

Develop yourself in the workplace

Introduction to Module 5

Whatever the workplace setting or the job title, it is essential for care workers to understand exactly what is expected of them. This applies particularly to the care setting where people need to work together as a team and everyone should have a clear idea of their contribution to the care of individuals. It is equally important that care workers continue to develop their skills and knowledge and progress within the workplace. This module covers a range of communication and literacy skills that learners should develop in order to operate effectively and develop at work. It includes:

- developing your own knowledge and practice
- the review and appraisal process
- working towards an NVQ
- training.

Source material for this module has been taken from a range of workplace settings and learners should be encouraged to identify similar examples from their own work environments.

Social care – Module 5: Develop yourself in the workplace							
Theme	Page ref.	NOS/ NVQ	Induction Standards	Foundation Standard 1	Literacy	Numeracy	Key Skills
Roles and responsibilities	Sc 5:1–2	HSC23; HSC241	1.2; 2.3		Rt/L1.3; Rt/L1.5		C1.2
Appraisal	Sc 5:3–6	HSC23			SLlr/L1.1; SLlr/L2.1; SLlr/L2.4; SLc/L1.1; SLc/L1.3; SLc/L2.1; SLc/L2.3; Rt/L1.1; Rt/L1.3; Wt/L1.2; Wt/L1.4; Wt/L1.5		C2.1a
NVQ	Sc 5:7–12	HSC23	3.2	3.1	Rt/L2.1; Rt/L2.3; Rt/L2.6; Rt/L2.8; Wt/L2.2; Wt/L2.4; Wt/L1.6; Rs/L2.1; Ws/L1.3; Ws/L1.2; Rw/L2.1; Ww/L1.1; Ww/L1.2		C2.2; C2.3
Training	Sc 5:13–18	HSC23	4.1	3.1	SLlr/L1.1; SLlr/L1.2; SLc/L1.2; Rt/L2.6; Wt/L1.2; Wt/L1.4; Wt/L1.5; Wt/L2.4		C1.3; C2.2; C2.3

Skills checklist

As a care worker you work as part of a team. Knowing your role and responsibilities within that team is important. It is also important that you are given the opportunity to think about your role and to develop your skills through regular appraisal and training.

You will need the following skills to help you understand your role at work and to achieve your NVQ. Tick all the skills you have already and then look again at the checklist when you have used the materials.

Skills to develop yourself in the workplace	Now	Later
Understanding your role and responsibilities		
Identifying your concerns and training needs for appraisal		
Responding positively to appraisal comments		
Understanding the particular words used in your NVQ		
Using a glossary to find the meanings of words		
Understanding what evidence is required for your NVQ and how you collect it		
Writing evidence statements		
Listening for main details in training		
Taking notes in training		
Using a range of sources of information		

PAGES 5:1–5:2

Roles and responsibilities

Everybody working in a care home is part of a team and as such has a role to play and a person to whom she or he is responsible. Knowing what you are responsible for is part of taking responsibility within the team. This often involves reading and understanding long pieces of text. This theme develops some of the reading skills required to read and understand job descriptions.

Materials

Procedures, job descriptions and contracts from the work setting or Source material

Dictionaries

Learning outcomes

- 1 To identify the parts of a text that have particular relevance to the reader (Task 1)
- 2 To use detailed reading techniques to obtain specific information (Task 2)

Introduction

- Discuss the different roles within a team and how an individual carer can identify his/her own responsibilities. This is very closely linked with HSC/C1.1. Learners should bring their own experience of the workplace to this discussion. It might be useful to develop a flow chart showing the line management in the workplace and how different groups of people from outside the residential home work together as part of a wider team.
- Discuss documents about procedures, contracts and job descriptions and any difficulties experienced in reading these. Confirm that most people find these difficult, but it is important to understand them as they affect your work.
- Stress the need for reading carefully to ensure understanding before signing a contract and to ensure that correct procedures are followed. Discuss the impact of not doing this.

Focus page

- Using the focus page, draw attention to the particular reasons for understanding contracts and job descriptions. Offer strategies for improving understanding.
 - **Identifying difficult words and using context, glossary, dictionary or colleagues to guess and check meaning.** Practise with examples from workplace texts. For example, in item 3 in the Job description: ‘Can you work out what “companionship” means from the rest of the sentence?’; ‘Find the meaning of the word “commode” in a dictionary.’
 - **Using wording to identify instructions, especially imperatives.** Ask learners to name an action performed using an imperative (e.g. sit, stand, write, read). Look at the worked examples on the focus page (imperatives are highlighted). Understanding the imperatives tells you how many instructions there are in a sentence. For example, item 6 in the Job description contains three imperatives. Identify imperatives in another set of instructions or job description.
 - **Scanning a text to identify the parts that are relevant** – relate this to Module 2 – Information at Work, scanning the Health and Safety Law poster for what the employer must do and what the employee must do. Stress that it is not always necessary to read every word of a document, just the bits that apply to you. (Note: scanning is covered in Module 2 – Information at Work.)
 - **Re-wording difficult text** – ask learners to explain sentences from a workplace document in their own words to a colleague. Does this help to make it clearer?

Curric. refs	NOS	Key skills
Rt/L1.5	HSC23	C1.2
Rt/L1.3	HSC241	

Task 1

Locate relevant parts of a text

Rt/L1.3

- Discuss with learners their role in the event of a fire and the importance of knowing exactly what they are responsible for.
- Reading procedures to find just the information you need – for instance, details of exactly what you're supposed to do – can save time.
- Learners should scan the text to look for their responsibilities.
- Locating imperatives (e.g. shut, break) helps to identify instructions.

If the learner has difficulty

- Work through the procedure point by point with the learner. Ask 'Is this something you have to do? Or is it for someone else to do?'
- Discuss any difficult words (e.g. location, evacuation). It is important that learners understand every aspect of the instructions.
- ESOL learners may have problems with words and phrases such as sound, break the glass, assemble, fire panel, follow. Note that ESOL learners may not know how to call the Fire Brigade.

Extension

Repeat the activity using other workplace instructions.

Task 2

Read a text using detailed reading strategies to obtain specific information

Rt/L1.5

- Discuss with learners that knowing rights and responsibilities at work can lead to a clearer understanding of your role in the team and that on some occasions it is vital to have a complete understanding of what has been read.
- Reading in detail is a skill that must be practised in order to gain complete understanding of important documents. Complex text may need to be read several times, sentence by sentence.
- Remind learners of techniques of skimming, scanning and detailed reading practised in Module 2 – Information at work.

If the learner has difficulty

- Refer to *Skills for Life* materials for extra reading activities.
- It is important to have a clear understanding of what each question is asking. Work on identifying the key words in each question. Does this help to locate the correct part of the Contract of Employment?
- Work with the learner to read and understand the text sentence by sentence. Explain complex language.

Extension

- Repeat the activity using other workplace documents.
- Learners could set questions for colleagues, based on other workplace documents.

Theme assessment

Look at a range of important workplace documents (e.g. job descriptions, contracts of employment, procedures). Read them carefully and develop a presentation for colleagues, explaining what they are about.

Roles and responsibilities

Focus

As a care assistant, you work as part of a team. It is important for you to know:

- what **your** duties are
- what the duties of **other** members of the team are
- Who **you** should report to.

The Contract of Employment sets out your rights and responsibilities at work.

CONTRACT OF EMPLOYMENT

NAME: Rosemary Franklin

POSITION: Care Assistant

All employees are given a written Job Description which **must** be read and understood before this contract is signed. Acceptance of this contract is an acceptance of the duties as described.

Job Description

Care Assistant

- 1 **Work** with Senior Staff and carry out their instructions.
- 2 **Help** residents with personal care, bathing, mobility and incontinence problems.
- 3 **Provide** comfort and companionship to the residents and **assist** with individual resident's activities.
- 4 **Help** with the preparation and serving of meals and drinks when required.
- 5 **Make** beds, **tidy** rooms, **empty** commodes and **carry out** light cleaning.
- 6 **Inspect**, **launder** and **mend** residents' clothing.
- 7 **Answer** emergency bells, door, telephone and enquiries.
- 8 **Keep** a daily record for each resident.
- 9 **Report** to Senior Care Staff when necessary.

- Read a contract carefully before you sign it.
- Find out about anything you do not understand.
- Try to guess the meaning of an unknown word by reading the words around it.
- Check meanings with a glossary or dictionary, or ask a colleague.

This Job Description for a care assistant says exactly what the job involves. It says what must be done. It also says who the care assistant must report to.

Check that you understand what your responsibilities are by:

- putting what you have read into your own words
- explaining what you have read to a colleague to see if it makes sense.

These are the words that say what must be done.

Job Description

Senior Care Manager

- 1 **Assist** the Deputy Manager in the daily running of the home.
- 2 **Assist** and **guide** other staff in their duties and **give** **training** where appropriate.
- 3 **Report** to the Deputy Manager when necessary.

This Job Description shows what a senior care manager must do.

It also shows who the senior care manager must report to.

Roles and responsibilities

Knowing about your responsibilities at work can make you a more effective team member. Using different reading strategies can help make sense of longer documents.

Words such as 'shut', 'break' and 'follow' can give you a clue.

Task 1

Read this section from the 'Actions to be Taken on Discovery of a Fire' procedure. Highlight the things you have to do if there is a fire.

Actions to be Taken on Discovery of a Fire

- 1 Shut the doors.
It is important to keep fire doors closed.
- 2 Sound the alarm.
Break the glass nearest to you, taking care of broken glass. It is the responsibility of every carer to know the locations of all alarms in the building.
- 3 Phone for the fire brigade.
The senior carer on duty will do this.
- 4 Assemble at the main fire panel for instructions.
The senior carer on duty will arrange the evacuation of residents. Follow all instructions given.

Task 2

Read the Contract of Employment from the Source materials and answer these questions.

- 1 You must read a Job Description before you sign the Contract of Employment. **Yes/No**
- 2 You must give four weeks' notice. **Yes/No**
- 3 You must provide a medical certificate if you are sick for more than six days. **Yes/No**
- 4 You do not need to wash your own uniform. **Yes/No**
- 5 You must take part in training. **Yes/No**
- 6 You must not take tips or gifts from residents. **Yes/No**
- 7 You are allowed to smoke on duty. **Yes/No**
- 8 You must sign the contract even if you do not understand it. **Yes/No**

Putting things into your own words or explaining them to a colleague can help you to understand what you have read.

PAGES 5:3–5:4

Appraisal (1)

All learners will be familiar with review and appraisal systems. The purpose of this theme is to develop a positive approach to the review and appraisal process, which is fundamental to the Core unit HSC23. It is intended to help learners prepare for appraisal and understand the importance of expressing themselves clearly.

Materials

Examples of appraisal forms

Blank Appraisal Preparation form from Source material

Learning outcomes

- 1 To understand written information about appraisal (focus page, Tasks 1 and 4)
- 2 To make brief notes in preparation for appraisal (Task 4)
- 3 To consider appropriate ways to discuss issues during appraisal (focus page, Tasks 2 and 3)

Introduction

- Discuss with learners the review and appraisal systems they are familiar with in their own workplaces. What is the purpose of appraisal? Is there anything difficult about being appraised? What skills do you need for appraisal?
- For the appraisee, appraisal is a good opportunity to air any problems in the workplace and to make points about training needs and the future. For the appraiser it is a good way to identify possible problems in the workplace and training needs and to contribute towards effective management. It is important that learners understand this.
- You may need to explore how positive and negative feedback differ – in tone, language used, body language, etc. You could model this for learners (particularly ESOL learners) so that they understand how each will sound.

