

Information at work

Introduction to Module 2

New entrants to the care sector will all undergo a thorough induction process. During this time they will receive volumes of information covering the principles of care, health and safety, and the policies and procedures specific to their own employment setting. It is vital that care workers can access and understand this information, not only during the induction period, but throughout their employment as specific needs arise and in order to update their knowledge.

In this module teachers and learners will look at a range of strategies for reading and understanding a wide range of written information including:

- health and safety
- policies and procedures
- instructions
- reference sources.

The information used for this module is generic to a range of residential care settings. It is important that learners are encouraged to apply the skills and strategies developed here to material in their own workplace setting.

Social care – Module 2: Information at work							
Theme	Page ref.	NOS/ NVQ	Induction Standards	Foundation Standard 1	Literacy	Numeracy	Key Skills
Signs and symbols	Sc 2:1–4	HSC22; HSC24		3.2	Rt/E3.3; Rt/E3.9; Rt/L1.2; Rt/L1.3; Rw/L1.1; Rw/L1.2; Rw/L2.1		C1.2
Reporting written information	Sc 2:5–6	HSC22	1.2		Rt/L1.4; Wt/L1.1; Wt/L1.2; Wt/L1.3; Wt/L1.4; Wt/L1.6		C1.3
Following written instructions	Sc 2:7–8	HSC22; HSC23	4.6		Rt/E3.3; Rt/E3.9; Rw/L1.1; Rw/L1.2		C1.2; C2.1
Work procedures	Sc 2:9–12	HSC22; HSC23; HSC24; HSC239	2.1; 2.2; 3.2; 4.2; 4.3		Rt/L1.3; Rt/L1.4; Rt/L2.2; Rt/L2.3; Rt/L2.5; Rt/L2.6; Rt/L2.8; Rt/E3.3; Wt/L2.4; Rs/L1.2; Rw/L1.2; Rw/L2.2		C1.2; C2.1
Finding information from work policies	Sc 2:13–14	HSC22; HSC23; HSC24	2.1; 2.2		Rt/L1.2; Rt/L1.4; Rt/L1.5		C1.2; C2.1
Reading work policies in detail	Sc 2:15–16	HSC22; HSC23; HSC24	2.1; 2.2		Rt/L1.2; Rt/L1.4; Rt/L1.5; Rt/L2.8; Rs/E3.2; Rs/L1.1; Rs/L1.2; Rw/L1.1; Rw/L2.1		C1.2; C2.2
Finding the information you need	Sc 2:17–18	HSC21; HSC24; HSC25; HSC233			Rt/L1.1; Rt/L1.3; Rt/L1.4; Rt/L1.5; Rw/L1.1		C2.1

Skills checklist

Every workplace has its own ways of working. You need to make sure you understand what is expected of you and what your role is. Knowing where to look for information or who to ask is very important. In care it can mean the difference between life and death.

You will need the following skills in order to understand all the information in your workplace. Tick all the skills you have already and then look again at the checklist when you have used the materials.

Skills for information at work	Now	Later
Understanding health and safety signs		
Knowing how to complete accident report forms		
Following written instructions and procedures		
Understanding written policies		
Knowing where and how to get extra information for your job		

PAGES 2:1–2:4

Signs and symbols

Occupational setting

If care workers are to assist in the protection of individuals from danger and harm, it is essential that they can locate, read and understand health and safety signs in their residential environment. In the event of fire in particular, delayed action could result in death. It is essential for everyone working in a residential home to know where all the appliances are kept and how to use them correctly, without hesitation. It is therefore necessary to learn how to interpret the symbols, colours and written instructions on fire extinguishers and safety notices.

Materials

Fire safety notices from the workplace

Descriptions of different fires to match appropriate fire extinguishers

Examples from the workplace of different types of notices, including advisory (e.g. wash your hands), hazardous substances warning (e.g. cleaning fluid), mandatory (e.g. no smoking), prohibition (e.g. no entry), warning (e.g. give way), information (e.g. fire exit); the Health and Safety Executive and commercial catalogues are good sources of these

Learning outcomes

- 1 To recognise that health and safety signs use colour and symbols to aid understanding (focus page, Tasks 1 and 2)
- 2 To know that the format used in safety signs aids understanding (focus page, Tasks 6 and 7)
- 3 To recognise that key instructions are written in bold or capital letters (focus page, Tasks 6 and 7)
- 4 To understand the importance of reading specific technical words carefully and to use a glossary or dictionary to find their meanings in the event of any uncertainty (Tasks 3–7)

Introduction

- Discuss the implications of not acting quickly and effectively in the event of a fire.

- Talk about fire types, the need to use different extinguishers and the dangers of not doing this (e.g. using a water extinguisher on an electrical fire).
- Ask each person to describe briefly the particular circumstances of his/her residential home with regard to fire exits, fire procedures, immobile residents, etc. If any learners are hesitant with descriptions suggest that they need to look carefully at their individual circumstances and ensure they become more confident. (Note: learners have the opportunity to do this in one of the tasks.)
- Remind learners about their own workplace health and safety induction.
- Stress the importance of knowing how to use fire extinguishers and which equipment to use for each fire type.
- **Visual memory exercise:** Learners work in pairs. Give them 1 minute to look at a fire safety notice (each pair to have a different one if possible), noting all the features – colours, symbols, words in bold, order of instructions. Each pair reports back to the group what they remember while you make notes on the flipchart. Draw out the common features that were recalled with ease – was it the symbols, the colour, or the words in bold that helped learners to remember? Were there any words they did not know? What could they do to find out?

Focus page

- Talk about the importance of colour in fire safety signs, particularly in relation to fire extinguishers. Explain that all new extinguishers are red and that the differences between them are in what is written in bold in a particular colour on the appliance itself and on the label fixed above the appliance. Colour is also a guide about what to do (blue) and what not to do (red).
- Refer to the particular format: blue information at the top of sign tells you to do something; red at the bottom provides a warning about what not to do. Note that this is not the same for every safety sign.

- Ask learners if there is anything about the signs on this page that would make them hesitate if they were using them in the event of a real fire. Discuss the difficulties, focusing on the specific technical words if necessary. Ask learners to look up the meaning of flammable in the glossary. Point out how the glossary can be used to find subject-specific words and their meanings.

Curric. refs	NOS	Key skills
Rt/E3.3	HSC22	C1.2
Rt/E3.9	HSC24	
HD1/E3.4		
Rw/L1.1		
Rw/L1.2		
Rw/L2.1		
Rt/L1.2		
Rt/L1.3		

Task 1

Use the information on fire extinguishers to answer some questions

Rt/E3.3

Rt/E3.9

- Point out the glossary, to check the meanings of words used in the questions and on the signs.
- Emphasise that although fire extinguishers use similar symbols, careful use of colour and key words enable the user to distinguish one from another. It is vital to use the correct extinguisher – using the wrong one could make the situation worse.
- Remind learners to look for the symbol that means ‘do not’ – this will keep them safe. Stress that it is not a good idea to put your own life in danger while helping others.

If the learner has difficulty

- Check learners’ understanding of words on the signs and in the questions. Encourage them to look up words they do not know in the glossary. The use of the word ‘live’ may cause some difficulties for some learners. You may need to talk about what is meant by ‘flammable liquid’ and ‘metal fires’.
- Reduce the workload. Using an extinguisher label from the Source material, ask the learner to highlight all the symbols and colour used and words that are tricky to read and/or

understand. Return to the first extinguisher in Task 1 and ask them to do the same.

- Ask some straightforward questions about the carbon dioxide extinguisher, for example ‘What colour has been used to show that it is a carbon dioxide extinguisher?’ ‘Find the symbol that has something to do with electricity.’ ‘Is this symbol in the ‘can use’ section or in the ‘do not use’ section?’ ‘Name some electrical equipment likely to be found in your place of work.’ ‘Can you spot the symbol for electrical equipment on the other extinguishers?’

Extension

- Give the learner two or three scenarios (e.g. chip pan catches fire in the kitchen; TV catches fire in the lounge; resident smoking in bedroom and falling asleep) and ask which extinguisher they would use for each fire.
- This could be used to make a checklist for colleagues.

Task 2

Make a list of the other signs found in their workplace, using a table format

Rt/E3.3

Rt/E3.9

HD1/E3.4

- Model one possible answer on a copy of the form, e.g. Type of sign – fire exit; Purpose – to inform everyone of ways to leave the building in the event of a fire; Place – above the stairwell, above the landing door opening out onto the metal fire escape; above the front door and the resident’s lounge door to the garden.
- Explain the usefulness of presenting information in a table format:
 - It reminds you of what information you need to collect.
 - It reduces the amount to write to a minimum.
 - It keeps all the gathered information in one place.
 - It is easy to refer to.
- Ask learners to think about the types of signs they might identify, for example fire signs in the kitchen, no smoking, signs about safe lifting.

If the learner has difficulty

- Work with the learner using some graphics of typical safety signs. Has the learner seen any of

these at work? Which ones? (You could take them one at a time.) Use question-and-answer techniques to support the learner to complete the table.

- If necessary, take away the burden of writing – you can complete the chart.
- Consider the possibility of the learner being colour blind or having poor visual discrimination skills.

Extension

Once the listing of safety signs is complete, learners could add information about whether the signs are in the best location (Can people see them clearly?) and whether there need to be any further signs (i.e. what's missing).

Task 3

Circle the correct meaning of the highlighted words

Rw/L1.2

Rw/L1.1

Rw/L2.1

- Ask learners to read the whole sentence first before deciding on the appropriate meaning for each word, to encourage prediction skills.
- Discuss the use of technical and complex vocabulary in health and safety information. How do learners work it out? What might be the impact of not understanding those words properly?

If the learner has difficulty

- Discuss the likely meaning of the highlighted words by talking for example about what will probably happen to a dry towel caught near flames – this should help learners understand the word flammable. Ask the learner to think of other materials that are flammable – this will make strong associations with the meaning of the word (if the learner has made the suggestions).
- You may need to work with the learner to use the glossary.

Extension

Find meanings for technical vocabulary in other instructions.

Task 4

Use the glossary to find the meanings of highlighted words and rewrite the sentences to show understanding

Rw/L1.1

Rw/L1.2

Rw/L2.1

- Explain that sentences can be reworded in different ways. Model this using '... gas-based fire extinguishers ...', which can be reworded to 'Do not use fire extinguishers that use gas ...', for example.
- You may need to remind learners about how to use the glossary. You may want to supplement this by looking up the same words in a dictionary.
- Learners are to replace the highlighted words with the words found in the glossary. Does this make the sentences easier to understand?

If the learner has difficulty

- If the learner finds it difficult to find the words in the glossary despite some help from you, he/she may have major literacy difficulties: uncertainty about the alphabet; the order of the letters within the alphabet; word/letter matching skills. Some specialist help is almost certainly needed.
- If the difficulty is with rewording the sentences then it may be enough for the learner to write the glossary meaning down and then explain orally to you what they think it means. Rewriting the sentence could be particular difficult for an ESOL learner. If so, they can explain their answer to you.

Extension

- Ask the learner to use the signs from the Source material and to identify any other technical words they feel uncertain about, and to do the same activity.
- Check dictionary definitions against the glossary definition.

Task 5

Complete a table of safety signs with examples from the individual's workplace

Rw/L1.2

Rt/E3.9

- Look at a range of notice types from around the workplace and in the community. Remind

learners that the shape of a sign as well as its colour often provides a clue to its meaning.

- Discuss the types of safety sign (e.g. mandatory, prohibitive, etc.) and the differences between them. Which are the most important to know at work? Use the glossary to check meanings.
- Learners complete the table with examples from the workplace.

If the learner has difficulty

- Give the learner a prepared copy of the table and encourage them to look up all the meanings in the glossary before doing the task in their workplace.
- Ask them what colour they would expect to see when a sign tells them not to do something – remind them of the fire signs they have been looking at.

Extension

This could add to the listing of signs suggested for Task 2.

Task 6

Rt/L1.2

- Talk about the difference between discovering a fire and hearing an alarm – the action you take will vary considerably.
- Draw attention to the headings on the notice.

