when we start a new job. In social care, this learning goes on all the time. Every carer has a personal development plan to guide their learning – and a chance to work towards a qualification.

Do you think gaining a qualification makes you a better carer? Why?

## 2. How do you learn best?

There are many ways to learn.

|    |             |  |
|----|-------------|--|
| Or | On your own | Thinking about what you are doing; asking for help if and when you need it |
|    | In a group  | Attending a training course led by a qualified instructor                  |

|    |             |  |
|----|-------------|--|
| Or | Studying    | Reading up on things by yourself – in books or using the internet  |
|    | Interacting | Talking to colleagues to find better ways to do your own work      |
| Or | Doing       | Being shown what to do and then practising for yourself, with help |

Which ways work best for you? When and why?

## 3. Supervision: support for your development

Each care worker has a supervisor to support their development. You will be able to discuss your progress, gain feedback and talk through any concerns with your supervisor.

Imagine you don't feel confident doing a task at work.

What might make it difficult for you to ask for help? Why?

What would make it easier for you to ask for help? Why?

|   |                                 |            |               |            |
|---|---------------------------------|------------|---------------|------------|
| <b>Feedback form</b>  | Date:                           |            |               |            |
| Staff member's name   |                                 |            |               |            |
| Staff member's job title  |                                 |            |               |            |
| Interviewer's name  |                                 |            |               |            |
| Interviewer's job title   |                                 |            |               |            |
| <b>1. Interviewer's view</b>  | The member of staff...          | <b>No</b>  | <b>Partly</b> | <b>Yes</b> |
| a. Used spoken communication effectively one-to-one.  |                                 |            |               |            |
| b. Understands what key words and ideas mean in relation to his/her work.   |                                 |            |               |            |
| <b>2. Interviewer's reasons</b>   | The member of staff...          | <b>No</b>  | <b>Partly</b> | <b>Yes</b> |
| a. Expressed him/herself clearly, appropriately and with confidence.  |                                 |            |               |            |
| b. Showed understanding of specialist care words and ideas; was able to relate them to his/her own work (care knowledge).                     |                                 |            |               |            |
| c. Spoke in a way that was easy to understand (pronunciation).  |                                 |            |               |            |
| d. Found the words s/he wanted, or explained effectively with other words (general vocabulary).   |                                 |            |               |            |
| e. Used clear, grammatically accurate language (grammar).   |                                 |            |               |            |
| f. Spoke at a normal pace, without long pauses, repetition or self-correction (fluency).  |                                 |            |               |            |
| g. Understood and responded appropriately to instructions and questions (listening).  |                                 |            |               |            |
| <b>3. Next steps to help develop skills and knowledge for the job</b>   |                                 | <b>Yes</b> | <b>No</b>     |            |
| a. Interviewer will arrange monitoring, feedback and support from a supervisor.   |                                 |            |               |            |
| b. Interviewer and member of staff will plan personal development to improve staff member's understanding of key social care words and ideas. |                                 |            |               |            |
| c. Interviewer and member of staff will plan personal development to improve staff member's spoken communication skills.                      |                                 |            |               |            |
| <b>4. Interviewer's signature</b>   | <b>Staff member's signature</b> |            |               |            |

Use the other side of this sheet for notes

|  |  |                          |
|--|--|--------------------------|
| <b>Personal development form</b>   | Date:                                    |                          |
| Staff member's name  |  |                          |
| Staff member's job title   |  |                          |
| Interviewer's name   |  |                          |
| Interviewer's job title  |  |                          |
| <b>1. Learning aim: to work safely and meet quality standards, the member of staff should develop the following knowledge and skills</b> |  | <b>Tick (✓) if "yes"</b> |
| a. Speaking and listening skills: to communicate clearly and with confidence on the job.   |  |                          |
| b. Specialist care terms: to understand and relate key words and ideas to his/her job.   |  |                          |
| <b>English language skills (for staff from other countries)</b>  |  |                          |
| c. Pronunciation: to speak in a way that is easy for others to understand.   |  |                          |
| d. General vocabulary: to be able to find the right words when talking.  |  |                          |
| e. Grammar: to help express ideas in precise, accurate language.   |  |                          |
| f. Fluency: to speak at a normal pace, without long pauses, repetition, self-correction.   |  |                          |
| g. Listening comprehension: to understand questions, requests, instructions.   |  |                          |
| <b>2. How will the learning happen?</b>  |  |                          |
| <br><br><br><br><br><br><br><br><br><br>   |  |                          |
| <b>3. What support and resources will be needed to make the learning successful?</b>   |  |                          |
| <br><br><br><br><br><br><br><br><br><br>   |  |                          |
| <b>4. When will the learning happen?</b>   |  |                          |
| <br><br><br><br><br><br><br><br><br><br>   |  |                          |
| <b>5. How will we know the learning has been successful?</b>   |  |                          |
| <br><br><br><br><br><br><br><br><br><br>   |  |                          |
| <b>6. Progress review date</b>   |  |                          |
| <br><br><br><br><br><br><br><br><br><br>   |  |                          |
| <b>7. Interviewer's signature</b>  | <b>Staff member's signature</b>          |                          |
| <br><br><br><br><br><br><br><br><br><br>   | <br><br><br><br><br><br><br><br><br><br> |                          |