Focus page

- Go through the Appraisal Preparation form. Ask learners to give examples of what they might

include under each heading. Emphasise (using examples) the need to think about the positive aspects of their job as well as raising issues or problems.

- Discuss some of the more difficult scenarios shown, such as under the heading ‘Team work’. Ask learners to think about how they would raise this issue with their supervisor. What are the dangers of being negative here?
- Point out that making a few notes beforehand is useful as a reminder, particularly if you find the appraisal interview daunting or intimidating.
- Focus on a scenario in which the appraisee has something difficult to raise during an appraisal. This could be a problem with a line manager or colleague. Discuss in pairs the best way to tackle this situation. Emphasise that this should be dealt with on a professional level.
- This can be developed into a role-play by mixing up the pairs. First the ‘appraiser’ should ask questions based on the Appraisal Preparation form on the focus page. The ‘appraisee’ should rehearse straightforward answers, along the lines of those in the focus page. Then introduce how to talk about some of the difficult issues: being clear, not blaming other people, using professional language. Ask learners to pick out appropriate and inappropriate ways to express their concerns, and give reasons.
- Expect this to be difficult for ESOL learners and those who may find it difficult to choose diplomatic language. The best way to learn this is by controlled example, as in the role-play.
- The group could listen to each role-play and ‘score’ performance based on how effective the appraisal would be in improving things for the appraisee.

Curric. refs	NOS	Key skills
Rt/L1.1 SLc/L1.1 SLc/L1.3	HSC23	C2.1a

Task 1

Read information on the focus page and translate into own words

Rt/L1.1

- Remind learners of the value of reading information on forms first and that understanding the 'big picture' will help them contribute positively to their own appraisal process.
- Learners need to pick out the purposes of appraisal as outlined on the focus page.
- The word 'opportunity' is a clue to completing this task.
- Learners discuss each point and make a note of what each means.

If the learner has difficulty

- Learners who are having difficulty may find it helpful to read the text aloud in order to make sense of long sentences. Guide them to the part of the Appraisal Preparation form that contains the information they are looking for. Highlight or underline five points from this text about the purpose of appraisal.
- Learners should formulate their own version of these points verbally, before making a note of them.
- Check that all the terminology is understood – most is in the glossary.

Extension

Refer to other relevant workplace documents that are also about appraisal. Learners can outline the process in their own words.

Task 2  **21**

Think about appropriate ways to express concerns in an appraisal situation

SLc/L2.1

SLc/L2.3

- Remind learners about the importance of being positive and constructive when they speak in appraisals, rather than moaning.
- Play the audio clip for learners to get the gist.
- Play the audio clip again, with a pause after each person speaks.
- Ask learners to give reasons for their answers – what is good, what is bad and how it can be improved.
- Model some additional examples from your own experience.

If the learner has difficulty

- Replay the audio clip or role-play each audio script. Discuss the merits of each person's speech in turn and support learners to express an opinion about each.
- ESOL and other learners may need you to explain why the first and third clips are not appropriate, as there are significant subtleties in the language. In particular, the first clip includes the phrase, 'I'll just pick up the rest as I go along'. You will need to discuss why this is inappropriate, as it seems at first hearing to be reasonably acceptable. It doesn't, however, give a good impression of keenness to learn. The third clip includes two problems: the appraisee is critical of residents ('can't make them out', 'a bit odd') and of the line manager ('you should have told me').

Extension

Think of some additional examples of appropriate ways of talking about difficult aspects of appraisal to share with other learners.

Task 3

Comment positively on communication skills

SLc/L2.1

SLc/L2.3

Wt/L1.4

- Ask learners to consider the benefits of being positive in this situation. What do you want to achieve by raising this issue? How is the problem going to affect her work? What is the best way of saying it?

If the learner has difficulty

- Give the learner an example of how NOT to do it.
- Ask them to express their concerns orally before noting them down.

Extension

- Give learners another difficult issue that they may wish to raise during appraisal, such as feeling picked on or overloaded.
- Work in pairs to resolve this.

Task 4

Complete an individual Appraisal Preparation form

Wt/L1.4

- Emphasise the importance of preparing for appraisal, thinking carefully about what you want to say and making a note of this.
- Ask learners to use the headings and to think about positive things first. They need to keep in mind what they aim to achieve from the appraisal. How are they going to get this?
- Learners may need to write more into the form to reflect their thoughts or could use thought-bubbles, as done on the focus page.

If the learner has difficulty

- Talk through each of the headings and ask direct questions to help structure their thoughts. Write for learners if you need to remove the burden of writing.
- Focus on expressing things positively and professionally.
- Ensure learners understand the language of the form.

Extension

Develop some examples of good and not-so-good examples of experiencing issues in appraisal.

Appraisal (1)

Focus

Appraisal may seem to be a worrying process, but good preparation will help you to evaluate yourself and to respond to criticism from others.

Appraisal Preparation

Your annual appraisal is an opportunity to evaluate your own practice, to recognise existing skills and to monitor progress. It is also an opportunity to highlight concerns and discuss training needs.

In order to prepare for your annual appraisal, you are advised to think about each of the following aspects of your performance and to note down any points that you wish to discuss.

Job knowledge	Need more training on dealing with dementia + other disorders Have learnt a lot from Jean
Dependability	Good – always get the job done, always ask
Volume of work	Too much – not enough time to talk to people Too much record keeping
Work planning	Find this hard
Team work	Good most of the time Have problems working with Barry
Communication	OK. Don't like the phone
Attendance	Good
Punctuality	Good
Appearance	No problem – like the new uniform
Other issues	Need help to get evidence for NVQ First aid training

Remember that appraisal should be regarded as a constructive and positive process.

Think about clear and positive ways to raise some of these issues: use clear language, be professional, don't blame other people.

Make sure you understand what appraisal is all about.

I'm supposed to deal with all these disorders that I know nothing about – I can't even pronounce half of them. Mr Reed has got Parkinson's – what's that all about?

That's a joke! I can't remember the last time I left work on time.

I work really well with Beth and Jean – we really get things done. Barry's a bit useless though – he doesn't do things the same as me and he always thinks he knows best.

I hate dealing with phone calls, especially some of the relatives – don't they know we've got more important things to do? I never know what to say anyway.

Think about each heading. Think about the things you are good at as well as any issues you have. Write notes to remind yourself of what you want to talk about during the appraisal interview.

Appraisal (1)

Task

You can get a lot out of appraisal if you understand what it is for, think about it beforehand and speak clearly and honestly to your line manager.



Task 1

What is appraisal for? Read the top of the Appraisal Preparation form. List the things that appraisal gives you an opportunity to do. Note each in your own words.

Check any words that are new to you by asking a friend or looking them up.

Appraisal gives me the opportunity to:	In my own words this means:
● evaluate my own practice	● think about how I'm getting on at work
● _____	● _____
● _____	● _____
● _____	● _____
● _____	● _____



Task 2

21

Listen to these carers talking about their job knowledge in an appraisal. Do they get the message across in a positive and clear way?

Audio 1:

Audio 2:

Audio 3:

Ask yourself:

- Is this a positive way to express an opinion?
- How will a line manager react to this?
- Will this get the result that the carer wants?

Task 3

Look on the focus page at what the care worker has written about her communication skills. How could she write or talk about this positively?

Task 4

Find the blank Appraisal Preparation form in the Source material. Think about your own work and make notes under each heading.

PAGES 5:5–5:6

Appraisal (2)

It is important that learners see appraisal as an on-going process that can be a positive benefit. Responding constructively and positively to any potential criticism is difficult for anyone, but learners can be helped by encouraging them to find constructive solutions to particular problems. This focus page follows on from the previous one about appraisal (page 5:3), and makes use of audio clips. It develops the speaking and listening skills needed for appraisal.

Materials

Copies of Appraisal Summary sheet in Source material

Workplace appraisal procedures

Learning outcomes

- 1 To listen and respond constructively to criticism (focus page, Task 1)
- 2 To understand summary information about appraisal and list possible actions (focus page, Task 1)

Introduction

- Ask learners to identify positive and negative experiences they have had with reviews and appraisals, either at work or elsewhere. Possible negative reactions may include feeling that they have been criticised unfairly or that nothing ever happens as a result of appraisal.
- Elicit from the group what makes a review or appraisal a positive and forward-looking process, including:
 - positive feedback for the things that are going well
 - constructive and fair criticism where there are weaknesses
 - positive suggestions
 - specific targets set
 - follow up after appraisal.

Focus page  22

- Look at the Appraisal Summary sheet. You may want to refer back to the first focus page (page 5:3), as this is the feedback resulting from that appraisal.
- Listen to the first three audio clips of verbal feedback from the appraiser about training for learners to get the gist.
- Make sure ESOL learners understand the clips (e.g. phrases such as 'get on well').
- Play the clips one at a time so that learners can list all the issues that are raised and noted in the Appraisal Summary sheet. Learners could do this in pairs.
- Discuss what actions learners think would be suitable to address each issue. Do they agree with the actions listed on the form?
- Listen to the final audio clip and ask learners to complete the last three action points.

Curric. refs	NOS	Key skills
SLlr/L2.4	HSC23	C2.1a
SLlr/L1.1		
Wt/L1.2		
Wt/L1.5		
Rt/L1.3		

Task 1  23

Integrated activity to summarise issues raised in appraisal and identify action points that may arise from this scenario

SLlr/L2.1
SLlr/L2.4
Wt/L1.5
Wt/L1.2
Rt/L1.3

- Recap on the main purpose for appraisal. Point out that it is an on-going process and that the outcome of an appraisal interview should be an action plan.
- Ask learners to concentrate on the thoughts of the care worker and the notes in the Appraisal Preparation form first. Encourage discussion about the issues raised.

- Play the feedback audio clip all the way through for gist.
- Play each item of feedback from the supervisor again and allow time for discussion and reflection. Has she covered everything, including positive feedback?
- Play the feedback again, before asking learners (in pairs) to summarise the main points on the Appraisal Summary Form from the Source material.
- Learners complete the action points based on what they have heard and read. Responses will vary according to the interpretation of the material.

If the learner has difficulty

- The task involves several processes and learners are being asked to pull together a range of information. Some learners will struggle with multiple tasks and will need to have the activity broken down into steps (e.g. listen first to understand what the appraiser is saying, then listen again to work out what she is commenting about from the Appraisal Summary form. Which point does it relate to? Has she missed anything out? Decide if there are any issues that need an action point. Write the action point. Give support to learners as they tackle one task at a time.
- For other learners it is important that they are given an overview first – the ‘big picture’ – they are then able to work through the individual steps involved.
- Ensure learners understand the language used in the audio clips.

Extension

- Learners can role-play appraisal situations and decide on their own action plans. Provide photocopies of additional Appraisal Summary Forms for learners.
- Learners could prepare case studies for positive and negative feedback in an appraisal.

Theme assessment

- When assessing or reviewing learners, check that they understand the purpose and process of appraisal and that they are able to frame issues positively.
- Complete an Appraisal Preparation form, with emphasis on reviewing their own performance and setting personal targets.
- Role-playing appraisal sessions, based on personal experience and playing both appraiser and appraisee, will give good practice in the skills involved.