If the learner has difficulty

- Ask more direct questions without the true/false additional burden, e.g. 'If you discover a fire who should you phone?'; 'If you hear the fire alarm what do you do first?'
- The third statement in 'On discovering a fire' is conditional (provided it is safe) and may be difficult for some learners to understand. You may have to explain this meaning.
- You may need to discuss some of the language aspects of the notice for ESOL and other learners: 'sound the alarm', 'appliances', 'hearing the alarm', 'tackle the fire', 'assembly point', 'authorised'.
- Make sure learners are absolutely clear about the meaning of the fire notice and what it means in the context of what to do in their own places of work (e.g. where alarms are, how to dial 999, whether and how to tackle fires, etc.).

Extension

Find out and write down what the procedure is for getting residents out of their building in the event of a fire. Bring this information back to the next session written as numbered instructions to the group.

Task 7

Decide from a series of pictures which people are following the fire safety instructions correctly and which ones are not

Rt/L1.3

- The graphics do not require reading skills, but do require the learner to have a good understanding of fire safety procedures, including the 'Fire action' notice. You may need to spend some time discussing this if learners are not already confident with this information.

If the learner has difficulty

- Encourage the learner to tick or cross the ones that he or she feels sure of and then take each picture in turn and ask the learner to describe what they perceive to be going on in the picture – some misinterpretation of the picture may be causing the difficulties. (Could be an ESOL issue.) This could be done as paired activity.
- Talk through each part of the fire sign and question as you go, e.g. 'Give me an example of a fire appliance'; 'What would things have to look like for you to decide to tackle a fire on your own?'; 'In the picture do you think the person should or should not be trying to put the fire out?'

Extension

Make a chart showing Dos and Don'ts for actions when there is a fire.

Theme assessment

- Ask each pair in the group to consider one fire scenario, e.g. chip pan fire, electric blanket fire, fire in the rubbish bin, etc. Each pair describes their fire scenario to the group and says which fire extinguisher to use.
- Hand out a safety sign to each individual in the group and ask them to put each one into one of the following categories – advisory, hazardous substances, mandatory, prohibition, warning, informative. You could make this into a quiz.

Signs and symbols

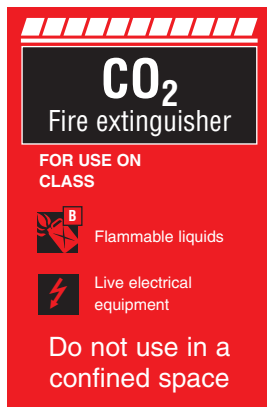
Focus

Health and safety signs use **colour**, **symbols** and **words** to help you find information quickly. Make sure you know how to use fire extinguishers.

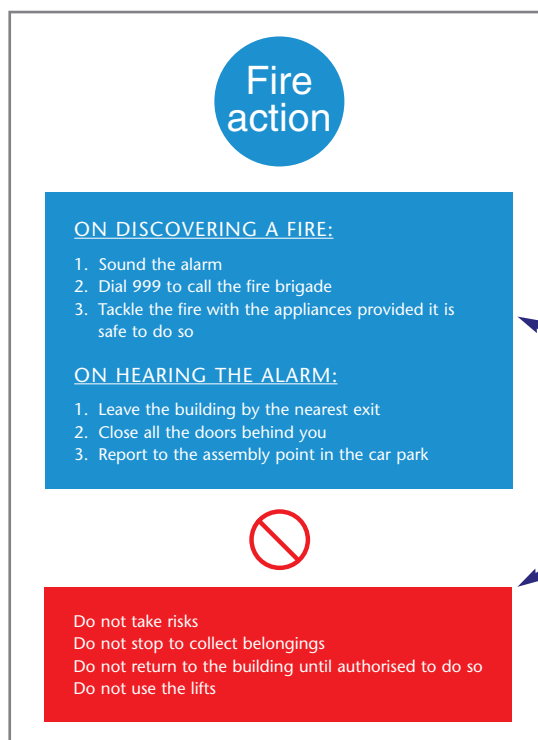
A **symbol** is a picture that represents something.



These are **information** signs. The colour red makes them stand out. The **symbol** of flames shows that they are to do with fire safety. **Symbols** and **words** show what sort of **fire equipment** is available.



These signs give you **instructions** about how to use fire extinguishers. **Colour** is used to show the type of extinguisher. The **symbols** and **words** give information about what **type** of fire can be put out with the different types of extinguishers. This **symbol** shows the things you **should not** do.



This fire action sign uses

- **symbols**
- **colour**
- **numbering**.

It gives two types of **instructions**.

Blue shows instructions about what you **should do** if a fire starts.

Red shows instructions about things you **must not** do if a fire starts.

To follow information or instructions on safety signs, you need to understand the **format** (how it is set out).

Signs and symbols



Task

Understanding fire safety information can save your life and the lives of other people in your place of work.

Task 1

Use the information on these fire extinguisher signs. Tick your answer to each question.



- The symbol  in these signs means:
Do not ☐ Always ☐ No entry ☐
- On wood and paper fires, you should only use water.
True ☐ False ☐
- Can you use a water extinguisher on flammable liquid fires?
Yes ☐ No ☐
- The symbol  in these signs represents:
Lightning ☐ Electricity ☐ Danger ☐
- Carbon dioxide is for fires involving:
Live electrical ☐ Wood ☐ Confined spaces ☐ equipment
- Black is used for extinguishers that contain:
Carbon dioxide ☐ Foam ☐ Water ☐

Look for these things in safety signs to help you find information quickly:

- symbols or pictures
- use of colour
- key words or instructions written in **bold** or CAPITAL LETTERS
- the way the information is set out.

Task 2

Copy the table below and make a list of other sorts of signs around your workplace. Write down the purpose of the sign and where it is.

Signs are there for everyone's safety, so get to know the signs around your work area.

Type of sign	Purpose (e.g. instruction, warning, information)	Place

Signs and symbols

Task

KEEP SAFE!

- Never try to **extinguish** a fire with **flammable** material, such as a dry towel.
- Do not use a gas-based fire extinguisher in a **confined** space such as a kitchen.
- **Inhaling** fumes from fire extinguishers can cause lung damage.

Task 3

Do you know or can you work out the meaning of the **highlighted** words? Circle the correct meaning.

extinguish leave put out burn start
flammable easily burnt damp fire-proof flaming
confined large open small busy
inhaling breathing out breathing in coughing burning

Some safety instructions contain technical words. To follow instructions correctly and safely, you need to know or find out what these words mean.

Task 4

Look up the highlighted words in these safety instructions in the glossary. Rewrite the safety instructions.

- 1 The material is **fire-retardant**.
- 2 Make sure there is plenty of **ventilation** in the room.
- 3 **Combustible** containers should be stored carefully.

A glossary is set out in alphabetical order, like a dictionary, to help you find the meaning of technical words quickly.

Task 5

Use this table to find out about other types of sign in your workplace.

Type of sign	Meaning	Colour	Shape	Example
Advisory	Suggesting what to do	blue	circle	'Wash your hands' sign
Hazardous substances				
Mandatory				
Prohibition				
Warning				
Information				

The first row of the table has been completed as an example. You can look up the words for the types of sign in the glossary.

Signs and symbols

Task


In order to keep yourself and everyone else safe at work, you need to be able to follow safety instructions.

Look up any words you don't know in the glossary.

Task 6

Read the fire action notice. Tick true or false.

- 1 You should call the fire brigade before sounding the alarm.
True ☐ False ☐
- 2 The assembly point is in the car park.
True ☐ False ☐
- 3 You can use the lifts if they are not near the fire.
True ☐ False ☐
- 4 You should always try to tackle the fire with an extinguisher.
True ☐ False ☐
- 5 You should not go back into the building unless you are given permission by someone in charge.
True ☐ False ☐
- 6 You should get out of the building straight away, leaving any personal belongings behind.
True ☐ False ☐




Fire action

ON DISCOVERING A FIRE:

1. Sound the alarm
2. Dial 999 to call the fire brigade
3. Tackle the fire with the appliances provided it is safe to do so

ON HEARING THE ALARM:

1. Leave the building by the nearest exit
2. Close all the doors behind you
3. Report to the assembly point in the car park

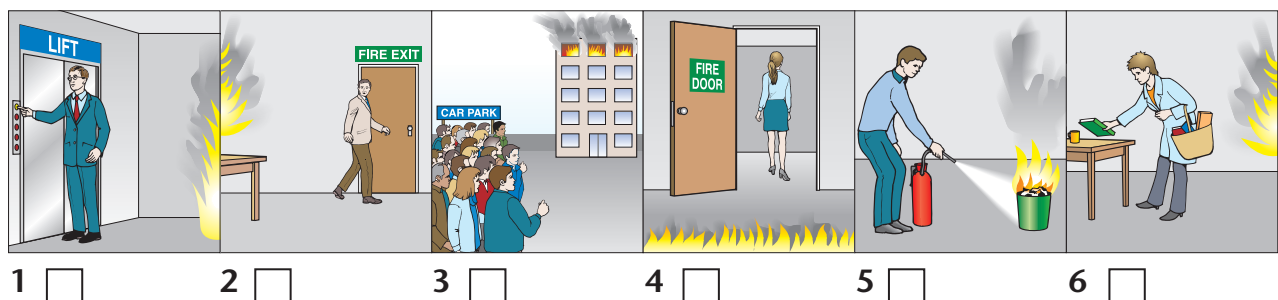


Do not take risks
Do not stop to collect belongings
Do not return to the building until authorised to do so
Do not use the lifts

Task 7

Are the people following the instructions on the fire action sign correctly? Tick or cross.

Remember to check the instructions on the fire action sign.



PAGES 2:5–2:6

Reporting written information

Occupational setting

Recording information clearly and accurately is essential in all aspects of care work. Accident Report forms are no exception. Care workers share the responsibility with the employer for the safety of those in their care. Recording an accident carefully may help to ensure that it never happens again.

Materials

An OHT and copies of a blank Accident Report
A short accident scenario

Learning outcomes

- 1 To know where to put the information on the Accident Report Form (focus page, Task 1)
- 2 To write concisely, including only the main details and relevant facts (focus page, Tasks 2 and 3)
- 3 To write events in a formal, factual way, in a logical order (focus page, Task 3)
- 4 To proofread for grammar, punctuation and spelling errors (focus page)

Introduction

- Talk through the focus page. Use the notes surrounding the form to remind learners about the key issues involved in filling in a form that is required by law.
- Discuss learners' role in completing accident reports.
- Discuss the legal significance of accident reports.

Focus page

- Using an OHT of the Accident Report displayed on a whiteboard, model the process of recording an accident using a workplace scenario.
- Ask learners what they think is the most important information. Highlight this information on the OHT and then write the

statements on a flipchart in no particular order. Discuss the difference between fact and opinion – this may need some illustration (e.g. It is a fact that football is a game that many people watch. It is an opinion that Manchester United is the best team). Note that only actual facts should be written in an Accident Report. Ask learners if there any statements on the flipchart that are only opinion and therefore should not be included.

- Ask learners to number the statements in the order in which the accident appears to have happened.
- Discuss the headings and sections of the Accident Report and ask learners where they would place the information they have just agreed. Write it on the OHT.
- Talk through the process of proofreading for errors, e.g. 'Now let me make sure I have made no spelling mistakes'; 'I can see that I have left out a full stop here'; 'I'm not sure about saying "she went down like a lead balloon" – it's not formal enough. It would probably be better to say that she fell very heavily'. It is important for learners to realise that this is the normal checking process.
- Remind learners to use the past tense (because you are describing something that has happened in the past).

Curric. refs	NOS	Key skills
Wt/L1.1	HSC22	C1.3
Wt/L1.2		
Wt/L1.3		
Wt/L1.4		
Wt/L1.6		
Rt/L1.4		
Rt/L1.3		

Task 1

Decide which information is needed for one part of the accident report form

Rt/L1.4

- Remind learners to read every statement and to ask themselves whether it is relevant to the

highlighted part of the form and to be sure that it is fact and not opinion. This will help them to select the relevant pieces of information.