Appraisal (2)

Focus

At the end of an appraisal interview, your line manager will make a note of all the points you have discussed and you can then agree on the action to be taken.

Action points should be constructive and achievable.

Appraisal Summary

Name: A. Brown

Date: 25/09/04

Strengths

Has settled in well. Generally works well with residents. Is punctual and reliable. Very little time off during the year. Is keen to learn and achieve qualifications. Aware that there are gaps in knowledge about specific disorders.

Concerns

- Lacks confidence when dealing with residents who have specific needs, but doesn't always ask or look in care plans.
- Time management issues - fitting everything in.
- Some issues with using the phone, especially responding to enquiries from relatives - willing to work informally with Jean on this.
- Some problems working alongside particular staff - needs to adopt a professional and little more tolerant attitude to this problem.

Training needs

Support with NVQ evidence; first aid course - planned for September; Dementia and Alzheimer's?

Action

Please identify action to be taken by yourself and others and by when you hope to complete them.

Action:

- 1 Ask if unsure and look in care plans.
- 2 Prioritise jobs.
- 3 Work with Jean on telephone skills.
- 4 Work on teamwork. Keep Mrs Kent up to date.
- 5
- 6
- 7

Date of next review 2 months

Signed A. Brown (Appraisee)

Signed Chris Kent (Appraiser)



22

Listen to Mrs Kent's comments about training and complete the last three action points.

Appraisal (2)

Task

Task 1

23

Look carefully at the issues that this care worker wants to talk about in her appraisal. Listen to the supervisor's feedback. Has she responded to all the points raised? Discuss the main points with a friend. Use the Appraisal Summary form in the Source material to record all the main issues. Decide on clear action points for all the issues raised.

This NVQ stuff isn't as hard as I thought, but I haven't got much time at the moment to get it finished.

I always write stuff in the diary but someone keeps forgetting. It was chaos last week when the physio came in.

This is a tricky one. I can't help being late sometimes – I must get someone else to look after Jack.

I was really close to Mrs Booth – I found it hard when she died. I just couldn't handle it.

Appraisal Preparation Form

Your annual appraisal is an opportunity to evaluate your own practice, to recognise existing skills and to monitor progress. It is also an opportunity to highlight concerns and discuss training needs.

In order to prepare for your annual appraisal, you are advised to think about each of the following aspects of your performance and to note down any points that you wish to discuss.

Job knowledge	Working towards NVQ – 3 units done Manual handling course good
Dependability	Good
Volume of work	Like to be busy Thursday's a bit busy – doing the quiz
Work planning	No problem
Team work	Great
Communication	Problems with diary – Not filled in properly
Attendance	Lost time when Jack was sick
Punctuality	Been late a few times – dropping off Jack
Appearance	No problem
Other issues	Mrs Booth – found dealing with her death hard

Remember that appraisal should be regarded as a constructive and positive process.

Nobody's perfect. Appraisal is an opportunity to think about where you are now and where you want to be. Also it's good to find out what other people think about your performance at work. Then it's up to you to prioritise and act on the things you want to improve.

PAGES 5:7–5:8

NVQ (1)

Jargon busting

This theme gives a useful opportunity to discuss the whole NVQ structure and evidence requirements. The jargon used in NVQs is daunting and difficult to understand for first-time trainees. It is worth spending some time looking at the structure of the NVQ statements and showing learners how to use the glossary and other reading skills to understand what it is about. Tasks in this theme allow learners to develop and practise some of the skills required to do this.

Materials

NVQ portfolio

Dictionary

Glossary

Learning outcomes

- 1 To understand and be able to use some of the jargon words associated with the NVQ (focus page, Tasks 1–3)

Introduction

What is jargon? Discuss jargon that has been accepted into mainstream language, for example TV, words associated with computing. Once understood, jargon can be used as a kind of communication shorthand.

Focus page

- The highlighted (bold print, underlined) words on the focus page indicate words to be discussed.
- Examples of what is shown on the page can be found and further expanded on in the learners' NVQ portfolios.
- Exemplify how the codes in the NVQ work.
- Select some examples of key words and concepts other than those in Task 2 to unpick.
- Select some performance criteria (PCs) to unpick and summarise what actually needs to

be done to achieve the element and what types of evidence can be collected to satisfy the PCs.

- Suggest and exemplify making an action plan to assist in deciding what needs to be done to satisfy PCs.

Curric. refs	NOS	Key skills
Rt/L2.1	HSC23	C2.2
Rt/L2.3		
Rt/L2.6		
Rt/L2.8		
Rw/L2.1		
Rs/L2.1		

Task 1

Definitions of words already encountered on the focus page

Rw/L2.1

- Confirm that the language is quite technical. Learners need to take time to become familiar with it.
- Discuss ways to find and check definitions.
- Learners should find the definitions as given, then try to re-phrase them in their own words and try this out with colleagues, explaining what the words mean in their own words.
- These 'own words' definitions could be shared with the group and an agreed version written up for all to see.
- You may need to model the first example, to ensure that learners understand the process.

If the learner has difficulty

- If the learner has problems finding words in the glossary, refer to *Skills for Life* for further work on using reference material.
- Learners who have problems putting these definitions into their own words may not understand other aspects of the language. You will need to work with these learners to ensure they can understand the purpose of the NVQ requirements, using language that they can understand.

- Give further examples and help the learner to relate words to relevant parts of the NVQ.

Extension

Read the introduction to the NVQ. Extract words not understood and find out their meanings. Explain to other learners.

Task 2

Definitions of words commonly encountered in the 'Key words and concepts' section of the NVQ

Rw/L2.1

Rt/L2.1

- Discuss what is meant by 'Key words and concepts' and the importance of these in the NVQ.
- Explain why these terms need to be defined carefully (they are used throughout the NVQ and have a very specific meaning).
- Work through each example as a group. For example, what does it mean in the NVQ by 'individuals'? Write up the results for all to share.

If the learner has difficulty

- Work through each example, explaining any difficult terms. Expect ESOL learners to find some of this language difficult (e.g. 'on their behalf', 'key', 'supportive', 'well-being', 'within and outside your organisation', 'fulfil', 'albeit'). Many other learners will also find these terms difficult as they are expressed in a rather formal style that is likely to be unfamiliar to many learners.
- It is important that learners understand all aspects of these terms. This can be accomplished by discussing them in detail and using question-and-answer techniques (e.g. apart from family, friends, carers, who else can have a 'supportive relationship' with individuals?)
- Use words and phrases in familiar situations related to the personal experience of the learner (e.g. 'Who are the key people in your life?').

Extension

Continue re-defining words and phrases from another unit that has different key words. This work can be shared with other learners.

Task 3

Read the PCs and insert missing words

Rs/L2.1

Rw/L2.1

- All missing words are on either the focus or task pages, though it may be desirable for learners to use their own copies of the NVQ.
- Whilst this is a fairly straightforward cloze activity, it provides a useful opportunity to encourage learners to read the information carefully, in particular so they understand the 'Values' and 'Knowledge Specification' parts.

If the learner has difficulty

- Go through each PC sentence by sentence, explaining other difficult expressions. Again, expect learners to have difficulty understanding this rather formal language, but it is important that it is unpicked properly. Use a question-and-answer technique as described above to cover each point.
- It is useful to ask other learners to share their explanations.

Extension

- Explain answers to a colleague.
- Look at further units.

NVQ (1)

Focus

Jargon busting

Once you understand the **jargon** you find in the NVQ in Care, it makes the whole thing easier to understand.

You will have to collect **evidence** that you are doing your job according to the standards set by **TOPSS**. You will keep it in a **portfolio** of evidence.

jargon: *n.* words or expressions used by a particular profession or group that are difficult for others to understand

(Concise Oxford Dictionary)

What does TOPSS stand for?

Find out about things you do not understand. Ask a colleague or do a web search.

What do the words National, Vocational and Qualification mean? What do they mean together?

NVQ stands for **National Vocational Qualification**. You will get the qualification for doing your job and collecting **evidence** that you can do it.

Put things into your own words to help you remember what they are.

When you understand it, use the jargon yourself to make it more familiar to you.

Use the codes to keep track of your **evidence**.

The NVQ Standards are divided into

- units
- elements
- performance criteria (PC)

Some units are **mandatory** and some are **optional**.

Your **evidence** will show that you can carry out different activities according to the **criteria**. It will also show that you have taken the **underpinning** knowledge and **values** into account.

Your evidence can be in the form of a witness statement, assessment evidence or documents from your workplace.

Knowing what evidence is required is the key to gathering the evidence you need.

The **Key words and Concepts** section of the NVQ pack explains jargon.

A1.3 Communicate effectively with individuals and others

Elements of Competence

- A1.3a** Work with individuals and others to identify the best forms of communication.
- A1.3b** Listen and respond to individuals' questions and concerns.
- A1.3c** Communicate with individuals.

Performance Criteria

You need to show that:

- 1 you support individuals to use their preferred means of communication
- 2 you communicate with individuals, key people in their lives and others in ways which acknowledge and respond to their
 - level of understanding
 - needs
 - communication and language preferences

Knowledge specification for the whole of this unit

When using this specification it is important to read the knowledge requirements in relation to the expectations and requirements of your workplace.

Values underpinning the whole of this unit

For this unit you must show in practice and through your knowledge that:

- 1 you communicate with individuals in ways that:
 - puts the individual's preferences

NVQ (1)

Task

The way units are written in the NVQ is complicated. Putting them into your own words can be a way of understanding what is needed.

Task 1

Find the meanings of these words in the glossary. Some of them are used on the focus page. Explain these words to someone, in your own words.

assessment collate competence criteria mandatory
optional portfolio underpinning values verification

Task 2

Write the meaning of these words and phrases in your own words.

Individuals The actual people requiring health and care services. Where individuals use advocates to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers the individual and their advocate.

Key people in their lives are those people who are key to an individual's health and social wellbeing. They include family, friends, carers and others with whom the

individual has a supportive relationship. These are people in the individual's lives who can make a difference to the individual's health and wellbeing.

Others are the other people within and outside your organisation that are necessary for you to fulfil your job role.

Task 3

Complete these sentences from the pages of an NVQ. You will find all the missing words somewhere on this page or on the focus page (5:7).

A3.10a Work with individuals and _____ to identify the best forms of communication.

Performance _____

You need to show that:

- 1 you find out from colleagues and from records if the _____ have any preferred methods of communication and language
- 2 you seek information, clarification and advice from individuals and _____ about the individual's specific communication needs and preferences when you are working with them

Values _____ **the whole of this unit**

For this unit you must show in practice and through your knowledge that:

- 1 you communicate with individuals in ways that:
 - provide _____ to enable individuals to participate to their utmost abilities
 - respect their dignity, individuality, culture, backgrounds and _____.

Knowledge Specification for the whole of this _____

_____ practice is a combination of the application of skills and knowledge informed by values and ethics.

PAGES 5:9–5:10

NVQ (2)

Covering the performance criteria

Writing a statement that covers all the relevant performance criteria (PCs) is a difficult task. It can be covered in several ways. The format of the method for recording evidence will vary. Recognising situations in which routine workplace scenarios cover PCs is also a difficult skill. It relies on reading accurately and in detail. This focus page develops some of the reading and writing skills needed for writing evidence statements.

Materials

NVQ portfolio

OHTs of PCs of your choice

Learning outcomes

- 1 To read and understand the PCs of a unit of the NVQ (focus page, Task 1)
- 2 To use the information from the PCs of a unit of the NVQ as an aid to writing information to be used as evidence (focus page, Task 2)

Introduction

- Ask learners to think of situations they have encountered at work that would fulfil a particular set of PCs, as shown on your OHT or in the NVQ portfolio.
- Discuss what evidence they would have to produce in order to fulfil the criteria. Do they do this task? What evidence is there that they do this (e.g. records)?

Focus page

- This focus page acts as a model for how learners should be tackling evidence building, from reading and understanding the requirements outlined in the PCs to gathering evidence of performance, or developing an action plan to gather evidence. It is worth spending some time on this, as it will provide a model for learners to work from independently in the future.

- Check that learners understand that PC in this case stands for performance criteria, not personal computer! (Strictly speaking, PC is already plural but its pluralised form as PCs is accepted usage.) Read through the PCs on the focus page. Make sure learners understand what the PCs are about and why they need to be assessed.
- Set the scene for the imaginary resident, Jim. Do learners know of similar scenarios?
- How would the information about Jim be amassed? Could any of it be used as evidence?
- Look at the title for the element. What clues does it give about the information needed to achieve it?
- Use the skills practised on the previous focus page (5:7) to analyse the PCs. What information is required?
- List the evidence needed or make an action plan.
- Practise re-wording the PCs as part of the oral evidence for an assessor. Give examples as necessary and role-play if required (i.e. you ask assessor questions based on PCs, which the learner answers).
- Repeat using written evidence.
- Look at the example of how to use the wording in the PCs to write your own evidence statement, reflecting the words used in the PC, changing 'you' to 'I' and writing the statement in the past tense.

Curric. refs	NOS	Key skills
Rw/L2.1	All units at	C2.2
Wt/L2.2	level 2	C2.3
Wt/L2.4		
Rt/L2.1		

Task 1

Writing evidence statements

Wt/L2.4

Wt/L2.2

Rt/L2.1

Rw/L2.1

- Set the scene of the resident, Mary.
- Remind learners of the work done on the Focus page.
- Check learners' understanding of the purpose of each PC. What is the PC about? What do you do in the workplace that matches the PC?

If the learner has difficulty

- Work through the task orally, questioning the learner or modelling responses if necessary.
- Check the learner has the vocational knowledge for this task.

Extension

- Re-word the next four PCs in the unit, as if explaining to a colleague. These can be found in the NVQ portfolio.
- Invent PCs for a routine task.

Task 2

Identify evidence

Rw/L2.1

Wt/L2.2

Wt/L2.4

- Ask learners to read the re-written PCs from Task 1 and decide what evidence will be required to substantiate them. You may need to work through this orally with learners in order to get the full range of evidence.
- Note that a piece of evidence should be identified for each PC. It is also a good idea to think of a range of evidence types (e.g. copies of workplace documents, witness statements, photographs, etc).
- Check learners' understanding of the purpose of each PC. How can you prove that you do this?

If the learner has difficulty

- Help learners to list or produce an action plan off-page.
- Check the learner understands what 'evidence' means.
- Check the learner has the vocational knowledge for this task.

Extension

The learner can produce an action plan for further PCs in the unit.

NVQ (2)

Focus

Covering the performance criteria

To get an element signed off, you need to show that you have covered every one of the performance criteria in the element.

Jim has just arrived in residential care following a stroke. At the moment, he needs to use a wheelchair.



You may have to write a personal statement or explain to somebody what you have done.

Read each PC and think about **what** it actually means in relation to the way you do your job.

Read the heading and think about **when** this happens.

Think about **how** you can write about what you do in your own words.

I spoke to the service user about his hobbies and interests. He has always been a keen fisherman. His best friend wants to help him to continue fishing.

I found out whether it is possible to fish from a wheelchair and if his rod would need to be adapted.

I looked on the Internet and in the public library to see if there were any local angling groups where anglers in wheelchairs were welcomed. I found that the Mere Angling Society welcomes disabled fishermen.

In the **long term**, the service user would like to be able to go fishing, but in the short term he will take part in keep fit sessions. He will also learn to draw so that he can still go to the riverside if he is not able to fish.

A3.10a Support individuals to identify their recreational interests and preferences

Performance Criteria (PC)

You need to show that:

- 1 you support individuals and key people in their lives to:
 - identify existing recreational needs, interests and preferences
 - assess whether, and in what capacity individuals will be able to continue recreational pursuits
 - identify the type of support that will enable individuals to continue existing recreational activities
 - examine and identify new recreational activities to meet the individual's short, medium and **long term** needs
- 2 **you examine**, with individuals, any risks involved with them being involved in the recreational activities they prefer
- 3 you support individuals to identify any risks involved in recreational activities they are unwilling to give up and that may pose a risk to

Change 'you' to 'I'

Write in the past tense: 'I examined...'

Use the words from the PC when you write or tell your assessor what you have done to cover the criteria.

I found out about the Mere Angling Society's risk assessment of angling from a wheelchair.

NVQ (2)

Task

Task 1

You have to get Mary out of bed so that you can change her sheets. Write what you would do to cover each of these PCs.

If you know what needs to be done to achieve an element, you can be ready to collect evidence for it.

A4.23a Prepare individuals, environments and equipment for moving and handling

Performance Criteria

You need to show that:

- 1 prior to moving and handling individuals you check the care plan and the moving and handling risk assessment
- 2 you assess any immediate risks to individuals
- 3 where you think there is a risk you cannot deal with, you seek advice from the appropriate people before you move or handle individuals
- 4 you discuss and agree with individuals the level of support they require
- 5 before moving the individual, you explain the reasons for them to be moved in a way they can understand and which helps their co-operation

1 _____

2 _____

3 _____

4 _____

5 _____

Task 2

Make a list of all the evidence you could collect for this element.

Making an action plan or list of what you have to do can focus your mind on what has to be done and make it more manageable.

1 _____
2 _____
3 _____
4 _____
5 _____

PAGES 5:11–5:12

NVQ (3)

Proofreading

Learners compiling an NVQ portfolio must check the witness statements and other written evidence for accuracy, to see that all PCs are covered, and for spelling, punctuation and grammar. This focus page looks at the need for properly proofread evidence and gives practice in proofreading for spelling, punctuation and grammar. It is beyond the scope of these materials to teach spelling, punctuation and grammar; any learners experiencing difficulties in this aspect of writing should be referred for support using *Skills for Life* materials.

Materials

NVQ performance criteria (PCs)

Examples of witness statements

Spelling dictionary

Learning outcomes

- 1 To proofread text for spelling errors (focus page, Task 1)
- 2 To proofread text for punctuation errors (Task 2)
- 3 To proofread text for grammatical errors (Task 3)
- 4 To proofread text for content (Task 4)
- 5 To correct text taking account of style for purpose and audience (Task 4)

Introduction

- Discuss styles in which a witness statement might be written – degree of formality, format and content suitable for purpose and audience.
- Discuss types of witness statement and who might provide them.
- If there is a preferred style or format, give an explanation of what is expected.
- The quality of the spelling, grammar, punctuation, etc. is a reflection on the writer writing a witness statement.

- If the learner has difficulties with any of these aspects, refer for extra help.

Focus page

- Look at the evidence statement on the focus page and discuss the problems with it – it covers all the required information but has a number of errors, which give a poor impression.
- Note that ESOL learners may have problems understanding some of the more colloquial language in the statement (e.g. 'took a telephone call') and may not notice all the errors (e.g. 'quick' instead of 'quickly').
- Go through the errors on the page:
 - **Spelling:** What kinds of problems have learners experienced with spelling? What strategies have they developed to overcome them? Offer strategies such as keeping a notebook of commonly used words correctly spelt, use of mnemonics ('big elephants can always understand small elephants' as a way or remembering how to spell 'because'), use of 'look, say, cover, write, check' method, etc. Explain the use of a spelling dictionary.
 - **Tense:** Keep to the same tense throughout a text. The past tense is most appropriate for writing NVQ statements. You may need to give examples of the use of the past tense (take/took, say/said).
 - **Subject/verb agreement:** Note the distinction between writing and speaking, e.g. we was/we were.
 - **Punctuation:** Common errors include using commas where there should be full stops; using 'and' where there should be a full stop; apostrophes omitted (e.g. couldn't).
 - **Style and format:** Who is going to read the text? Is continuous prose preferable to bullet lists?
 - **Content:** Are all PCs covered?

Curric. refs	NOS	Key skills
Ww/L1.1	HSC23	C2.3
Ww/L1.2		
Ws/L1.3		
Ws/L1.2		
Wt/L1.6		

Task 1

Check written statements for spelling errors

Wt/L1.6

Ww/L1.1

- Set the scene – a list of PCs, a menu, an extract from a care plan and a witness statement all for the same resident. Learners should read all this information carefully. You can ask questions to check their understanding.
- Confirm the need for an evidence statement to be correct and carefully produced.
- This task is to look for spelling errors. Learners scan the text for words that need to be checked and use spell check techniques. They should make a note of correct spellings (rather than mark the text).

If the learner has difficulty

- Tell the learner to look for ten errors. It may help to use a highlighter pen to mark the errors.
- Indicate the lines on which the errors occur.
- Underline the errors.
- Show the learner correctly spelt words (some errors can be found spelt correctly elsewhere on the page) and ask them to find its incorrect pair in the text.

Extension

- Learners can proofread their own writing for spelling errors.
- Learners can proofread a colleague's writing for spelling errors.

Task 2

Check written statements for punctuation errors

Ws/L1.3

Wt/L1.6

- This time learners check the text for errors of punctuation.
- Learners may want to add commas to separate phrases – ensure that this is done correctly.

- There may be some uncertainty about punctuating short forms, such as Mr P, so establish the need for consistency in this.
- There is one error of apostrophe for omission here – this may give you the opportunity to give other shortened words such as hadn't, and common errors such as 'should of' instead of 'should have'.

If the learner has difficulty

- Ask the learner to read aloud to get the sense of the passage. Where are the natural pauses? This is where full stops should be. Longer sentences may also need commas.
- Read the passage aloud to the learner, emphasising the natural rhythm and pauses.
- Indicate the lines on which errors occur.

Extension

- Learners can proofread their own writing for punctuation errors.
- Learners can proofread a colleague's writing for punctuation errors.

Task 3

Check written statements for grammatical errors
Wt/L1.6

- In this task learners check the evidence statement for grammatical errors – tense, subject/verb agreement.
- Confirm the need for consistency in tenses and that past tense is the most appropriate for statements.
- There are some errors of subject/verb agreement, for example 'they was' instead of 'they were'. Discuss the difference between what is acceptable in speech and formal writing.

If the learner has difficulty

- Check the learner's understanding of past, present and future tense and how each is spoken and written.
- You may need to model this with learners: give them incorrect versions of statements, ask what is wrong and find a correct version (e.g. 'they was walking along the corridor').

Extension

- Learners can proofread own writing for grammatical errors.

- Learners can proofread a colleague's writing for grammatical errors.

Task 4

Check written statements for PC coverage and correct all errors

Wt/L1.6

- Learners check that the statement covers all the PCs and make any additions that are necessary.
- Discuss the most appropriate format for this statement (bullet points are given in the model answer as they allow learners to see that there is a statement to match each PC).
- Ask learners to re-write the text off-page, correcting all the agreed spelling, punctuation and grammar errors and making changes to format and content.
- When completed, they should proofread for errors again.