If the learner has difficulty

- Write the statements on slips of paper. Read each statement together and ask the learner to place it where it belongs on the form. The learner should come to a decision about what and where something is needed by a process of elimination.
- If learners do not understand how to determine what is relevant, look at the headings and the information and ask: 'Is this about the date the accident happened? Is this about the cause of the accident (i.e. what made it happen)?'

Extension

Look at the headings on forms from the workplace to see how the same information is required.

Task 2

Underline the four sentences from a written accident statement that contain the relevant information

Rt/L1.3

- Discuss the need to select relevant information.
- Remind learners to look at the work they did as a group and in pairs at the beginning of the session.

If the learner has difficulty

- Have ten statements prepared that are either fact or opinion (e.g. Shirley fell on the floor; it was a bit cold that night; she seems to enjoy a good laugh; there was grease on the floor etc.). Ask the learner to sort them into two piles – facts and opinion. Remind them that only the facts would be included in an accident report.
- Enlarge and photocopy the text in Task 2. Ask the learner to cut up the text into individual sentences and then sort them into facts and opinions. This should help the learner to decide on the four key sentences required to complete the task.

Extension

Ask the learner to recall an accident they witnessed or that happened to them and to write it up in the formal, factual style required by the Accident Report.

Task 3

Write details of an accident in a logical order from an informal 'oral' description

Wt/L1.1

Wt/L1.2

Wt/L1.3

Wt/L1.4

Wt/L1.6

- Ask learners to read through the description first and identify any words they are unfamiliar with (e.g. 'cropper', 'super'). Ask other members of the group to say what they mean. Are these words acceptable in a formal report? If not, what words could replace them?
- It might help if you read out the text as well as allowing learners to read it.
- Allow learners to work in pairs and draft a formal version of the speech suitable for an accident report. Remind them to use the past tense. Learners should then share this and arrive at an agreed version.

If the learner has difficulty

- This text is quite colloquial; ESOL learners may need support to understand terms such as 'super', 'casualty', 'some such stuff', 'bust', 'cropper', 'workmate', 'stay put'.
- Enlarge and photocopy the speech-bubble, then cut it up into individual sentences. Start by asking the learner to rewrite each sentence using more formal words, for example 'I went a cropper on my left wrist' – 'I fell down heavily onto my left wrist'. Ask the learner to pull out only the sentences that explain what happened and to put these selected sentences in the most logical order. They are then ready to complete the task.

Extension

Give the learner some key words, for example burnt, oven, 11:30 am, arm, distracted, resident behind me, roast potatoes. Ask them to use the words as the basis for a short accident report.

Theme assessment

- Learners work in pairs. Give each pair a written accident scenario from the workplace and ask them to highlight the important information. They should then extract this information and put each statement onto a sticky note, and arrange the statements into a sensible, logical order.

- Ask learners to read the statements aloud to each other to check that they make sense and that they are grammatically correct.
- Remind learners to make sure that each statement begins with a capital letter and ends with a full stop and that if they are talking about a particular named person, that they use a capital letter for their name.
- Suggest to learners that they underline any words they need to check for the spelling and then look the words up in the dictionary and correct their copy.
- Finally ask learners to copy out the amended statements and read them aloud to the group.
- Make sure everyone knows where this information goes on the Accident Report on the focus page.

Reporting written information

Focus

ACCIDENT REPORT	
1. About the person who had the accident	
Name _____	
Address _____	

_____	Postcode _____
Occupation _____	
2. About the person filling in this report	
Fill this in only if you are not the person who had the accident.	
Name _____	
Address _____	

_____	Postcode _____
Occupation _____	
3. About the accident	
Say when it happened.	
Date _____	Time _____
Say where it happened. _____	
Describe how it happened and any injury caused.	

Sign and date the record	
Signature _____	
Date _____	
4. For the employer only	
Complete this box if the accident is reportable under RIDDOR.	
How was it reported? _____	
Date reported _____	
Signature _____	

On forms like this Accident Report, you need to write information clearly so that people can understand exactly what happened.

Put information in the correct places.

This section is where you put the **details** of the accident.

There is not much room to write here so you should include just:

- **relevant facts**
- **necessary detail.**

Use **formal** language.

Write details in a **logical order.**

Check what you have written for any errors in grammar, spelling or punctuation.

Reporting written information

Task

When you fill in an accident report it is important to write the correct things in the correct places and in an appropriate style. Remember, this could be important evidence.

Look at the headings to see which information can be recorded **elsewhere** in this section. Think about what is **relevant** and **factual**.

Task 1

Look carefully at Part 3 of the Accident Report. Circle the information that you need to include in this section.

- Date of the accident
- A short description of how it happened
- The injury caused
- Your name
- The time the accident happened
- Where the accident happened
- What you think of the person who had the accident
- Whether you think the company is to blame for the accident

3. About the accident

Say when it happened.

Date _____ Time _____

Say where it happened. _____

Describe how it happened and any injury caused.

Task 2

Read this description of an accident. Underline the four sentences that contain relevant information for an accident report.

Remember to include only the necessary detail. Leave out unsupported opinions.

I was making tea for my colleagues, who were all tired and ready for their break. Krista came in all smiles as usual. All of a sudden her legs went from underneath her. She landed on her left arm. I told her that I thought it was broken, but fortunately it was not. I was very worried about her. I did not see exactly what she slipped on, but the floor tiles seemed to be wet in places. It was definitely not her fault - she is always so careful. I suspect that the cleaner forgot to leave the wet floor sign out after cleaning it. Either that or the fridge is leaking again. I asked the supervisor to come and look at her.

Task 3

Here, Krista is describing what happened. Pick out the relevant details and write a suitable entry for an accident report.

The super said to have it checked at casualty. I slipped on a bit of water. They told me it was bust, well not exactly bust, more badly sprained. I went a cropper on my left wrist.

Use information from Task 2 to help you.

PAGES 2:7–2:8

Following written instructions

Occupational setting

Understanding and following the instructions and procedures of a residential home dominates the induction process for a new care worker. Care workers are also expected to respond to new procedures that accompany new legislation. Instructions and procedures ensure that everyone is following the same set of standards and can respond to situations in the same way. This is designed to reduce risks to health and safety, improves the care worker's own working practices and allows them to act in ways that promote the service users' confidence in them and their organisation.

Materials

Set of instructions on how to perform a workplace task (e.g. make a bed)

Dictionary

Learning outcomes

- 1 To understand that pictures can enhance written instructions or even replace them by illustrating a point or process visually (focus page, Task 1)
- 2 To recognise that pictures can help to explain difficult words in instructions (focus page, Task 3)
- 3 To realise that key features of instructions such as bullet points or numbers, titles and headings help the reader to interpret and follow instructions quickly and easily (focus page, Task 2)

Introduction

- Discuss with learners that there will not always be someone to help them carry out particular tasks, so it is important to be able to follow written instructions and to interpret pictures, cartoons, illustrations or diagrams used.
- You can illustrate this by reading out a set of instructions for a fairly complex task such as measuring foods, making a bed. Compare this

with a set of numbered instructions with graphics for the same task. Discuss how much clearer it is to have clear, illustrated instructions.

Focus page

- Look at the focus page and talk through the teaching points. Point out the pictures in particular and ask why it was considered important to include pictures for these instructions (a matter of life and death). Emphasise that these instructions are included as an illustration; they are not a first aid or resuscitation course.
- Show how the 'order' words provide useful clues in instructions where the sequence of doing something is critical.
- Ask learners to look up the highlighted words in the dictionary. Ensure learners understand all the terms used in the focus page – some are in the glossary.

Curric. refs	NOS	Key skills
Rt/E3.9	HSC22	C1.2
Rt/E3.3	HSC23	
Rw/L1.1		
Rw/L1.2		
Rt/E3.7		

Task 1

Show understanding of graphical instructions by matching written instructions to an illustration Rt/E3.9

- Discuss the importance of good handwashing technique and its role in preventing cross-infection.
- Check learners understand words such as *interlocked*, *clasping*, *interlaced*, *running water*, *vice versa*, *rotational*.
- Remind learners that a good strategy is to match the most obvious instructions first and then spend time 'unpicking' the trickier ones by looking carefully at key words.

If the learner has difficulty

- This task requires a good understanding of positional language such as 'over the back of ...', 'folded inwards ...', and good spatial/directional skills – working out left/right-hand positions. This could prove particularly difficult for the dyslexic learner. Suggest that the learner labels the hands on the pictures with L for left hand and R for right.
- If ESOL learners have specific vocabulary difficulties, ask them to model what they are seeing to show understanding and then focus on reading and understanding key words like *rubbing*, *grabbing* and *clasping*, matching the words to the actions in the picture.

Extension

- Provide jumbled-up illustrations of a particular set of instructions (a first aid book is a good source for instructions that use pictures or illustrations) and ask the learner to order them and write a short description for each one. The learner can check against the original that his/her interpretation mirrors the main points.
- Use a digital camera to record someone following a set of instructions (e.g. a work procedure such as treating a pressure sore). Use these as the basis of matching instructions to what actually happens, or writing a new set of instructions.

Task 2

Show understanding of organisational features of instructions, by answering questions

Rt/E3.3

Rt/E3.7

- Remind learners that pictures or any form of graphic can be very useful when it comes to interpreting the meaning of particular instructions and that many people appreciate the addition of graphics. However, this can mean that little or no attention is given to the writing on or surrounding the instructions. If writing is ignored, critical information may be overlooked.
- Ask learners to identify the additional written instructions in the task.

If the learner has difficulty

- Ask the learner to highlight any words they find difficult, discuss them and suggest he/she

thinks of alternative ways of saying the same thing. Remind learners to refer to the dictionary or glossary for help.

Extension

Find other instructions from the workplace that do not make use of graphics. Design some graphics to illustrate the instructions, re-writing the words if necessary.

Task 3

Use prediction reading skills and graphical information to guess the meaning of words and confirm by looking up the words in a dictionary
Rw/L1.1

Rw/L1.2

- Remind learners that 'guessing' a word can only be done when the whole sentence or statement has been read – it may help to read aloud so that words are not inadvertently missed out.
- Confirm that a dictionary may give several definitions and that the context of the sentence will help to identify the correct meaning.

If the learner has difficulty

- If the learner is having difficulty reading the words, refer them to *Skills for Life Literacy Entry 3 units 1 and 2*.
- If guessing the meaning from context is the problem, first try reading the text with the learner and use question-and-answer techniques to establish whether he/she understands the context. The learner may then need to use the dictionary.
- Ask the learner to highlight any other words they are having difficulty understanding and to look these up.
- Encourage the learner to record these words in a personal dictionary (small, alphabetically indexed notebook).

Extension

Ask the learner to look in their own induction pack for a page giving instructions or procedures and to highlight at least five difficult/specialist words. Tell them to add these to the end of the task they have just done or onto another sheet. Encourage learners to record these and other words they need to recall for meaning and sometimes spelling in their own personal dictionary.

Following written instructions

Focus

Your ability to follow written instructions at work could mean the difference between being safe and efficient and posing a risk to yourself and others.

This information is from the St John's Ambulance.

Some instructions contain key **order words** to help you do things in the correct order.

Instructions are **separated** into points or steps by either bullet points or numbers.

Points are often **brief**, missing out small words such as 'the.'

See how many of the **highlighted** words you can find meanings for in the **dictionary**.

Managing an unconscious casualty with NO breathing and NO circulation

First find the right place on the casualty's chest
Then position the hands
Then compress the chest and release pressure

To find the correct place

- slide your index and middle fingers up the lowest rib
- middle finger is on the mid point where the ribs meet
- index finger is on the breastbone

To position the hands

- heel of first hand in position on **breastbone**
- heel of second hand on top, fingers **interlocked** and pulled up from the chest

To compress the chest

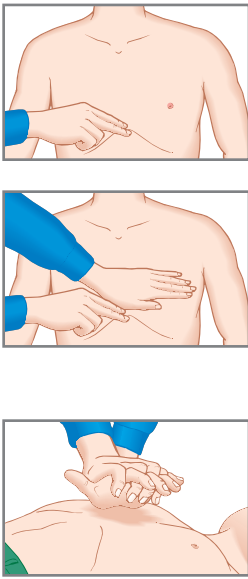
- aim for a rate of about 100 **compressions** per minute
- lean well over casualty to apply pressure
- arms straight, press **vertically** down through heels of hand
- fingers raised to avoid pressure on ribs
- release pressure without moving hands off the chest

The title and headings **summarise** what the instructions are for.