If the learner has difficulty

- Approach the task in several stages – planning then executing the re-writing. Ask learners to identify which part of the statement belongs with which PC. It might be useful to have each sentence of the statement written on a piece of card to help with this. The learner can then match each statement to each PC more directly.
- Assist the learner to frame each statement appropriately for the evidence statement.
- It might also be useful to note on a copy of the text the location of all the errors spotted. This will be helpful in producing a corrected version.

Extension

Learners can put another witness statement into different formats.

Theme assessment

- Devise a quiz with questions related to NVQ information discussed (e.g. find a particular PC.)
- Learners will need practice in writing evidence statements and should do this with authentic workplace evidence. Devise a checklist to use for checking that everything is in place, including the following and any other points you want to stress:
 - covers all PCs
 - relevant to PC
 - states evidence type
 - statements clearly expressed
 - spellings checked and correct
 - punctuation checked and correct
 - grammar checked and correct.

NVQ (3)

Focus

Proofreading

Read through what you have written to check for spelling, grammar and sense. Is your handwriting legible?

You may have to read it several times to make sure you have checked everything.

DATE	TIME	MESSAGE	SIGNATURE
March 21st	14:30	Mr T's daughter's children have chicken pox. Will not be able to visit this week.	Betty Howe

Are the full stops and capital letters in places that make your evidence make sense?

Have you kept to the same tense all the way through?

D1.1a Take and pass on messages and information

On March 31st I took a telephone call from Mr T's daughter. I answer the phone on March 31st by saying who I am and the name of the home. I listened to what she had to say and wrote a message on the notepad and I recorded the time, caller and message in the daily diary. I take the message to Mr T quick as he was expecting her at any time. Mr T's daughter had said that she couldnt visit because her children have chicken pox, I asked the manager if I should report the chicken pox becos the children was here last week the residents might get it.

Have you repeated yourself?

Are all the important words spelt correctly?

TELEPHONE MESSAGE

To Mr T.

From Mrs G

Taken by Betty

Time 14:30

Date March 21st

Telephone number 01765 982356

Message:

Your daughter's children have chicken pox.

Will not be able to visit this week.

Have you covered all the PCs in what you have written?

D1.1a Take and pass on messages and information

Performance Criteria

You need to show that:

- 1 you receive and accurately record messages and information according to organisational procedures and practices
- 2 you pass on information, messages and communications correctly, according to instructions and taking account of the urgency of the message
- 3 where you are not sure what to do with or about this information, message or communication you clarify this with the appropriate people

NVQ (3)

Task

Task 1

Highlight the spelling mistakes in this witness statement. Make a note of the correct spelling.

On Febuary 4th I asked Mr P what he would like for his meals the next day, I read the hole menu to him, he decided to have everything for breakfast, he wanted shepherd's pie for lunch, I read his plan of care to be sure that the choices he made were aloud, I asked him if it was Ranadan and he told me that it had finished in Desember so that was all right and he could have lunch. I ask the kitchen if the meat in the shepherd's pie is Halall meat. They say it was what they always had so I say to Mr P that he'd better have the macroni cheese to be on the safe side and he said he didnt like it so I had to phone his daughter and ask her to bring him some lunch in and luckily they was having a spesial lunch so she was going to be able to bring him some food and I were really pleased because otherwise he would only be able to eat the vegetables and he needs to keep his strenth up. The Kitchen said that the sanwiches for tea usually have ham in them. I asked Mr P and he said jam would do so I asked them to make some jam ones especially for him.

A4.5a Ask individuals what they want to eat and drink.

Performance Criteria

You need to show that,

- 1 you encourage individuals to communicate their needs, wishes and preferences about what they want to eat and drink
- 2 you communicate to individuals the options for food and drink that are available, taking account of their nutritional needs and any religious, cultural and personal beliefs
- 3 you offer individuals options that meet their expressed wishes and preferences within the resources available and their plan of care
- 4 you offer individuals suitable alternatives
- 5 you encourage and support individuals to make choices that meet their dietary requirements and plan of care

Copy unusual words such as pen-i-cill-in and dia-rrh-oea. Write a few letters at a time and check you have got it right when you have finished.

Keep a small notebook for spellings of words you need to use a lot.

Menu February 5th

Breakfast

Orange juice
Cereal with milk
Boiled egg
Toast

Lunch

Shepherd's Pie or
Macaroni Cheese
Broccoli, Peas
Apple pie and Custard

Tea

Selection of sandwiches
Fruit cake
Tea and coffee available
throughout the day

Task 2

Check the punctuation of the witness statement.

Task 3

Check the witness statement for mistakes with the grammar. Make a note of the correct grammar.

Task 4

Check that the witness statement covers all the PCs. Re-write the witness statement on a separate piece of paper as if you had written it to cover all these PCs and with all the corrections you have made.

Look for commas where there should be full stops and places where 'and' has been used instead of a full stop.

PAGES 5:13–5:14

Training (1)

Taking notes

This focus page introduces several strategies for taking brief notes to be used for keeping a record of main points from written training materials and training sessions.

All carers go through formal induction training and are encouraged to take qualifications. Legislation demands that all members of staff receive induction training to Sector Skills Council specification within 6 weeks of appointment. A minimum of 50% should have NVQ Level 2 by 2005. All staff receive a minimum of three paid training days per year. Staff will need to read training materials and take part in training sessions throughout their career in care. This theme develops the reading, writing and listening skills needed for making notes, both at work and in training sessions.

Learning outcomes

- 1 To identify the purpose of taking notes (focus page)
- 2 To introduce and experiment with different note-taking strategies (focus page, Tasks 1 and 2)
- 3 To practise note-taking strategies (Tasks 3 and 4)

Introduction

- Discuss where note-taking could help learners in their jobs (e.g. training sessions, induction material, client profiles, telephone messages).
- Discuss the general purposes for taking notes from policies, procedures, training sessions (e.g. memory prompts, helps understanding, quick reference of main points).
- Discuss any note-making/taking strategies already used by learners and any difficulties experienced.
- Emphasise the importance of finding a way of making notes that suits the individual, in terms of both writing information down and reading it back later.

Focus page

- Ask learners to write down a text message to 'send' to another learner as if on a mobile phone. Other learners 'read' the message aloud. Discuss the different ways of representing words – combinations of symbols, shortened words, letters and numbers to represent words, etc.
- Point out the same or similar strategies shown on the focus page.
- Cover each strategy on the focus page one by one in any order by looking at the examples, discussing any examples used regularly in the workplace, and encouraging learners to give or make up examples.
- You may want to pay particular attention to the strategies of leaving out unnecessary words and using hyphens, as these require a good understanding of sentence structure.
- You may want to focus on the most appropriate occasions for using numbers, letters and bullets in lists. For example, numbers are particularly appropriate if things have to be done in a particular order. It is a good idea to start writing notes using bullets if the person starts to say things like 'first you need to do ...'.
- Explain the importance of giving all notes a clear heading for quick reference.
- ESOL learners may prefer to make notes in their own language.
- Dyslexic learners frequently have problems with taking and making notes and will need a lot of practice, or alternative strategies (e.g. recording training sessions, spidergrams for notes) in order to do this effectively.

Curric. refs	NOS	Key skills
Wt/L1.2	HSC23	C1.3
Wt/L1.4		
Wt/L1.5		
SLlr/L1.1		

Task 1

Replace highlighted words with abbreviations, numbers and symbols

Wt/L1.2

Wt/L1.4

- Discuss with learners when it is appropriate to write in note form.
- Confirm that abbreviating words is one strategy they can use when taking notes in training or work settings.
- Encourage learners to use different methods to shorten the highlighted text. Point out the tip.
- Encourage learners to draft work before writing it up, in case they make errors.

If the learner has difficulty

- Learners might think that there is a 'right way' to do this – stress that they should use abbreviations, symbols and numbers that *they* can understand.
- Make sure learners understand the more difficult words in the text (e.g. approximately).
- Read back the notes to learners and ask questions to check they understand the notes they made.
- Learners with limited or poor experience (e.g. ESOL learners and some dyslexic learners) may struggle with this task, as it requires some phonic skills (B4 = before) and with understanding (e.g. that 'comm' is an appropriate abbreviation for 'communication', whereas 'co' might not be as it could be confused with the abbreviation for 'company'). These learners will require structured support to complete this task.

Extension

Ask learners to use abbreviations for point 6 of the Manual Handling Policy in the Source material or for material in their own induction pack.

Task 2

Re-write notes, leaving out unnecessary words and using hyphens to link ideas

Wt/L1.5

- Explain to learners that leaving out unnecessary words and using hyphens to link ideas are strategies they can use to keep notes short when taking notes in training or work settings.

- Explain to learners the importance of writing notes that are suitable for their purpose (so that they can understand them when they refer to them at a later stage).
- Encourage learners to write the notes in a way they can understand them – only taking out words that do not change the meaning of the text for them. Point out the tip.
- Encourage learners to draft work before writing it up, in case they make errors.

If the learner has difficulty

- Learners might think that there is a 'right way' to do this – stress that the object is to make notes they can read for themselves.
- Go through the tip and make sure learners understand how to do it – go through one example from the task with them.
- Make sure learners understand the more difficult words.
- Encourage learners to work through the text methodically, one sentence at a time.
- Read back the notes to learners and ask questions to check they can understand the notes they made.

Extension

- Ask learners to make notes in the same way either for point 7 of the Gifts, Wills and Bequests Policy in the Source material or for material in their own induction pack.

Task 3 24

Listen and make notes of details from a training session

SLLr/L1.1

Wt/L1.5

- Explain the importance of picking out the details when listening to a training session because they illustrate the main point.
- Remind learners to listen carefully for key words and about the use of emphasis.
- Learners might like to think about/predict the sorts of things they might be listening for.
- Play the audio clip through once for gist, then again for learners to listen for the key words they have chosen.
- Remind learners to write the list as key words rather than in sentences. They can listen to the audio again to confirm this.

If the learner has difficulty

- Explain to learners that they are listening out for five key signs of physical abuse.
- Learners might prefer to work in groups so they can jointly pick out the details, listening for words about injuries or damage.
- Replay the audio clip as many times as necessary or read the script out, emphasising the words in bold.
- Encourage learners to listen for emphasis, as important information is often stressed.
- Remind learners to write down just the key words as a list.
- Ask learners questions about what they heard.
- ESOL learners may need support to understand some aspects of the language (e.g. 'odd things', 'jump to conclusions') or other technical language (e.g. monitor).

Extension

Either replay the audio clip or read the script of the audio to learners and ask them to make notes on:

- a what they should do
- b what they should not do
- c what sort of abuse ulcers or pressure sores can indicate.

Task 4  **25**

Listen to and make notes of instructions from a training session

SLlr/L1.1

Wt/L1.5

- Discuss the importance of focusing on instructions when listening to a training session, as these are the things you have to remember and follow.
- Remind learners to listen carefully for emphasis on key words.
- Learners might like to think about/predict the sort of things they might be listening for.
- Remind learners to write in note form in any way they like, as long as they can read what they have written.

If the learner has difficulty

- Explain to learners that they are listening out for three instructions. Important clue words about order signal these ('first', 'second', 'also').
- Replay the audio clip as many times as necessary or read the script aloud, emphasising the words in bold.
- Encourage learners to listen for emphasis on key instruction words such as order words or imperatives (use question-and-answer techniques to encourage them to give examples of these).
- Make sure learners understand the idioms or less formal structure of speech used here (e.g. 'other odd things' and 'if you suspect abuse might be taking place').
- Read the notes back to learners to make sure they can follow what they have written.

Extension

Either replay the audio clip or read the script aloud and ask learners to make notes on these details:

- the term for a service user telling you about abuse
- what people who are abused often think.

Training (1)

Focus

Taking notes

By law, all staff working in care must have formal training for the job. As part of the training you will need to read information, such as induction materials, and take part in training sessions. Making notes about the training helps you to keep a record of the key points that you can refer to again and again. There are strategies you can use to help you make notes quickly.

Tip

Don't worry too much about spelling in notes – unless it's a new technical word you need to remember.

Cut notes down by using **abbreviations** (shortened words).

- Use the **first few letters** of the word.
For example: prob = problem
- Use the **first and last letter** of the word.
For example: yr = year
- Use just the **capital letters** for titles.
For example:
National Vocational Qualification = NVQ
- Use the apostrophe for omission.
For example: you are = you're

Here are more examples of common abbreviations:
approximately = approx including = inc
telephone number = tel no Tuesday = Tues

What do these abbreviations mean?
e.g. i.e. etc.

Use **symbols** in place of words.

Symbols are marks that have a meaning. For example:

- + plus or more
- % per cent
- minus or less
- ∴ therefore
- = equal, the same as
- & and

Use **dashes** to link ideas.

Clinical waste – yellow bags
clearly labelled – incinerated.

Cut notes down by **leaving out unnecessary words** such as: **and the are as to is which**

Clinical waste such as used dressings go in the yellow bags which are clearly labelled. They are then incinerated.

Clinical waste (used dressings) in yellow bags clearly labelled, then incinerated.

Use numbers and letters **in place of words**, like in text messages.

The area is to be properly disinfected to avoid infection. Clean the area before you disinfect it.

Area 2 b properly disinfected. Clean b4 U disinfect.

Make sure:

- you understand what you have to take notes about
- your notes make complete sense to you – this includes using note headings.

Write your notes as a **list** of short main points using **numbers, letters or bullet points**.

- 1 Wear protective clothing.
- 2 Wash hands.
- 3 Tie up hair.

- a Wear protective clothing.
- b Wash hands.
- c Tie up hair.

- Wear protective clothing.
- Wash hands.
- Tie up hair.

Training (1)

Task

Task 1

Rewrite the passage, replacing the highlighted words with abbreviations, numbers or symbols.

Professional Development in the Workplace

Professional development is **to** do with the development of skills that are necessary **for** the workplace. **For example**, teamwork, **communication**, time management **and** specific skills **for** the job. New staff receive **approximately three** days induction training **before** starting the job. Training then continues throughout the employment period.

Tip

Use the first few letters of the word for abbreviations.

Task 2

Rewrite your notes for Task 1. Cut them down further by leaving out unnecessary words. Use hyphens to link points.

Tip

Read your notes to yourself to make sure they make sense. Replace any words that you need to. Use the punctuation to help you see where to link points.

When taking notes:

- use **abbreviations**
- use **symbols** in place of words
- leave out **unnecessary** words
- use **numbers** and **letters**.

Make a list.



Task 3

24

Listen to the trainer giving information about elder abuse. Write a heading and make a list of the signs of elder abuse that she mentions.

Tip

Listen out for the key words connected with possible signs of physical abuse.



Task 4

25

Listen to the trainer. Use any of the note-taking strategies to write down the three things you must do.

Tip

Listen for key **order words** such as 'first' or **imperatives** (command words) such as 'reassure'.

PAGES 5:15–5:16

Training (2)

Getting the most out of training sessions

Legislation demands that all members of staff receive induction training to Sector Skills Council specification within 6 weeks of appointment. A minimum of 50% should have NVQ Level 2 by 2005. All staff receive a minimum of three paid training days per year. These focus and task pages develop the skills required for active listening in training sessions.

Materials

Examples of 4–6 titles from different training sessions

Audio clip (or script of audio clip) of a training session on lifting/handling

Learning outcomes

- 1 To be aware of the purpose for listening (focus page, Task 1)
- 2 To recognise main points and supporting examples (focus page, Tasks 2 and 3)
- 3 To consider strategies for writing down and organising information (focus page, Tasks 2 and 3)
- 4 To consider what questions to ask to check understanding or ask for further information (focus page, Task 4)

Introduction

- Discuss the reasons for training sessions.
- As an introduction to the task, using 4–6 titles from different training sessions, ask learners to predict what sort of things they would expect to learn about in each session. Discuss the list of ideas.
- Ask learners to write down how they remember things they hear. Discuss the different strategies used, for example some people may 'see' the words, some will remember the actual words spoken.

Focus page 26

- Play the audio clip (or read the script aloud) about training in moving and lifting (the words in bold are to be emphasised). Discuss the purpose of this information.
- Play the clip again. Learners write down any emphasised words they hear. Discuss how these link to the purpose of the training.
- Play the clip again so learners can pick up which key phrase is used to introduce examples ('such as'). Discuss this and other phrases that might be used in speech – 'for example', 'like this', etc. and why examples can be useful.
- Put learners into three groups to listen to the audio clip of an extract from a training session for different purposes:
 - Group 1– Write down the names of the different types of moving/handling equipment mentioned.
 - Group 2 – Write down just the three categories mentioned – not the name of the equipment.
 - Group 3 – Write down as much of the information as they can.
- Discuss the problems each group had with noting the information down and any strategies learners used to help.
- As a whole group, discuss ways of organising notes in columns, for example, main points and their corresponding supporting examples or 'dos and don'ts'. Do this with examples from notes made by learners in the activity above.
- Remind learners of other note-taking strategies for cutting down/summarising information (see focus page).
- Point out the strategies for asking questions for more information. Discuss the sort of questions learners might want to ask in relation to the information in the audio clip. Learners may need to practise this.

Curric. refs	NOS	Key skills
SLlr/L1.1	HSC23	C1.3
SLlr/L1.2		
SLc/L1.2		
Wt/L1.2		

Task 1 26

Listen to an extract from a training session to decide its purpose

SLlr/L1.2

- Explain to learners that they will hear an extract from training.
- Remind learners to listen out for key emphasised words to establish the purpose of the information.
- Learners select the most accurate summary from the options on the page.
- Play the clip through once for gist, then again so learners can listen out for emphasised words. They will need a level of occupational knowledge to understand the purpose of the talk. Play the clip a third time to allow learners to check their answer.
- Discuss why the correct choice is the most accurate. This also means considering what is wrong with the other choices.

If the learner has difficulty

- Learners will probably need to listen to the audio more than once. Remind learners that they would be able to ask the trainer to repeat some of the information if they did not pick it all up first time.
- Learners may need more help with the emphasised words – you could read the script aloud, clearly emphasising the bold words.
- Learners could jot the emphasised words down to help them.
- Explain technical terms (e.g. transfer) and other terms (e.g. vice versa) as required.

Extension

- Learners could prepare for the feedback discussion by giving reasons for the choice of summary they made and why they discounted the other options.
- Learners could also make a summary of the information in their own words.

Task 2 27

Listen for and note down the three examples that support the main point

SLlr/L1.1

Wt/L1.2

- Explain to learners that they will hear the extract from Task 6 again. Explain what is meant by the 'main point' (the main purpose of the talk, i.e. encouraging independence) and 'supporting examples' (ways you can do this).
- Remind learners of key phrases to listen out for in establishing the supporting examples, and that examples will relate to the main point.
- Remind learners about writing in lists (see focus page on making notes) and the need to write in bullet points or numbered items.
- Once learners have completed the task, go through the model answer and discuss learners' responses, to compare the different ways they recorded the information.

If the learner has difficulty

- Learners may need to listen to the audio clip several times.
- Learners may need help with picking out the key information. You could read the script aloud at a slower pace than the audio clip, and emphasising the key parts.
- Learners could work in pairs or small groups for added support.

Extension

Learners could swop notes with other learners who have finished, to compare and contrast any differences in the information itself, the way the notes have been written and the setting out of the notes.

Task 3 28

Listen for and organise points and examples

SLlr/L1.1

Wt/L1.2

- Explain to learners that they will be listening to a different extract.
- Make sure learners understand the titles and where to write the information.
- Point out the tips.

- Play the audio clip through once for gist, the second time to pick out the points relating to the items in each column and a third time for learners to confirm their responses.
- Once learners have completed the task, they may like to look at the script to see any information they missed.

If the learner has difficulty

- Learners may need help with picking out the key information. You could read the script aloud at a slower pace than the audio clip, and emphasising the key parts. Encourage learners to listen for the information for each column separately.
- Learners could work in pairs or small groups for added support.

Extension

Learners can go straight on to Task 4 as this is directly related to Task 3.

Task 4

Make a note of questions you would want to ask about the information

SLc/L1.2

- Make sure learners know they are to use their notes from Task 3 to help them think of questions.
- Explain that they are to think of things they personally would want to know more about.
- Once learners have completed the task, they may like to discuss the questions and answer any of each other's questions if they can.

If the learner has difficulty

Learners may need help thinking of questions. Give an example, perhaps based on a difficult or technical word, or ask questions to find out what the learner does not know or understand about the topic.

Extension

Learners can swap questions with other learners to see what others have thought of.

Training (2)

Focus

Getting the most out of training sessions



26

Listen to the extract from a training session to consider these points.



Keep in mind the purpose for listening – what do I need to remember?

Make short notes using quick note-taking strategies. Only write down things you need to remember. Organise notes in the clearest way. For example, use columns for main points and supporting examples, or for things you must and must not do.

Training sessions

1. Listen for the **main points** and **supporting examples**.

This means listening to the way the spoken information is given in order to pick out the **key information**.

2. Make **notes** that you can refer back to later.

This means making easy-to-read shorthand or quick notes by **summarising** the information. The better **organised** your notes, the easier they will be to read!

3. Ask **questions** for more information.

Asking questions helps you to make sure you **understand** the information properly.

People often **emphasise** important words or phrases to make them **stand out**. The phrases '**such as**' and '**for example**' might be used to introduce **supporting examples**.

Making notes is a good way of **remembering** information. You need to write information down in a way that you can still read it later.

You might ask for **added** information, for information to be **repeated** or you might repeat the information to the trainer to **check** you have got it right.

How do you remember things you hear?

Training (2)

Task



Task 1

26

Listen to the extract from a training session again. Tick the best summary of the purpose of this information.

- 1 To give information on the lifting equipment available to service users who use wheelchairs.
- 2 To introduce types of equipment that can be used to transfer a service user from a wheelchair to a chair and vice versa.
- 3 To give instructions about the safest ways of lifting a service user.
- 4 To explain how carers can encourage service users to lift themselves without any aid.
- 5 To explain the ways service users could be encouraged to have some independence when transferring from a chair to a wheelchair and vice versa.

Listen for the emphasised words to help you think about the purpose.



Task 2

27

Listen to a further extract. Write down the three supporting examples for the main point.



Task 3

28

Listen to the next extract from the training. Make notes on paper from the information using these headings:

Use quadruped for:

Examples of causes of problems:

Do not use for:

Remember to keep your notes short – use any of the strategies for making a list.

Listen out for the key phrases such as 'for example' and 'it is not appropriate'.

Task 4

Use the notes you made in Task 3 to consider some questions you might want to ask about the information. Write your questions down.

Think about what **you** would need to know to help make this information clearer.