Pictures or diagrams give you **further information**. Here they **illustrate** the points by showing the position of the hands.

Instructions might include **technical** words, or **unfamiliar** words.

Pictures can help you to understand the **meaning** of difficult words.



Following written instructions

Task

Task 1

These instructions match the pictures. Put the picture number by each instruction.

- ☐ Rub left palm with clasped fingers of right hand and vice versa.
- ☐ Wet hands under running water.
- ☐ Rub right hand over back of left and vice versa.
- ☐ Rotational rubbing of right thumb clasped in left hand and vice versa.
- ☐ Work soap into hands, palm to palm.
- ☐ Rub back of left fingers into right palm, fingers interlocked and vice versa.
- ☐ Clasp and rub left wrist with right hand and vice versa.
- ☐ Rub palm to palm with fingers now interlaced.

Use key words that link the pictures and the written instructions.

Do the ones that are the easiest to work out first – the first and the last are usually easy to spot.

Preventing the spread of infection in community settings and services

Handwashing technique
Each step consists of 5 strokes rubbing forwards and backwards.

1		2	
3		4	
5		6	
7		8	

Rinse hands under running water and dry thoroughly.

Task 2

Write answers to these questions:

- 1 What are the instructions about?
- 2 How many strokes should you do for each step?
- 3 What is the final thing you must do?
- 4 What does it say the instructions will help to do?

Task 3

Work out the meaning of these words as they are used in the instructions. Then look up the words in a dictionary and write down the definitions given.

preventing technique vice versa
interlaced clasped

The dictionary might give several meanings. Find the meaning for each word as it is used in the instructions.

PAGES 2:9–2:10

Work procedures (1)

Occupational setting

Procedures in a residential home are written to ensure that all care workers are working efficiently and effectively to accomplish tasks to the same standard. Some procedures are only referred to when certain circumstances arise, for example the death of a resident.

Learning outcomes

- 1 To read and understand the formal language of procedures (focus page, Tasks 1 and 2)
- 2 To recognise and use the organisational structure to aid understanding (focus page, Tasks 1 and 2)
- 3 To recognise that many procedures contain supporting information as well as instructions (focus page, Task 1)
- 4 To recognise instructional language, such as imperatives – ‘must do’ words (focus page, Task 2)
- 5 To know that some instructions are conditional (e.g. if, in the case of, etc.); they are only carried out if the circumstance or ‘condition’ exists (focus page, Task 1)

Introduction

- Use a flipchart to record learners’ thoughts about the advantages and disadvantages of following instructions and procedures in their job. Safety issues, maintaining standards, knowing how to do something, may all emerge as advantages. Restricting responsiveness and creativity may emerge as the disadvantages. Hopefully the advantages will outweigh the disadvantages – but you may have to add to the list.
- Ask learners to identify any good or bad points they have found when trying to read and/or follow procedures. Can they all cite one set of instructions or procedures in particular? Can they say what it is about the procedures that they don’t like or can’t understand?
- List the bad points as they are identified.

Focus page

- Look at the focus page and identify any comments made on the page that come close to what the learners have said about some of the difficulties they have found when reading and understanding some procedures, for example use of formal language.
- Point out the word *imperatives* (key instruction words) and the example given of ‘open’. Try inserting the words ‘you must’ before the word to aid understanding and identification. Ask learners to highlight other imperatives on the focus page (inform, notify, lay). This will be particularly helpful to ESOL learners who need to be aware of imperatives as ‘markers’ to help them in reading and understanding instructions.
- Discuss the word ‘conditional’ as it relates to the fifth instruction: ‘If known ...’; this means ‘If you know it’. Ask learners for more examples from their work (e.g. ‘If Mavis’s hospital appointment comes through for Thursday then cancel her hair appointment.’ ‘In the event of an outbreak of scabies, all visitors to the premises will ...’).
- Conditional instructions can be particularly difficult for ESOL learners. It helps to turn the instructions into direct commands using key instruction words (imperatives), e.g. ‘Notify the undertakers of the death’. (‘Notify’ may need some explanation.)
- Discuss the dictionary definition of procedures and instructions. Ask learners to think about their workplace or induction pack and identify something they felt was a procedure and something they felt was a set of instructions. Record their replies on the flipchart under the headings ‘instructions’ and ‘procedures’.
- This may be a useful opportunity to discuss issues around dealing with the death of service users.

Curric. refs	NOS	Key skills
Rw/L1.2	HSC22	C1.2
Rs/L1.2	HSC23	
Rt/L2.3	HSC239	
Rt/L2.8		
Rt/E3.3		
Rt/L1.4		
Rt/L1.3		
Rw/L2.2		

Task 1

Read and show understanding of a written procedure by answering questions

Wt/L2.4

Rt/L2.3

- Remind learners that it is a good idea to read through the whole set of procedures before identifying anything that is difficult to understand or carry out.
- Suggest that they highlight any words that they find difficult to read or understand and to remember that there is more than one strategy to find out what words mean:
 - read the sentence aloud and work out the meaning from the context
 - use a dictionary
 - use a glossary
 - ask someone else
 - use previous experience about the type of word or part of the word to predict meaning.
- Check learners understand what is meant by conditional in question 3.

If the learner has difficulty

- Reduce the workload by giving the learner a more straightforward (in language terms) set of instructions and asking them some questions.
- Talk through each point with the learner. Ask the learner to highlight the words causing the greatest difficulty.
- Encourage learners to record a selection of these words and meanings in their personal dictionaries.

Extension

- Ask the learner to rewrite the instructions in a straightforward way; get him or her to proofread their work and give a copy to any learner who is finding the task difficult. Point out that simplifying is not always about creating shorter text, it could mean more text,

as instructions are broken down into even smaller steps, for example:

- 1 Tell all members of staff.
- 2 Find out who was the last person to see the resident.
- 3 Ask where and when they saw the missing person.
- 4 Report the missing resident to the person on call.

Task 2

Choose a written procedure from own workplace and use the strategies outlined to read and understand it

Rt/L2.3

Rt/L2.8

Rw/L2.2

Wt/L2.4

- Ask learners to think of a particular procedure from their workplace that is complicated. Talk through the strategies given and explain any difficult aspects (e.g. imperatives). Apply the strategies in sequence to the chosen set of procedures.
- If any learner has done the extension task from Task 1, photocopy and give to everyone to show how procedures can be simplified.

If the learner has difficulty

- Ask the learner to think about the imperatives to be used (words that could be prefaced 'You must ...'). These form the basis of the instructions.
- Ask the learner to think of one procedure they follow in their workplace (e.g. bathing a resident) and to write it down in a numbered sequence with a title.
- Ask the learner to bring a work procedure that can be worked on together next time.

Extension

Read all the procedures in the Source material, noting any difficult words, etc.

Work procedures (1)

Focus

Standard features



RESIDENCE FOR THE RETIRED

IN THE EVENT OF DEATH

- 1 Inform the Senior Carer and/or the Proprietor of the home.
- 2 Notify the GP. The GP will visit and certify.
- 3 Notify the next of kin.
- 4 Lay the body out straight on the bed, make it look 'at peace', cover with a sheet and counterpane.
Open the window a little.
- 5 If known, notify the Undertakers that there has been a death and that you will inform them when the body is to be collected.
- 6 When the body has been **certified**, the **next of kin's** wishes **established** and all other preparation completed, then the Undertaker can be asked to collect the body.

NB Always remain sensitive to the dignity and religious beliefs of the deceased and the family.

There is no rush for relatives to clear the resident's belongings from the room immediately after the resident has passed away.

- Procedures are usually set out in a **formal** way to confirm that they are official.
- They are usually written in **short but full sentences**.
- They might be written as **numbered instructions** to tell you what order to do things in.

There might be **several instructions** in each point.

Look out for:

- **imperatives** (key instruction words)
- **commas**
- **new sentences**
- the word '**and**'.

Some instructions are **conditional**. These include the word '**if**'.

The initials NB come from the Latin expression 'Nota Bene'. It is often seen on documents like procedures. Find out what it means.

Procedures often give **information** as well as instructions.

What is the difference between a procedure and a set of instructions?

Think about these dictionary definitions:

procedures – a series of **actions** or events to accomplish something.

instructions – orders or commands.

The language used is quite **formal**. You may need to check the meaning.

Work procedures (1)

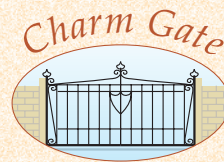
Task

Your work procedures are official documents and **MUST** be followed. Try out some of the strategies for reading procedures.

Task 1

Answering questions about the procedure for missing persons will help you to understand the information. Answer these questions.

- 1 Write down the meanings of these words as they are used in the procedures:
alert, proprietor, resolved.
- 2 How many instructions are there in point 3?
- 3 Which number point is conditional?
- 4 Write the instructions for reporting the situation to the police as five separate bullet points.
- 5 What should you particularly 'note'?



RESIDENCE FOR THE RETIRED

MISSING PERSONS PROCEDURE

CALMLY AND CAREFULLY:

- 1 Alert all members of staff and find out when and where the resident was last seen.
- 2 Check the resident's room, the other residents' rooms and all the rest of the house, including cupboards, wardrobes, cellars, etc.
- 3 One member of staff should check the garden and grounds and report back.
- 4 Contact the Proprietor or whoever is 'on call' and report the situation. Follow further instructions given by this person.
- 5 If no-one is available, report the situation to the police in this way: dial 999, state your name, where you are from, the address and that you wish to report a missing person.
- 6 When the situation has been resolved, record the events in the resident's records and also complete an Incident/Accident Report.

NB Remaining calm will help to avoid upsetting other residents.

Task 2

Choose a complicated written procedure from your workplace. Re-write the procedures in your own words, using any or all of these strategies. Make sure the instructions are in the correct order.

- Check the meanings of words or phrases.
- Highlight the parts that are only information, not instructions.
- Underline the instructions.
- Count the number of instructions.

Hint: Remember to look for imperatives, commas, the word 'and' or new sentences.

PAGES 2:11–2:12

Work procedures (2)

Occupational setting

When care workers find that procedures are presented as a flow chart, it should alert them to the fact that there are probably choices to be made within those procedures, depending on circumstances. A flow chart requires individuals to navigate their way through the chart by using their own judgement. It may not be necessary to read every bit of a flow chart but what is read needs to be read in detail and considered carefully.

Materials

Prepared cards to model flow chart

Copies of flow chart from Source material

Copy of workplace procedures on reporting bad practice

Learning outcomes

- 1 To understand the format of a flow chart (focus page, Tasks 1–3)
- 2 To identify the main points and relevant details (focus page, Tasks 1–3)
- 3 To read critically to evaluate information (focus page, Tasks 1–3)

Introduction

- A procedure may be presented as a flow chart to allow the person using it to make choices relating to their particular circumstances. To illustrate this, prepare some cards based on the 'Check Airway Breathing' (CAB) method advocated by most first aid manuals.
- Distribute cards to pairs around the table. With the main title (Finding an unconscious person) at the top of the whiteboard, start to build a flow chart, inviting learners to stick their cards in appropriate places. Move the cards around until everyone is happy that the flow chart represents the instructions given in a linear way in the first aid manual.
- Ask if anyone recalls seeing a flow chart used in their workplace. Reinforce the point that the

information in a flow chart could be written as a long set of instructions.

Focus page

- The flow chart deals with reporting bad practice. It offers a useful opportunity to discuss learners' experiences of what might be judged bad practice and what, if anything, they have felt able to do about it. 'Whistle-blowing' is a sensitive issue in all places of work, but there may be particular dilemmas for new employees, who may not feel they have the authority or skills to take any action. This flow chart is based on a real procedure used in a care home; it may be useful to look at similar procedures from learners' workplaces.
- Look at the focus page and talk through the 'route' taken by the person in the scenario.
- Link this page to the Codes of Practice issued by GSCC.
- Mention that flow charts can answer questions, give information and/or instruct.
- This part of the theme presents a good opportunity to discuss RIDDOR and learners' involvement in completing documents (whether they are responsible for completing documents or not).

Curric. refs	NOS	Key skills
Rt/L2.2	HSC23	C2.1
Rt/L2.5	HSC22	
Rt/L2.6	HSC24	

Task 1

Show understanding of the format of a flow chart, read details and evaluate information

Rt/L2.2
Rt/L2.5
Rt/L2.6

- Give learners a copy of the flow chart from the Source material.
- Talk through the 'people' boxes on the right-hand side to ensure that everyone is certain about where to start in the flow chart.

If the learner has difficulty

- Ask the learner to read through the question aloud and then reword it to show understanding in the following ways.
 - Many dyslexic learners leave out small words when they read. In this case to leave out 'not' would affect the choice made on the flow chart.
 - Listening to someone read helps you to know if the initial information is being read correctly. If reading is accurate, ask the learner to put it into their own words to check they have understood.
 - If reading the question is not causing the difficulty, then the format of the flow chart is likely to be the problem. Go through the first task, 'modelling' your thought processes aloud: 'Now let me see ... I'm going to start with this box because the person who had the accident was a resident. Now what does it say in this next box – was the person taken to hospital? No, our person was not taken so I must follow the direction that the *no* arrow takes me and I see here in this box, that I've got to complete the Accident Report form C4-001.' Ask the learner to do the same thing (talking it through aloud), with you helping, but this time the accident involves a visitor that needs to go to hospital.

Extension

Ask the learner to write what they would do if a visitor was involved.

Task 2

Show familiarity with the format of a flow chart and how to interpret information

Rt/L2.2

Rt/L2.5

Rt/L2.6

- Remind learners to look at the example on the focus page.

If the learner has difficulty

Ask the learner what they find tricky about doing this task. It may be one or a number of things:

- **Technical words** (e.g. reportable, monitor, arising from) – suggest learners find out what they mean and explain them to a colleague and/or record in personal dictionary.
- **Spatial difficulties** in interpreting information from a 2-D graphic/diagram. Take four colours and trace all four routes with the learner on the flow chart. Ask questions, encouraging the

learner physically to trace the routes with his/her finger to reinforce the activity that many people do with their eyes.

- **The order in which things are said** can affect understanding. For example, 'Did the event result in the person going home before completing their work?' is easier to understand as 'Did the person go home before finishing their work?' Reword the tricky boxes and ask the learner if they find the task easier to complete.

Extension

Ask the learner to highlight the four routes in different colours and write the scenarios to show reasons for his/her choice. This could also be used to support learners who are finding the tasks difficult.

Task 3

Identify an instruction from the flow chart

Rt/L2.2

Rt/L2.5

Rt/L2.6

- Remind learners to read the information in a particular box carefully because they could be distracted by seeing the words 'No action to take ...' but if they read on, this is not the whole picture.

If the learner has difficulty

Read the question with the learner and point out how misleading the instruction seems. Emphasise that careful reading is required in following procedures. If the learner has been having difficulties throughout, then get them to look at the adapted version you prepared during an earlier task.

Extension

Ask learners to bring an example of a flow chart from their workplace. Ask them to highlight anything on it that they feel is tricky or slightly ambiguous.

Task 4

Find particular information

Rt/L2.2

Rt/L2.5

Rt/L2.6

- Remind learners to read carefully and to take note of the seemingly simple word – before – in the question.

If the learner has difficulty

- Refer learners to the simplified flow chart already produced or work alongside the learner to construct a flow chart following the plumber's scenario.

Extension

Move on to the last task.

Task 5

Find particular information

Rt/L2.2

Rt/L2.5

Rt/L2.6

- Remind learners to scan through the flow chart for the words 'without delay' if they are uncertain about where to find the information.

If the learner has difficulty

Highlight both boxes that contain the words 'without delay'. Ask the learner to decide how one answers the question.

Extension

Ask the learner to find out what the acronym RIDDOR stands for, either for the next session or by accessing the Internet during this session to be able to inform the other learners.

Theme assessment

- Divide the group into two and ask each group to write a set of instructions on some flipchart paper about something they do in the workplace. Stress that there should be a title and headings (either bullet points or numbered instructions) and some attempt at illustration that helps the instruction to be better understood.
- Each group can then present their efforts.
- Ask learners to look in the Source material or at workplace documentation to find one example of a set of instructions and one example of a procedure.
- Learners could develop a flow chart to describe a procedure at work.
- Ask learners to bring in RIDDOR guidelines from the workplace and make a brief presentation to colleagues about their responsibilities in this area.

Work procedures (2)

Focus

Flow charts

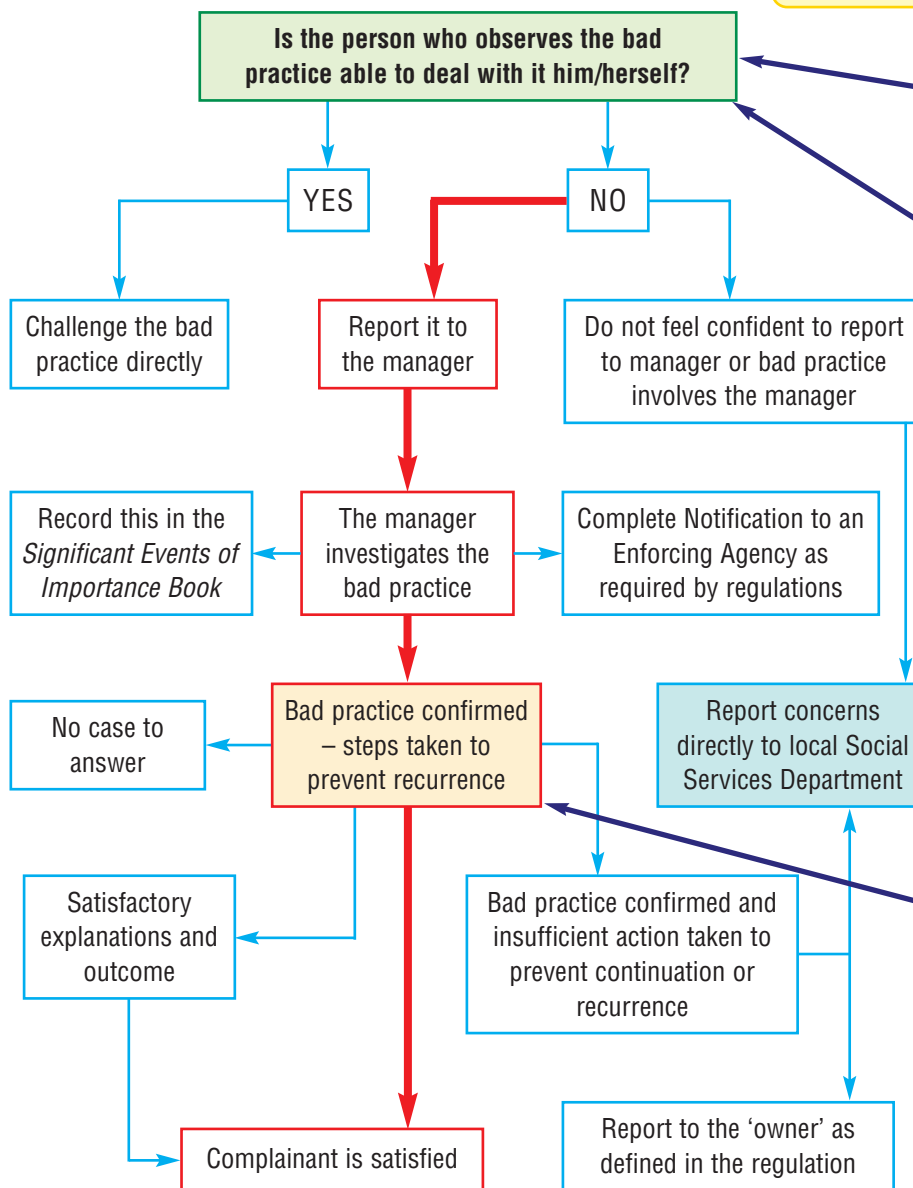
A work procedure is sometimes written as a **flow chart**. It is a quick way of showing what to do in different circumstances.

The steps in the procedure are linked together by **arrows**.

The **route** you follow depends on your circumstances.

Have a look at the example at the bottom of the page.

REPORTING BAD PRACTICE



There is always a clear starting point.

Along the route you might have **questions** to answer.

Along the route you might be given **instructions** or an action to take.

Along the route you might be given **information** about what will happen as a result of your action.

A member of staff has noticed several occasions when a colleague has treated a resident rather roughly. She does not want to challenge her colleague herself. The route shown in **bold** is the one she would follow.

You don't have to read the whole chart – only the part that applies to you.

Work procedures (2)

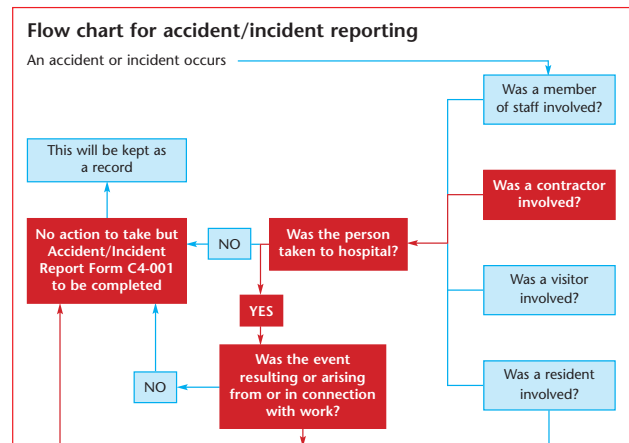
Task 1

Look at the flow chart for accident/incident reporting in the Source material. If a resident has an accident that does not require hospital treatment, what should you do?

Task 2

Read the explanation of an accident below. Highlight the route taken for the plumber's accident.

A plumber was involved in an accident at a residential home while he was working on the heating system. He was taken to hospital but returned later to finish the work.



Only read the part of the flow chart that applies to the resident.

Highlight just the parts of the flow chart that apply to this particular accident.

Task 3

What are you instructed to do in response to the plumber's accident?

Look for the box on your highlighted route that gives you an instruction.

Task 4

If the plumber had been sent home before completing the work, what would you do next?

Put a tick next to your answer.

Use key words from the question to find the information you need.

- ☐ Check whether the accident is reportable as required by RIDDOR.
- ☐ Report the accident without delay.

- ☐ Check the plumber's health for three days.
- ☐ Report the accident after three days.

Task 5

What does it say will happen if you report the accident without delay?

PAGES 2:13–2:14

Finding information from work policies

Occupational setting

Policies, like procedures, are written to ensure that all care workers and their employers are working together to a common set of standards. Many policies are written and required by law, for example health and safety law. This theme develops the reading skills (e.g. format, skimming, scanning) required to read and understand some of these important documents.

Materials

Copy of the Health and Safety Law poster from the Source material

As many other workplace policies as possible – some made into OHTs, including one on confidentiality

Learning outcomes

- 1 To identify the purpose and gist of a policy by skim reading main features like headings and titles (focus page, Task 1)
- 2 To find relevant parts of a policy by scan reading for particular words (focus page, Tasks 2–4)

Introduction

- Write 'procedure' and 'policy' on the flipchart and discuss the difference between the two. If the discussion is slow, it may help to illustrate the difference by showing the Health and Safety Law poster and an example of a procedure and ask learners what they feel is the difference. Procedures may be devised and written in-house and describe general everyday working practices (e.g. bathing residents, what to do in the event of a death); policies are generally led by legislation (e.g. Health and Safety Law, Safe Lifting, Respect for Diversity/Equal Opportunities).
- Point out that finding a particular policy often means searching through many sheets of similar-looking written text. Flash at least four

different policies onto the OHP and ask learners to tell you which one showed a policy on, for example, respecting the privacy of residents (confidentiality).