PAGES 5:17–5:18

Training (3)

Building on training

This page covers putting theory into practice, as outlined in HSC23 (Use new knowledge to improve your practice). It focuses on finding out further information as required by the learner in order to understand and follow procedures for moving and handling as assessed in a Risk Assessment Form. It summarises some of the reading and writing skills needed for this unit.

Materials

Blank copies of workplace Risk Assessment Form from Source material

Examples of completed workplace Risk Assessment Forms

Dictionaries

Other workplace reference books

Learning outcomes

- 1 To identify what type of further information is required to aid understanding and practice (focus page, Task 1)
- 2 To consider different sources where information may be found (focus page, Task 1)
- 3 To identify strategies for using researched information notes (focus page, Task 1)

Introduction

- Referring to the blank form, discuss the purpose of the Risk Assessment Form used in the workplace and the type of information recorded (using the headings).
- Look at and discuss how the information is recorded on the completed version.
- Learners write down anything they would need explaining in more detail before they could carry out the task of lifting/handling.
- Discuss what learners do at the moment if they require more information on a job. Think of alternative places to look. Provide some reference sources.

Focus page

- Read the Risk Assessment Form on the page. Pick out an example of something learners would need to know more about (e.g. which knee is affected by osteoarthritis) and an example of something that might help them if they knew more about it (for example what osteoarthritis is).
- Learners can highlight any other things they would need more information about or need explaining (this will depend on the individual learner).
- Pool information required by learners and go through each point, discussing suggestions for where the type of information might be found.
- Remind learners of the reasons for and importance of taking notes (to refer to again). Discuss methods of storing notes for ease of access (e.g. folders, files, same-sized paper, subject dividers for different types of job, etc.)
- Look at the sample notes entitled 'Mobility aids'. Discuss which part of the information is made clearer by the notes.
- Stress that knowing what the equipment is and how to give assistance helps to use the equipment safely (as outlined in the Risk Assessment Form).

Curric. refs	NOS	Key skills
Rt/L2.6	HSC23	C2.2
Wt/L2.4		C2.3

Task 1

Find and make notes on extra information needed to follow a particular Risk Assessment Form

Rt/L2.6

Wt/L2.4

- Go through the mini assignment with learners to make sure they understand what to do: read the Risk Assessment Form and make notes on what to find out.

- Go through the 'Remember' box at the bottom of the page and discuss examples of questions to ask yourself.
- Remind learners about choosing information they need to help them carry out the job properly.
- Recap on note-taking strategies if necessary.
- Negotiate with individual learners how notes will be presented.
- Explain to learners that their notes will be looked at. Remind them that the more detail they find out, the more informed they will be.
- The notes learners made for the mini assignment for task 1 should be read by the teacher and, if possible, discussed with learners individually to check understanding.
- Learners might use a working document of their own for which to apply research/note-making skills.

If the learner has difficulty

- Learners may need support throughout the mini assignment, from highlighting information to knowing where to find the information, to actually writing the notes.
- Use question-and-answer techniques to help learners decide what information they need.
- Guide learners through sources of information they could use and make sure they understand what sort of information they are looking for. (Note that there are extracts from a care plan on the page.)
- Negotiate how learners want to present or organise the notes if they have problems.

Extension

Learners could repeat the process with the Risk Assessment Form from their own workplace, as discussed in the focus page introduction.

Theme assessment

- Practical note-taking activities are the best way to practise and confirm these skills. This should be based on workplace activities and training sessions. Notes taken could be shared and compared with those of other learners. Particular note should be taken of how accurate a record the notes make. Learners could devise a checklist to ensure notes include the following: abbreviations, all important words and terms included, only unnecessary words omitted, use of bullet points or numbering where relevant, can be understood by others as a record, accurate in all important detail.

Training (3)

Focus

Building on training

The notes you make during training sessions and on written training material will give you vital information about how to do your job. However, it is unlikely to cover everything. There will be times when you will need to find out more for yourself.

Risk assessment forms differ from workplace to workplace. Find out what information is given on your risk assessment forms.

What **must** I know in order to carry out the job properly?

What might it **help** to know?

Where will I **find** the information?

Risk Assessment Manual Handling of Residents Form		C4-087
Name of resident: <i>Mr James Kerr</i> Preferred name: <i>Jim</i> Date of birth: <i>14/04/1924</i>	Name of assessor: <i>S L O'Shea</i> Job title: <i>Senior Carer</i> Signature of assessor: <i>SL O'Shea</i> Date of assessment: <i>18/10/04</i>	
<i>Nature of handling risk identified or the nature of disability</i>	<i>Equipment or method to be used</i>	<i>Continuing suitability of method and review of effectiveness</i>
1. Rising from chair <i>Osteoarthritis in one knee</i> <i>Recovering from a stroke</i>	<i>Lifting techniques as trained. Walking stick on correct side for steadying</i>	<i>More reliance on stick recently, but changes from day to day</i>
2. Standing <i>Unstable</i>	<i>Have mobility aid ready</i> <i>Keep mobile once up</i>	
3. Walking <i>Trip and slip hazards</i>	<i>WF - assistance required</i> <i>Wheelchair for longer periods</i>	<i>WF to be encouraged where possible to increase mobility and independence</i>
4. Toileting/washing <i>Limited assistance required in moving, standing and sitting</i>	<i>Hand rails</i> <i>Shallow sink for washing</i> <i>Non-slip mats</i> <i>Walk-in shower with seat</i>	
5. Transfers – general <i>Risk of knee giving way during process</i>	<i>Allow to take time</i> <i>May require slideboard</i>	

Mobility aids

1 Walking frame (WF) – sometimes called Zimmer frame:

- allows some body weight to be taken off legs
- helps balance.

Assist by standing behind the person, not to the side.

Examples:

- Asking others
- Care plans
- Notes from training sessions
- Induction material
- Internet
- Medical books

How do I use the information I made notes on?

What is the best way to **organise** and **store** my notes for quick reference?

Training (3)

Task

Task 1

Read the risk assessment form below for Mrs Mazda.

Find and make notes on the extra information you might need to help you handle or assist Mrs Mazda safely.

You can use information from the extract from Mrs Mazda's Care Plan as well as any useful sources in your own workplace.

Risk Assessment Manual Handling of Residents Form C4-087		
Name of resident: Mrs E Mazda Preferred name: Liz Date of birth: 19/05/1929	Name of assessor: S L O'Shea Job title: Senior Care Assistant Signature of assessor: SL O'Shea Date of assessment: 01/12/04	
<i>Nature of handling risk identified or the nature of disability</i>	<i>Equipment or method to be used</i>	<i>Continuing suitability of method and review of effectiveness</i>
1. Rising from chair Osteoporosis	Handling belt	✓
2. Standing	As above	✓
3. Walking Cataracts	Use of quadruped Wheelchair for trips	✓
4. Toileting/washing Spasms	Raised toilet seat Grab rails 1/2 carers Hoist	✓
5. Transfers – general	Monkey pole plus frame and 1 carer	Review after monthly visit with GP

Care Plan for Mrs Elizabeth Mazda	
3.3 Mobility and dexterity	
<i>Service to be provided</i>	<i>Objective</i>
Aid transfers and all mobility aspects using suitable equipment for safety and independence.	To achieve as much choice and independence as possible taking into account the risks and safety factors.
3.4 Personal safety and risk	
<i>Service to be provided</i>	<i>Objective</i>
Liz to be transferred using suitable equipment at the time, eg quadruped, wheelchair, cot-sides at night, commode at night, hoist for bath. 1 or 2 carers.	To maintain dignity & choice within limited mobility.
3.5 Medical history	
<i>Service to be provided</i>	<i>Objective</i>
Osteoporosis in left hip. Cataracts Spasms leading to blackouts - falls	To obtain as good health as possible.

REMEMBER!

Look for information that you need to know more about. Ask yourself these questions:

- What information do I need in order to understand Mrs Mazda's disabilities?
- What information do I need in order to handle, move and assist Mrs Mazda in the best and safest way?

Check it

1 What is the best explanation of a contract of employment?

- A It gives details of your holidays.
- B It tells you who your line manager is.
- C It sets out your rights and responsibilities at work.
- D It sets out details of your job.

Rw/L2.1

2 Read this note about holidays and answer the questions.

HOLIDAY ENTITLEMENT

The holiday year runs from 1st November to 31st October. Your leave entitlement is _____ hours per year (pro rata in the year in which you commence employment). Unused leave cannot be carried forward to the following year.

If you leave your employment under normal circumstances you will receive payment in lieu of any holiday earned but not taken during the current holiday year. If holiday has been taken in excess of entitlement to the date of leaving the excess will be deducted from your final payment of wages.

'Unused leave cannot be carried forward to the following year.' This means ...

- A If you don't take all your leave this year you can have it next year.
- B You must have all your holidays.
- C You cannot leave you job until next year.
- D If you don't take all your holidays this year you cannot add them on to next year's holidays.

Rt/L2.1

3 What does 'payment in lieu of any holiday earned but not taken' mean?

- A You get paid to go on holiday.
- B You have to earn the right to go on holiday.
- C If you don't take the holidays you are owed, you will get extra pay.
- D You only get paid holidays if you earn them.

Rw/L2.1

4 When you are completing an Appraisal Preparation form, under which of these headings would you write something about not being able to do your jobs in the time given?

- A Dependability
- B Work planning
- C Team work
- D Punctuality

Wt/L2.2

- 5 These are some comments from an Appraisal Summary form. Which one of them should be put under the heading 'Strengths'?
- A Aware of the needs for additional training, particularly manual handling techniques.
 - B Has difficulties assisting colleagues with lifting residents.
 - C Issues with punctuality.
 - D Not yet completed NVQ profile.
- Wt/L2.1
- 6 In the NVQ standards, under which heading would you find information about what you actually have to do to demonstrate that you are competent in your job?
- A Mandatory units
 - B Performance criteria
 - C Values underpinning the unit
 - D Knowledge specification
- Rw/L2.1
- 7 What is the best definition of 'mandatory'?
- A Possible
 - B Confirmed
 - C Compulsory
 - D Skilful
- Rw/L2.1
- 8 Which of these sentences from an evidence statement has a grammatical error?
- A When I were working with Mrs Wilson, I helped her to write to her sister.
 - B Her right hand is a bit shaky so I wrote down exactly what she said.
 - C She signed the letter herself and I took it down to the post.
 - D She was really grateful and asked me to help her again.
- Ws/L1.1
- 9 Which of these is the correct spelling?
- A reccommendation
 - B recommendation
 - C recomendation
 - D reccomendation
- 10 Which of these sentences has a punctuation error?
- A I have assisted senior staff working on a resident's mobility plan.
 - B My supervisor asked me to make notes for Mr Wilson's care plan.
 - C I attended a staff induction session on fire safety and emergency procedure's in case of evacuating the building.
 - D Miss Leas needs assistance when she has a bath, so I give her the help she needs.
- Ws/L2.4

Audio

PAGES 5:3–5:4

Appraisal (1)

Task 2 21

Audio 1: There's a lot to learn, but it's OK. Jean tells me a lot and I suppose I'll just pick up the rest as I go along.

Audio 2: I'm learning a lot all the time. Jean is really helpful – she explains things to me about residents and their needs. I would like to know more though, because it can be difficult to deal with some disorders.

Audio 3: Quite honestly I feel useless half the time. I can't make out some of the residents at all. They're a bit odd some of them. You should have told me before I started.