- Ask learners what helped them to decide on the right policy. The answer should be the title/headings and a few key words that drew their eyes around and down the page. This is called skimming and is used to decide what the text is about and whether to read it.
- Using one policy from your prepared OHTs, ask learners to say how many times they can spot one given word. If you have an OHT that you can write on, you may like to highlight these words to see if you agree with the learners. Point out that once you have decided on a particular policy to read, you use scanning skills to spot all the references to it. This is a research skill, often used in searching the Internet.

Focus page

- Refer learners to the focus page and summarise the points about the reading strategies used to find relevant information. Reinforce the idea that the world is full of written information and that it is impossible to read everything, so choices have to be made. We 'sift' information by skimming the text for relevance and gist (Is it about the topic I'm interested in? Is it worth going on to read this?) and then scan it for particular information.
- Note that many learners, including those who are dyslexic, may need a lot of practice in this skill. Looking up a website is a good analogy for these reading skills:
 - First you have a quick look at, or skim read, the front page to see if it is interesting or relevant to you.
 - Then you look quickly – scan – through the sections on this front page and decide where to look next.
 - You repeat this process, page by page, until you find the information you want to read.
 - Then you read this carefully.

Curric. refs	NOS	Key skills
Rt/L1.2	HSC22	C1.2
Rt/L1.4	HSC23	C2.2
Rt/L1.5	HSC24	

Task 1

Find a specific policy from the Source material
Rt/L1.5

- Remind learners that they need to skim read all the titles of the policies until they find one that matches the description they have been given.
- They should skim down the policy quickly to check that some of the words that 'leap out' at them support the description.

If the learner has difficulty

- Model the process of finding the right policy – talk aloud: 'Now let me see, I've got to find all the policies in the Source material, ah here they are. There are five of them. I've got to find one about what to do if a member of staff is given a present – I can't see anything with presents in the title so it is probably under another name, that means the same thing. Another name for presents is gifts – ah I can see one that has a title, Gifts, Wills and Bequests, I'm not sure what bequests mean – I will look that up in the glossary later, but this must be the one!'
- Work through any difficult terminology. Note that this section contains a lot of 'legal' words that have a particular meaning. For example, ESOL learners may have difficulty interpreting the word 'left' in the question.
- Learners may need support to decide what words to skim for, if this is not immediately apparent (e.g. in the gift/present example above).

Extension

Ask the learner to read the policy very quickly, turn it over and write a very short summary (two or three sentences only) to show that he/she has understood the gist of the policy.

Task 2

Scan the policy to find the subheading that tells you about what to do if you have been given a present
Rt/L1.5

- Explain to learners that they should look superficially at every title but without lingering long or reading any details at this point.
- Check that learners are clear about what they should do in these circumstances.

If the learner has difficulty

Ask the learner to highlight every subheading and then to move their finger along each one quickly looking for the key word that means presents – gifts.

Extension

Ask the learner to scan the policy for the words 'bequests' and 'executor' and to attempt a definition of each word before looking them up in the glossary.

Task 3

Scan for specific statements in the policy and then read them in detail to fill in the missing words in the task
Rt/L1.5

- Point out to learners that to find specific information they need to:
 - scan for specific statements in the policy – spotting key words to help them
 - read the statements in detail (being careful to notice small words like 'not', which probably alter the way you answer the question).

If the learner has difficulty

- ESOL learners will require support to understand the legal terminology used in policy documents.
- Ask the learner to scan for specific words from the statements and to highlight them (e.g. executor, breach, will.) If the words do not 'leap out' at them, suggest that they track along each line with a finger – a very acceptable method of reading at speed, which also helps when trying to find particular words.
- Ask learners to compare the highlighted words against the original statements in the task to see if they match. If they do not match, they need to try again to find the key words they have missed.
- The dyslexic learner may have difficulty tracking smoothly along a line of text and returning to the beginning of the next line. Losing their place when reading affects a number of dyslexic learners. Holding a piece of

card or ruler above the line being read and moving it down helps the learner to predict what is coming because the card is not obscuring the text. This technique should be encouraged when reading in detail is a necessity (e.g. work procedures, policy documents).

Extension

Ask the learner to reword point 14 to show his/her understanding of the statement.

Task 4

Scan the Source material for the Health and Safety Law poster and use the format to answer questions

Rt/L1.4

Rt/L1.5

- Remind learners that to find relevant information in a policy as large and initially daunting as the Health and Safety Law poster, they should use as many visual clues as they can – in other words the format, which includes coloured sections, bold headings, boxes, etc.

If the learner has difficulty

- Dyslexic learners may have problems with the left/right-hand aspect of the questions and may need support for this.
- Talk through the poster as a whole, pointing out different sections and features and discussing it with the learner.
- Ask the learner to read the headings and subheadings.
- Work on the question together, pointing out the key words (e.g. employee).
- Ask the learner another question relating to that section.

Extension

Ask the learner to write down one important duty of the employer and to explain their choice.

Finding information from work policies

Focus

The policies you are asked to read at work can be long and complicated. Reading strategies can help you to find particular information quickly.

When you read to get the **gist**, or general idea of what something is about, your eyes **skim** across the page.

Your eyes often pick out the things that stand out or look different.

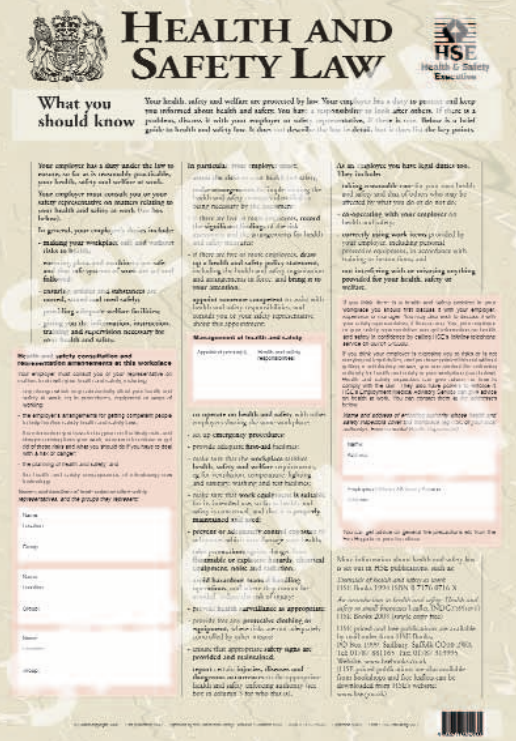
This is a bit like looking for a friend in a crowd.

Your eyes might pick out and read:

Titles and **Subtitles** – dashes

• bullets *italics* **colour** **bold words**

CAPITAL LETTERS underlined words



This helps you get a general idea of the **subject** of the writing.



Sometimes you know what sort of information you are looking for.

You can search the text quickly for relevant words or phrases.

Your eyes move quickly, or **scan**, down the text to pick out the parts you want.

This is like looking for your name on a list.

The words you scan for will depend on what you want to know.

For example, if you want information on your **employer's duties**, you would scan the text for related words.

This helps you to find the part of the text you need to read.

Finding information from work policies

Task

Policies are important work documents to help you do your job better and to protect you and other people at work.

Task 1

Look through the Source material to find a policy that gives information about staff being given or left presents by residents or relatives. Write the title in the box.

Title of policy:

Flick through to find the correct section first. Then look quickly through the policies to get the gist of what they are about.

Task 2

Use the policy from Task 1 to answer the question.

What is the sub-heading for the section that gives information about being given presents, such as birthday cards?

Title of section:

Read the sections under each sub-heading quickly to get an idea of what each is about.

Task 3

Use the same policy to complete these statements. Write the missing words in the boxes.

- 1 Point number says that staff have a right to be released from involvement as Executor for a resident's will.
- 2 The policy does not apply to .
- 3 Any breach of this policy by staff may result in .

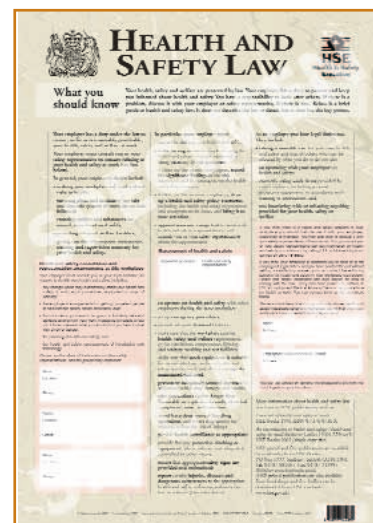
Look for key words used in the statement to help you find the information in the policy.

Task 4

Search the source material to find the Health and Safety Law poster.

Where on the poster is the information about your legal duties as an employee?

☐ Left-hand side ☐ Middle ☐ Right-hand side



PAGES 2:15–2:16

Reading work policies in detail

Occupational setting

Policies at work generally require careful reading, particularly during induction when they are met probably for the first time, or when an issue arises later at work. Many of these policies are expressed in formal, legal-sounding language and can be difficult to understand. This focus page develops some of the skills needed, such as splitting up longer sentences, using conjunctions as markers, checking terminology.

Materials

Copy of the Health and Safety Law poster from the Source material

Other policies and OHTs used for the previous focus page

Learning outcomes

- 1 To extract precise information from work policies (focus page, Tasks 1 and 2)
- 2 To understand that long and difficult sentences can be read and understood more easily if they are broken down into shorter sentences (focus page, Tasks 3 and 4)
- 3 To realise that there are strategies to cope with the formal language and specialist words used in policies (focus page, Task 4)

Introduction

- Discuss the importance of understanding policy documents and the difficulties associated with this. Acknowledge that these documents are often difficult to understand, as they are expressed in legal or formal language.
- Ask learners for their experience of policy documents – show some from the workplace. Have learners read them? Did they understand the policies? How do they find information in documents like this?

Focus page

- Look at the example of format. Ask learners to look at two contrasting policies (e.g. Health and

Safety Law poster and Manual Handling Policy) and ask them to decide which one particularly uses format to help readers find relevant information. They both use format in different ways to aid navigation but both need to be read carefully.

- Look at the example about sentence length. Breaking up long sentences can help with understanding. Knowing about conjunctions such as 'and' helps this. Illustrate this strategy by displaying a complex sentence taken from a policy on the OHT and, with learners' help, model on the flipchart how it can be made into several shorter sentences. You could also simplify the language, by using easier words. Confirm this with the glossary if possible.
- Look at the example about unfamiliar words. Remind learners about the strategies for dealing with specialist or unfamiliar words:
 - predicting/guessing from the context
 - using the glossary/dictionary then explaining the meaning to a friend using everyday words
 - recording this in personal (dictionary) notebook
 - asking someone.

Curric. refs	NOS	Key skills
Rs/E3.2	HSC22	C1.2
Rt/L1.5	HSC23	C2.2
Rw/L2.1	HSC24	
Rs/L1.1		
Rt/L2.8		

Task 1

Carefully read particular points of the Manual Handling Policy and decide the main subject that links them

Rt/L2.8

- Stress to learners that policies cannot just be read quickly for the gist. They are important documents, mostly required by law, and therefore the details are important.
- Ask learners to read all three points carefully before coming to a decision on the subject title that links them.

- They can check meanings of technical words.

If the learner has difficulty

- Ask learners to identify the one word linking these three points. Use highlighter pen. You may need to read the points with a slight emphasis on the word 'training'.
- This document contains some difficult words. Check learners understand words such as compliance.

Extension

Ask the learner to rewrite the three statements into shorter, simpler sentences and to share this with any learner finding the task difficult.

Task 2

Note down individual points by careful reading and use the structure of the sentence and punctuation to help with meaning

Rs/L1.2

- Remind learners that the function of commas is to separate individual items and that the word 'and' tells them when the list is coming to an end.

If the learner has difficulty

- Enlarge this part of the policy (Point 1) and ask the learner to cut it into chunks using punctuation marks as their guide about where to cut. (They should end up with five chunks – two sentences and three parts of a sentence.)
- Go back to the question and ask learners to identify the sentence that mentions staff being required to work within the legislative framework. Does this tell them what is included in it? The answer should be no, so then move on to the part that says 'This will include ...' and the three elements of legislation that follow.