PAGES 5:5–5:6

Focus page 22

Strengths

Audio 1: You've made a really good start. You get on well with most of the residents. I'm sure we can help you with some of the more specific things, but you must ask if you're not sure. Have you looked in the care plans? There's a lot of information there that will help you.

Concerns – time management

Audio 2: Time is a problem for all of us. I'm sure you will get better as you have more experience. Make sure you prioritise the most important jobs. If you're not sure which job is most important, ask.

Concerns – other staff

Audio 3: You will always come across people who the senior on duty doesn't get on with. It's important that we all get on together here. It's about being professional and tolerating people, just as you do with the residents. Keep me up to date with this though – I don't want it to become a big issue.

Training

Audio 4: I'll check that you're down to do a first aid course in September with the others. See what you can find out about other courses for specific disorders and then we can talk about it. I'll have a word with your assessor about collecting evidence

next time she's in. I think you should aim to get one unit done by the next review, don't you?

Task 1 23

Feedback 1: On the positive side you made a great start on your NVQ, though things have slowed down a bit lately. I've got a bit of time on Wednesday lunchtime – perhaps we could get together and plan the next unit?

Feedback 2: Your quiz on Thursday afternoon is a great success. Everyone really enjoys it. Great idea.

Feedback 3: I know there have been some childcare problems which have made you late quite a bit in the last month or so. If you can't sort it out, perhaps we need to think about changing your shift times. Have a think about it and let me know.

Feedback 4: She was a love, that Mrs Booth. We all miss her and it's good to talk about it. You never really get used to it, but you learn to deal with it. There's a course on dealing with the death of service users in January if you're interested.

PAGES 5:13–5:14

Task 3 24

Elder abuse can be physical as well as emotional. For example, you might see bruises on the body of an individual that can't be accounted for. Or other odd things like finger marks or burns. You should be careful not to jump to conclusions yourself, but at the same time it is vital you make sure the service user is not suffering abuse. Monitor the service user if you suspect abuse might be taking place. Less obvious signs of physical abuse might be things like ulcers or pressure sores. These might suggest that the individual is being neglected.

Task 4 25

(Same female trainer as Task 3 speaking):
The term for a service user telling you about abuse is 'disclosure'. If this happens, the first and most important response is to believe what you are told. Sometimes you might find it hard to believe anything so horrible can happen, but it is possible. Secondly, but just as importantly, you must reassure

the service user that you believe what you have been told. People who are abused often think they deserve it and it is their fault, so you must also reassure the service user that she or he is not to blame for what has happened.

PAGES 5:15–5:16

Training (2)

Focus and Task 1 26

Each piece of equipment will have an instruction manual, but here are some general points about the **lifting aids**. The aids generally fall into **three** categories. **Hoists, slings** and other equipment that are designed to carry the **full weight** of the individual. Equipment such as **transfer boards** that are designed to **assist** in a move and take **some** of the weight and **thirdly** equipment designed to help the individual **assist himself or herself** such as **lifting handles, grab handles, raised toilet seats** and **lifting seat chairs**.

Task 2 27

When you're transferring a service user from a wheelchair to a chair or vice-versa, it's important to remember that any independence which can be achieved is vital to the service-user's self-respect and confidence. For example, a person may be able to transfer himself or herself without help or aids. Or the person might be able to do some of the process, such as getting to the edge of the chair ready to be transferred into the wheelchair. The person might be able to use a transfer board to get from one to the other. Be aware of the individual's feelings and preferences.

Task 3 28

A quadruped should only be used for a person who has severe problems walking on one particular leg. For example, because of hip problems, knee degeneration or a stroke. It is not an appropriate aid for people who are just generally unsteady.

Answers

PAGE 5:1–5:2

Roles and responsibilities

Task 1

- 1 Shut the doors.
- 2 Sound the alarm.
Break the glass nearest to you, taking care of broken glass.
- 3 Phone for the fire brigade.
- 4 Assemble at the main fire panel for instructions.
Follow all instructions given.

Task 2

- | | | | |
|-------|------|-------|------|
| 1 Yes | 3 No | 5 Yes | 7 No |
| 2 Yes | 4 No | 6 Yes | 8 No |

PAGES 5:3–5:4

Appraisal (1)

Task 1

Your list should be something like this:

Appraisal gives me the opportunity to:	In my own words this means:
evaluate my own practice	think about how I'm getting on at work
recognise existing skills	highlight my strengths, not my weaknesses
monitor progress	keep a record of how I am improving
highlight concerns	flag up any difficulties or problems
discuss training needs	think about areas where I need more training

Task 2

You may have something like this:

Audio 1: This is not an honest response. The line manager may think everything is OK.

Audio 2: This is a positive response. The carer is saying that they are learning but that they want to know more.

Audio 3: This is very negative and puts the blame onto the line manager.

Task 3

You might have written something like this model answer:

I think I'm a good communicator, especially face to face. I find it quite hard to talk to people on the phone sometimes. I'm not sure how to respond to relative's enquiries. I could do with a bit of help with this.

Task 4

Teacher assessed

PAGES 5:5–5:6

Appraisal (2)

Task 1

The following issues should be included in the 'Action' section: progress with NVQ, childcare and punctuality, dealing with death and people keeping the diary up to date.

Action points can be for either the person being appraised or the appraiser.

PAGES 5:7–5:8

NVQ (1)

Task 1

assessment – a review or check to make sure you can do something

collate – gather, collect

competence – skill, ability

criteria – standard, target

mandatory – compulsory, essential

optional – possible, chosen

portfolio – collection, file

underpinning – supporting

values – beliefs

verification – proof, confirmation

Task 2

You may have something like this:

Individuals – the people being cared for and the people who speak on their behalf.

Key people in their lives – everybody who is important to the person being cared for.

Others – everybody who is necessary for you to do your job.

Task 3

A3.10a Work with individuals and others to identify the best forms of communication.

Performance Criteria

You need to show that:

- 1 you find out from colleagues and from records if the **individuals** have any preferred methods of communication and language
- 2 you seek information, clarification and advice from individuals and **key people in their lives** about the individual's specific communication needs and preferences when you are working with them

Values underpinning the whole of this unit

For this unit you must show in practice and through your knowledge that:

- 1 you communicate with individuals in ways that:
 - provide **active support** to enable individuals to participate to their utmost abilities
 - respect their dignity, individuality, culture, backgrounds and **values**.

Knowledge Specification for the whole of this unit

Competent practice is a combination of the application of skills and knowledge informed by values and ethics.

PAGES 5:9–5:10**NVQ (2)****Task 1**

You may have written something like this:

- 1 I checked the care plan and the moving and handling risk assessment for the service user to find out how she was supposed to be moved.
- 2 I looked for things that might get in the way as I was moving the service user.
- 3 I asked my supervisor if the hoist was set up correctly.

4 I checked with the service user that this was how she was usually moved.

5 I explained to the service user that I was going to change her sheets.

Task 2

You may have something like this:

- 1 Photocopy of relevant part of the resident's care plan.
- 2 Photocopy of moving and handling risk assessment from care plan.
- 3 A witness statement from the resident that you checked for immediate risks, discussed how they liked to be moved and the reasons for moving them.
- 4 A witness statement from your supervisor that you asked for advice.
- 5 Photographs of the resident before, during and after being moved.

PAGES 5:11–5:12**NVQ (3)****Focus page**

Answers if required

This version uses correct spelling, punctuation and grammar.

D1.1a Take and pass on messages and information

On March 21st I took a telephone call from Mr T's daughter. I answered the phone by saying who **I was** and the name of the home. I listened to what she had to say and wrote a message on the notepad. I recorded the time, caller and message in the daily diary. I **took** the message to Mr T **quickly** as he was expecting her at any time. Mr T's daughter had said that she **couldn't** visit because her children have chicken pox **so** I asked the manager if I should report the chicken pox **because** the children **were** here last week. **T**he residents might get it.

Tasks 1–3

On **February** 4th I asked Mr P what he would like for his meals the next day. I read the **whole** menu to him. He decided to have everything for breakfast. He wanted Shepherd's Pie for lunch. I read his plan of care to be sure that the choices he made were **allowed**. I asked him if it was **Ramadan** and he told me that it had finished in **December** so that was all right and he could have lunch. I asked the kitchen if

the meat in the shepherd's pie **was Halal** meat. They **said** it was what they always had so I **said** to Mr P that he'd better have the **macaroni** cheese to be on the safe side. He said he didn't like it so I had to phone his daughter and ask her to bring him some lunch in. Luckily they **were** having a **special** lunch so she was going to be able to bring him some food. I **was** really pleased because otherwise he would only be able to eat the vegetables and he needs to keep his **strength** up. The kitchen said that the **sandwiches** for tea usually have ham in them. I asked Mr P and he said jam would do so I asked them to make some jam ones especially for him.

Task 4

This will depend on the style of witness statement expected by the teacher/NVQ assessor, but may be something like this:

On February 4th I asked Mr P what he would like for his meals the next day.

I read the whole menu to him. He decided to have everything for breakfast. He wanted shepherd's pie for lunch and sandwiches for tea.

I read his Plan of Care to be sure that the choices he made were allowed. I asked him if it was Ramadan and he told me that it had finished in December.

When I asked if the meat in the shepherd's pie was Halal meat I was told that it was not so I advised Mr P that macaroni cheese would be a better choice. As he does not like this I had to phone his daughter and ask her to bring him some lunch, which she was able to do.

As the sandwiches for tea usually have ham in them I asked the kitchen staff to make some jam ones especially for Mr P.

PAGES 5:13–5:14

Training (1)

Task 1

You might have written something like this:

Professional Development in the workplace

Prof dev is **2** do with the **dev** of skills that are necessary **4** the workplace **e.g.** teamwork, **com**, time management **&** specific skills **4** the job. New staff receive **approx 3** days induction training **b4** starting the job. Training then continues throughout the employment period.

Task 2

You might have written something like this:

Professional Development in the Workplace

Prof dev – dev of skills nec 4 workplace – new staff approx 3 days trg b4 start job – continues through emp period.

Task 3

You might have used numbers, letters or bullet points for your list.

Possible physical signs of elder abuse:

- | | |
|----------------|------------------|
| 1 bruises | 4 ulcers |
| 2 finger marks | 5 pressure sores |
| 3 burns | |

Task 4

You might have written something like this:
Dealing with disclosure of abuse:

- 1 Believe what you're told.
- 2 Reassure SU you believe them.
- 3 Reassure SU s/he not to blame.

PAGES 5:15–5:16

Training (2)

Task 1

- 5 To explain the ways service users could be encouraged to have some independence when transferring from a chair to a wheelchair and vice-versa.

Task 2

Main point

Encourage independence in SUs – chair to wheelchair and vice-versa.

Examples

- 1 Transfer themselves without help or aids.
- 2 Do some of the process.
- 3 Use a transfer board.

Task 3

Use quadruped for:

- person who has probs walking on one partic leg

Examples of causes of problems:

- hip probs
- knee degeneration
- stroke

Do not use for:

- people generally unsteady

Task 4

Here is an example of the sort of things you might want to ask:

- What is a quadruped?
- What does a quadruped look like?
- What sort of hip problems might people get?
- What does 'degeneration' mean?
- Why is it not suitable for generally unsteady people?
- How do people use it?
- Would I need to help people in any way?

PAGES 5:17–5:18**Training (3)****Task 1**

Teacher assessed.

Check it

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