Extension

Ask the learner to search for these three regulations on the Internet and if possible to print them out. Ask the learner to decide what the essential differences are between the Health and Safety at Work Act and the Management of Health and Safety at Work and to share this with others at the next session.

Task 3

Simplify a complex sentence taken from the Confidentiality Policy by rewriting into two shorter sentences

Rs/E3.2

- Ask learners which 'marker' word or conjunction is the point at which you could make the one sentence into two. (In everyday life a junction usually forces you to make a decision.)

If the learner has difficulty

- Make a photocopy enlargement of the sentence and ask the learner to cut it into two chunks around the word 'and' ('and' will stand alone). It is quite simple now to put each part of the sentence against the words 'Staff will ...'. The learner can see that the word 'and' is now not needed.

Extension

- Ask the learner to look through any of the other policies to find another complex sentence that could be rewritten into smaller sentences by removing the conjunctions.

Task 4

Simplify a sentence by using less formal words

Rw/L1.1

Rs/L1.1

- Draw learners' attention to the worked example and work through it with them.
- Ask learners to work in pairs to come up with revised versions of the sentence to present to colleagues.
- Ask learners to highlight all the key words that they feel should be simplified. Encourage them to use the context clues in the sentence to help work out the meanings of these words.
- Remind learners to use the glossary, dictionary or a thesaurus to find alternative words. Note: they may need support to do this, particularly if they have not used a thesaurus before.
- Note that the sentence to work on has also been broken into chunks.

If the learner has difficulty

Model the example carefully. Note that it is split into 'chunks' and that these have been used to identify difficult words for which to find alternative meanings.

- Look at the alternative words for the formal words of the policy statement in the worked example, for example 'Staff will protect/staff will guard'.
- You may need to help the learner identify the difficult words in the sentence.

Extension

- Reverse the task slightly by giving the learner ten words and ask them to think of a more 'formal' way of saying them, such as are used in policy documents (e.g. looked after – maintained; relevant for the job – appropriate; task – activity; workplace – work environment; abide by – comply, etc.).
- Ask them to put these words into place in policy documents.

Theme assessment

- Briefly display a policy on an OHT and ask learners for the gist (skimming).
- Ask learners to look in the Source material for a particular policy (scanning).
- Having found the policy, ask them to find a particular piece of information or a particular specialist word (scanning).
- Ask learners to find a policy from their workplace that is about respecting diversity and to bring it to the next session together with a dictionary definition of diversity.
- Reword, using simpler language, one statement or sentence from the workplace diversity policy.
- In pairs, ask learners to take a long complicated sentence from any policy in the Source material and reword it using shorter sentences. Report to the whole group.

Reading work policies in detail

Focus

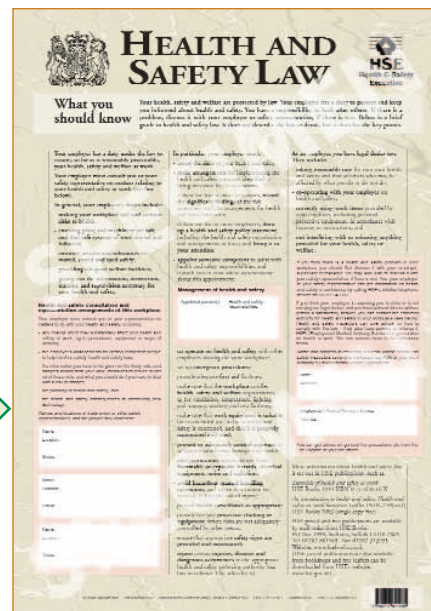
Work policies can be long and complicated. The language is **formal** and might contain unfamiliar words or complicated sentences. There are strategies you can use to help you.

Try reading each section a **sentence** at a time, going back over anything that is not very clear.

Some policies use a particular **format** to help you find your way round the text.

This makes it easier to read because the long text is split into shorter chunks.

Use the **format** to help you concentrate on each chunk.



Original sentence

The manager will ensure compliance with legislation **and** is additionally responsible for ensuring that a suitable and effective training plan is in place for staff employed in the home.

Rewritten as two sentences

The manager will ensure that handling carried out follows the law.

The manager is also responsible for making sure staff are properly trained.

Sometimes, policies use long sentences.

- Break the sentences down into shorter ones – use the **punctuation** or **connecting words** (conjunctions) to help you.
- Make notes – try to sum up the overall purpose or point or message.
- Read the information out loud three or four times to help you get the message.

CONFIDENTIALITY POLICY STATEMENT

Contracts for all staff who have **access** to, or handle, confidential records will have **clauses** which emphasise the **principles** of **confidentiality** and state the **disciplinary** action which could result if these principles are not met.

Policies often contain **unfamiliar** words. You can find out what they mean by:

- asking someone
- looking them up in a dictionary or glossary
- trying to work out what they mean from the rest of the sentence.

Reading work policies in detail

Task

You will have many different policies at work – for example, Equal Opportunities, Confidentiality, Manual Handling, and so on. Many of these will be given to you in the first few weeks and you will be expected to read them.

Task 1

Read points 2, 4 and 5 of the Manual Handling Policy in the Source material. Tick the word that best sums up the main subject of these points.

☐ techniques ☐ training ☐ staff ☐ trainers

Task 2

Read point 1 carefully. Make a list of the things included in the 'relevant legislative framework' within which staff are required to work. Use the punctuation to help you.

Task 3

This sentence comes from a Confidentiality Policy. Break it down into two smaller sentences about the two things staff will do.

Staff will protect all confidential information concerning residents obtained in the course of professional practice and make disclosures only with consent or where required by a court of law.

Task 4


Look at this example of how a sentence can be reworded to make it simpler.

Staff will protect/all confidential information/concerning residents/obtained in the course of/professional practice.

Staff will keep safe/all private information/about residents /that they come across while/doing their job.

Re-write this sentence so it is easier to understand.

Staff will make disclosures/only with consent/or where required/by a court of law.



RESIDENCE FOR THE RETIRED

Manual Handling Policy

- 1 This policy is effective for all handling activities performed by staff in the home. All staff are required to work within the relevant legislative framework. This will include the Manual Handling Operations Regulation 1992, Health and Safety at Work Act 1994, and Management of Health and Safety at Work.
- 2 The manager will ensure compliance with legislation and is additionally responsible for ensuring that a suitable and effective training plan is in place for staff employed in the home.
- 3 The home will provide a safe working environment for staff and a safe and secure environment for residents who live there. Wherever possible, the home will also promote a 'No Lifting' policy.
- 4 The manager will arrange staff manual handling training that is carried out by suitably qualified trainers who will ensure that current good-practice techniques are taught.
- 5 All staff will be required to follow the training instruction that they have been given and use only the techniques and manoeuvres approved by the manager.
- 6 The home will provide all such appropriate equipment as may be required to safely carry out approved manual handling activity. The equipment to be used will be specified as part of a risk assessment of manual handling needs that should be carried out for each individual or task.
- 7 All equipment will be properly maintained by the home.

Look for the connecting word or conjunction to help you break up the sentence.

Look up any unfamiliar words and think about the overall meaning of the sentence.

PAGES 2:17–2:18

Finding the information you need

Occupational setting

Reading, understanding and acting on care plans, instructions, procedures and policies is important for working effectively in a care home. There are times, however, when additional information is needed; looking at existing materials does not always provide the answers. Specialist information may have to be researched and it is useful to know that there is more than one place to find what you want. This theme develops the research skills required to find information from a range of sources, useful both in the workplace and when building an NVQ portfolio.

Materials

Copies of care journals, care books, induction material/packs from the workplace or other sources

Learning outcomes

- 1 To research a topic and show evidence of having used more than one resource (focus page, Task 1)
- 2 To make notes about the information found (Task 1)

Introduction

This is an opportunity to draw together everything from the *Information at work* module: question learners and record their replies on the flipchart.

- What information do you read at work?
- What information is required to be available in the workplace?
- What information uses the most formal words? (policies) Why? (legal implications)
- What is a good strategy to use when faced with a new document? (Skim to establish the purpose and get the gist by using the format.)
- When you know what you are looking for in the document, how do you go about finding it without reading every word? (Scan for key words.)

- If you are unsure about the meaning of certain words, what strategies will help you? (Look the word up in a glossary or dictionary, ask someone.)
- When you are reading detailed information written as long complex sentences, what might help make it easier to understand? (Say or rewrite sentences using own words; turn complex sentence into shorter, simpler sentences by identifying the conjunction words like 'and' as the place to end one sentence and start a new one.)
- When is it important to read every word? (When one action relies on another, as in a set of instructions or a procedure, or when something is required by law.)

Focus page

- Other things may have emerged over the teaching of the module that need to be highlighted.
- Discuss and demonstrate the different sources of information shown on the focus page.
- Discuss the fact that not all information needed at work will be found in existing documentation. Ask learners to think of occasions that could require some research (e.g. the particular needs of a resident.)
- Ask learners to look at the focus page and task page together and discuss the particular scenario taken from a care plan.
- Get learners to look at the focus page and show some examples of care journals and books.
- Remind learners that we all have preferred ways of finding information (e.g. the Internet, books, asking).
- For an Internet source for specialist information, look at the Social Care Institute for Excellence website: www.scie.org.uk.
- Remind learners that contents pages and indexes guide a person through paper-based reference material.

Curric. refs	NOS	Key skills
Rt/L1.1	HSC21	C2.1
Rt/L1.3	HSC24	
Rt/L1.4	HSC25	
Rt/L1.5	HSC233	
Rw/L1.1		

Task 1

Use a variety of sources of information to find out how best to support a particular resident's needs and make some notes about them

Rt/L1.1

Rt/L1.3

Rt/L1.4

Rt/L1.5

Rw/L1.1

- The focus page presents ways to research for information.
- Remind learners that no-one is expected to know everything about everything, but that it is very important to know how to find things out.
- Remind learners that you expect them to use at least two different types of reference materials in their research and that these sources must be acknowledged in their notes.
- They should refer to Codes of Practice in their research.
- If learners have difficulty accessing particular sources, they need to record this and say why.
- Remind learners that they can exchange their information with the group during the next session.
- This task gives you the opportunity to open a discussion about diversity, in particular as it relates to faith.

If the learner has difficulty

- Some dyslexic learners are good at finding out things, others are not. Some dyslexic learners find it difficult to decide what is a relevant piece of information. Others are fascinated by trivia and may miss the main point. Encourage learners to respond directly to each question in the task in sequence to ensure that they remain focused.
- With dyslexic learners it may be necessary to discuss:
 - what information is
 - how to use what you know ('I know of a

website about different religions') to find out what you don't know ('It will probably have something about the Jewish faith')

- how to decide what information is needed (e.g. that 'dietary requirements' are about what you eat)
- how to refine a search
- how to decide the best place to look for information.
- It may also be necessary to discuss what to do with information when you have found it: Is it relevant? Where shall I store the information until I've finished the research?
- It may be necessary to guide the learner to a resource that you know has some information about the subject.
- Tell the learner that you can photocopy the page or print out information from websites for them.
- Remind learners to highlight key words and to look up any words they do not know.
- Check that learners understand the points in Task 1 (e.g. dietary requirements) by getting them to tell you the meaning of each point in their own words.
- Reduce the number of things to find out to just two.

Extension

Develop a brief presentation to the group based on the information about the Jewish faith found for this task.

Theme assessment

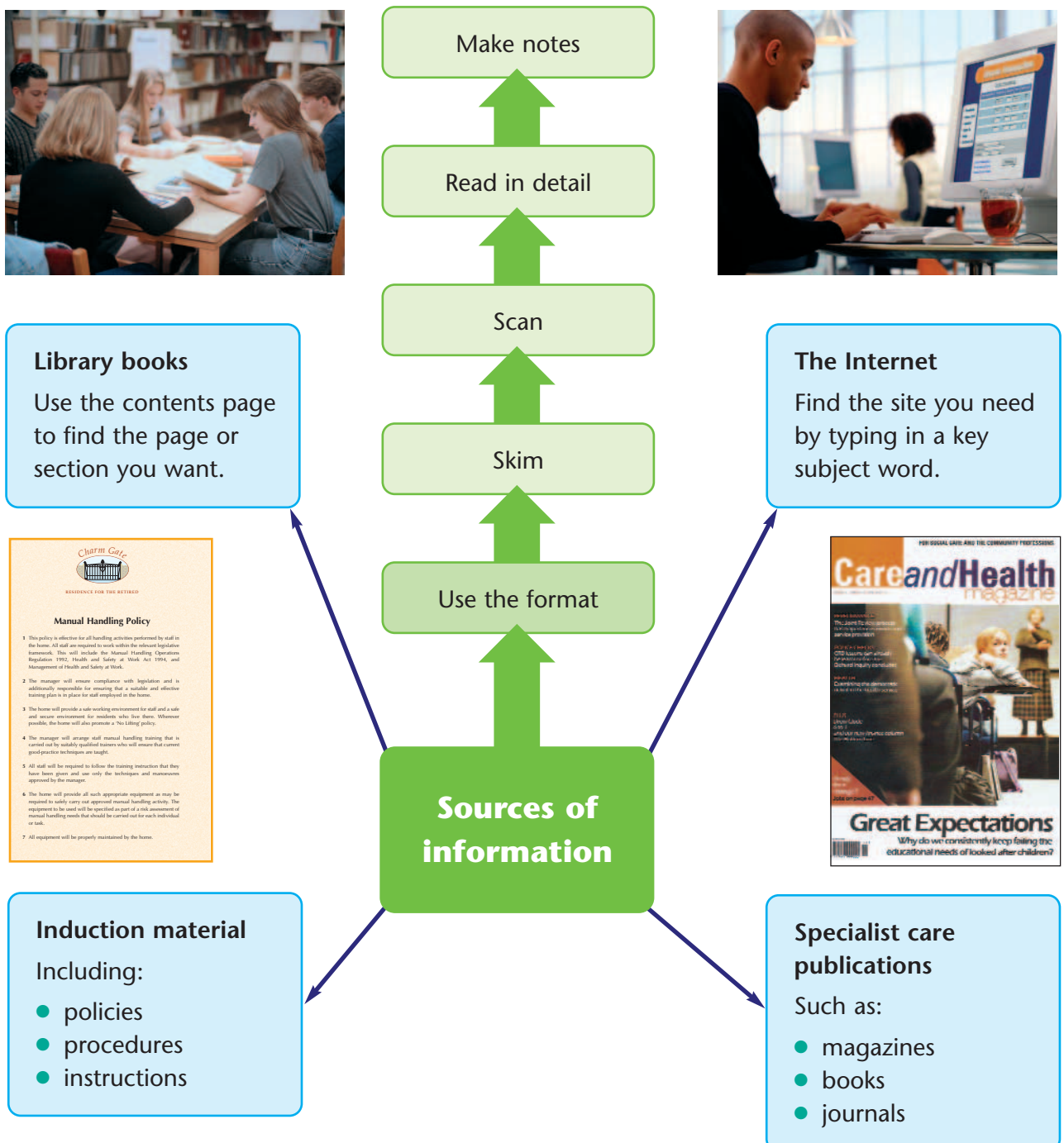
Set another piece of research based on a medical condition (e.g. diabetes) from a care plan in the learner's own workplace. They should make some notes and develop a brief presentation to give to the group. Learners could work on this in pairs. Learners should make a note of where they find information, how they checked understanding (e.g. by looking up words), what reading skills they used and any particular features of the information (e.g. format).

Finding the information you need

Focus

There are several places where you can look for **specialist information** for work.

These reading strategies can help you find the information **quickly**, follow the **meaning** and **remember** the important information.



Finding the information you need

Task

Task 1

2.11.1 Does the person require assistance with practising their religion?
If yes, please specify.
Mrs Singer is a practising Jew.

YES / NO

NVQ Social care L2
HSC234

Ensure your own actions support the equality, diversity, rights and responsibilities of individuals

This extract from a Daily Living and Needs Assessment Plan for a resident does not give you enough information.

Use any sources of information to find out more about this resident's religion so that you can help her to continue practising her beliefs.

Checklist of things to find out about:

- ☐ What the Jewish faith involves (including the name of the place of worship and the religious leader)
- ☐ Any special dietary requirements
- ☐ Festivals and occasions celebrated
- ☐ Any festivals and occasions not celebrated
- ☐ Any particular requirements regarding personal grooming
- ☐ Requirements for arrangements after death
- ☐ Any other information that might be helpful

Make notes of the things you find out.



Check it

1 Which of these is a description of a mandatory safety sign?

- A A blue circle
- B A red circle
- C A yellow triangle
- D A green circle

Rw/E3.1

2 Which of these is the correct definition of 'flammable'?

- A Sore
- B Will not burn
- C Able to be set on fire
- D Burning

Rw/L1.3

3 Which of these pieces of information is not needed on an accident report form?

- A The location of the accident
- B Time and date details
- C Personnel involved in the accident
- D Your opinion on the cause of the accident

Wt/L1.2

Drinks for residents

Staff Guidelines

1. Tea and coffee are offered at set times (currently 7.30 am, 10.45 am, 3 pm). A milky drink is offered at 9 pm. Making hot drinks outside these times is at the discretion of the senior on duty.
2. Each resident is to be offered tea or coffee. Milk and sugar should also be offered but always check whether sugar is allowed. Sweeteners are available.
3. Make a note of fluid intake for all residents where this is being recorded. Charts should be completed immediately.
4. Residents not wanting tea or coffee should be offered an alternative.
5. Water should be available at all times. In hot weather, encourage residents to drink plenty of water, particularly between set tea and coffee times.

4 'Making hot drinks outside these times is at the discretion of the senior on duty.' What does this mean?

- A It's up to the senior to decide about who has hot drinks.
- B You would have to check with the senior if a resident wants a drink of tea at 6 pm.
- C Tea and coffee and cocoa are available at all times of the day.
- D Only the senior can make hot drinks outside set times.

Rt/L1.3

- 5 Which of these statements is false?
- A All residents can have sugar if they really want.
 - B Residents can have as much water to drink as they want.
 - C Hot drinks are offered four times a day.
 - D You have to complete fluid checks for some residents.
- Rt/L2.2
- 6 Which of these is the best definition of 'alternative', as used in guideline number 4?
- A Cocoa
 - B Something else to eat or drink
 - C A cold drink
 - D Another choice of drink
- Rw/L1.2
- 7 Which of these does not offer guidance about health and safety?
- A RIDDOR
 - B HSE
 - C COSHH
 - D NVQ
- Rw/L1.3
- 8 Which guideline instructs you to complete a form?
- A 5
 - B 1
 - C 3
 - D 2
- Rt/L1.1
- 9 What is the best title for these guidelines?
- A Tea and coffee for residents
 - B Drinks for residents
 - C Fluids
 - D Break time
- Rt/L2.2
- 10 You need to find out about the requirements of a vegetarian diet for a resident. Which of these is a good place to find out?
- A A cookery book
 - B A supermarket
 - C A website about vegetables
 - D A website about vegetarianism
- Rt/L1.4

Answers

PAGES 2:1–2:4

Signs and symbols

Task 1

- 1 Do not
- 2 False
- 3 No
- 4 Electricity
- 5 Live electrical equipment
- 6 Carbon dioxide

Task 3

extinguish	put out
flammable	easily burnt
confined	small
inhaling	breathing in

Task 4

You might have given answers like these:

- 1 The material is treated to stop or slow down burning.
- 2 Make sure there is plenty of air circulating in the room.
- 3 Containers that could burn easily should be stored carefully.

Task 5

You probably found that:

- hazardous substances = yellow or orange triangle (such as the toxic sign on a bottle of cleaning fluid)
- mandatory = red circle (such as the no smoking sign)
- warning = red triangle (such as a give way sign)
- prohibition = red circle with a line through it (such as a no entry sign)
- information = green square (such as a fire exit or first aid sign).

Task 6

- 1 False
- 2 True
- 3 False

- 4 False (you only do this if it is safe)

- 5 True

- 6 True

Task 7

Correct: 2, 3, 5

Incorrect: 1, 4, 6

PAGES 2:5–2:6

Reporting written information

Task 1

Details to be included in Part 3 of the form:

- Date of the accident
- A short description of how it happened
- The injury caused
- The time the accident happened
- Where the accident happened

Task 2

I was making tea for my colleagues, who were all tired and ready for their break. Krista came in all smiles as usual. All of a sudden her legs went from underneath her. She landed on her left arm. I told her that I thought it was broken, but fortunately it was not. I was very worried about her. I did not see exactly what she slipped on, but the floor tiles seemed to be wet in places. It was definitely not her fault – she is always so careful. I suspect that the cleaner forgot to leave the wet floor sign out after cleaning it. Either that or the fridge is leaking again. I asked the supervisor to come and look at her.

Task 3

I slipped on something like water on the floor. I went down heavily onto my left wrist. My colleague fetched the supervisor. The supervisor told me to go to casualty. It turned out to be badly sprained.

PAGES 2:7–2:8**Following written instructions****Focus page: answers if required**

breastbone bone down the centre of the upper front of the body

brief short and to the point

interlocked linked or fitted into each other

compressions actions of pressing down quite firmly

vertically straight down

Task 1

- 5 Rub left palm with clasped fingers of right hand and vice versa.
- 3 Wet hands under running water.
- 6 Rub right hand over back of left and vice versa.
- 2 Rotational rubbing of right thumb clasped in left hand and vice versa.
- 4 Work soap into hands, palm to palm.
- 8 Rub back of left fingers into right palm, fingers interlocked and vice versa.
- 1 Clasp and rub left wrist with right hand and vice versa.
- 7 Rub palm to palm with fingers now interlaced.

Task 2

- 1 The correct way to wash your hands thoroughly.
- 2 5
- 3 Rinse hands under running water and dry thoroughly.
- 4 Prevent the spread of infection.

Task 3

The actual meanings should be something like this:

preventing stopping or keeping from happening

technique particular method of doing something

vice versa the other way round

interlaced woven or laced together

clasped gripped

PAGES 2:9–2:10**Work procedures (1)****Focus page: answer if required**

'Nota Bene' (NB) means 'note well'. In other words it is telling you to take careful notice of the information.

Task 1

- 1 alert = warn proprietor = owner or manager
resolved = sorted out
- 2 3 (check the garden, check the grounds, report back)
- 3 5
- 4 Model answer:
 - dial 999
 - state your name
 - state where you are from
 - state the address
 - state that you wish to report a missing person
- 5 Model answer: Remaining calm will help to avoid upsetting other residents.

Task 2

This task is open ended.

PAGES 2:11–2:12**Work procedures (2)****Task 1**

Complete Accident/Incident Report Form C4-001.

Task 2

See 'Flow chart for accident/incident reporting (with sample)' in Source material.

Task 3

Complete Accident/Incident Report Form C4-001.

Task 4

Check whether the accident is reportable as required by RIDDOR.

Task 5

The situation will be dealt with by RIDDOR.

PAGES 2:13–2:14**Finding information from work policies****Task 1**

Title of policy: Gifts, Wills and Bequests

Task 2

Gifts

Task 3

- 1 Point number 14 says that staff have a right to be released from involvement as Executor for a resident's will.
- 2 The policy does not apply to donations.
- 3 Any breach of this policy by staff may result in disciplinary action.

Task 4

Right-hand side

Check it

- 1 A
- 2 C
- 3 D
- 4 B
- 5 A
- 6 D
- 7 D
- 8 C
- 9 B
- 10 D

PAGE 2:15–2:16**Reading work policies in detail****Task 1**

training

Task 2

Relevant legislative framework:

- Manual Handling Operations Regulation 1992
- Health and Safety at Work Act 1994
- Management of Health and Safety at Work

Task 3

Staff will protect all confidential information concerning residents obtained in the course of professional practice.

Staff will make disclosures only with consent or where required by a court of law.

Task 4

You might have written something like this:

Staff will reveal information only with permission or where it is needed as evidence in a court case.

PAGES 2:17–2:18**Finding the information you need****Task 1**

This task is open ended.

