

# Basic Skills and Communication for Hospital and Care



## Executive Summary

Guidelines  
and  
Training Materials

Basic Skills for Work

Combined Basic Skills and Communication Training for Low-Skilled Workers in Five  
Different European Work Sectors



Education and Culture

**Leonardo da Vinci**

# BASIC SKILLS FOR WORK

In the past years, the issue of “Basic Skills” has gained particular attention in most European countries. Of particular concern are what is generally called ‘functional literacy’ and ‘functional numeracy’ defined as “*the ability to read, write and speak in the respective language and to use mathematics at a level necessary to function at work and in society in general*”.

This Curriculum has mainly been designed for adult education providers, trainers and teachers. It consists of different modules, the main chapters dealing with information on the target group, literacy, numeracy and social skills, that allow for flexible utilisation according to various specific requirements.

The main objective is to empower employees with improved basic skills in both numeracy and literacy (numbers, measures, calculations, reading comprehension, short writing tasks). The Curriculum also focuses, on important social and communication skills particularly required in this profession.

## LITERACY AND CUSTOMER CARE: DIDACTIC BACKGROUND

### **Learning targets for Module 1: Develop customer relationships, build customer confidence in the level of service provided**

- reassure your customers that you are doing everything possible to keep the commitments made by your organisation
- deal with your customers promptly
- manage the time taken to deal with your customers, in accordance with organisational guidelines
- communicate with your customers in a way that provides confidence and reassurance in their dealings with your organisation

Methods for reaching these learning targets should focus on the following aspects:

- Speak to communicate straightforward and detailed information, ideas and opinions clearly, adapting speech and content to take account of the listener(s), medium, purpose and situation
- Read and obtain information from different sources

### **Learning targets for Module 2: Meet the ongoing needs and expectations of your customers**

- recognise when there may be a conflict between the needs of your customers and your organisation
- take all reasonable actions to minimise the conflict between your customers’ needs and the products or services offered by your organisation
- operate within the limits of your own authority in attempting to meet your customers’ and your organisation’s needs
- work effectively with others to resolve difficulties in meeting the needs of your customers and your organisation
- Methods for reaching these learning targets should focus on the following aspects:

- Engage in discussion with one or more people in a variety of different situations, making clear and effective contributions that produce outcomes appropriate to purpose and topic
- Read and obtain information of varying length and detail from different sources
- Speak to communicate straightforward and detailed information, ideas and opinions clearly, adapting speech and content to take account of the listener(s), medium, purpose and situation
- Specify and describe a practical activity, problem or task using mathematical information and language to increase understanding and select appropriate methods for carrying through a substantial activity

### **Learning targets for Module 3: Develop the relationship between your customers and your organisation**

- identify new ways of helping your customers, based on the feedback they have given you
- discuss expectations with your customers, and explain how these compare with the products or services you and your organisation provide
- advise others of feedback received from your customers
- give additional help and information to your customers in response to their questions and comments about the products or services your organisation provides
- Methods for reaching these learning targets should focus on the following aspects:
- Listen and respond to spoken language, including extended information and narratives, and follow detailed explanations and multi-step instructions of varying length, adapting response to speaker, medium and context
- Present and explain results clearly and accurately using numerical, graphical and written formats appropriate to purpose, findings and audience
- Read and understand mathematical information used for different purposes and independently select and compare relevant information from a variety of graphical, numerical and written material
- Speak to communicate straightforward and detailed information, ideas and opinions clearly, adapting speech and content to take account of the listener(s), medium, purpose and situation

## **LITERACY AND CARE PLANNING: DIDACTIC BACKGROUND AND LEARNING TARGETS**

### **Learning targets for Module 1: Reading and writing care plans, communication with others, prepare report and maintain records**

- records, required to be kept according to agreed instructions, are maintained accurately, legibly and within agreed timescales
- all reports are written clearly, legibly and without omission of essential content
- reports follow approved style or, company templates are used
- the necessary information is obtained and evaluated

Methods for reaching these learning targets should focus on the following aspects:

- Listen and respond to spoken language, including extended information and narratives, and follow detailed explanations and multi-step instructions of varying length, adapting response to speaker, medium and context

- Read and obtain information of varying length and detail from different sources
- Write to communicate information, ideas and opinions clearly and effectively, using length, format and style appropriate to purpose, content and audience

## **Learning targets for Module 2: Communicate and work with others**

- others are assisted in the performance of tasks without prompting
- oral instructions are received, accurately interpreted and acted upon
- tasks as detailed in Assignment or other written instructions are accurately identified, clarification is obtained where necessary
- oral instructions to a third party are accurately conveyed at a pace and in a manner that ensures understanding
- team members are consulted and assisted to maximise efficiency

Methods for reaching these learning targets should focus on the following aspects:

- Listen and respond to spoken language, including extended information and narratives, and follow detailed explanations and multi-step instructions of varying length, adapting response to speaker, medium and context
- Read and obtain information of varying length and detail from different sources
- Speak to communicate straightforward and detailed information, ideas and opinions clearly, adapting speech and content to take account of the listener(s), medium, purpose and situation

## **Learning targets for Module 3: Incoming and outgoing telephone calls**

- calls are answered promptly and clearly using approved terminology
- callers are politely answered, transferred to the correct extension or a message taken and passed on as appropriate
- faults to telephone equipment are promptly reported
- callers are only given disclosable information
- callers are correctly identified and reason for call established
- external numbers are correctly obtained

Methods for reaching these learning targets should focus on the following aspects:

- Listen and respond to spoken language, including information and narratives, and follow explanations and instructions of varying lengths, adapting response to speaker, medium and context
- Read and obtain information from different sources
- Speak to communicate information, ideas and opinions, adapting speech and content to take account of the listener(s) and medium

# HEALTH AND SAFETY: DIDACTIC BACKGROUND

## Learning targets for Module 1: Procedures for maintaining a healthy and safe workplace

- develop plans for health and safety training which are relevant to the needs of the workplace, people in the workplace and meet legal requirements
- identify individuals to whom people must report accidents, report health and safety risks, and obtain first aid
- develop health and safety procedures which meet legal requirements and are appropriate to the type of work carried out, and the workplace
- state clear measures to check the effectiveness of the workplace health and safety procedures
- set realistic objectives to ensure a healthy and safe workplace for all people in the workplace
- specify the arrangements for recording health and safety data to meet legal requirements
- communicate the health and safety procedures to all people in the workplace in a professional and considerate manner

Methods for reaching these learning targets should focus on the following aspects:

- Engage in discussion with one or more people in a variety of different situations, making clear and effective contributions that produce outcomes appropriate to purpose and topic
- Read and obtain information of varying length and detail from different sources
- Read and understand a range of texts of varying complexity accurately and independently
- Speak to communicate information, ideas and opinions, adapting speech and content to take account of the listener(s) and medium
- Speak to communicate straightforward and detailed information, ideas and opinions clearly, adapting speech and content to take account of the listener(s), medium, purpose and situation
- Write to communicate information, ideas and opinions clearly and effectively, using length, format and style appropriate to purpose, content and audience

## Learning targets for Module 2: Procedures to review the effectiveness of health and safety procedures in your workplace

- you review all relevant health and safety reports and data for opportunities to improve the workplace health and safety procedures
- you identify changes in the workplace affecting current workplace health and safety procedures
- you identify any changes to legal regulations or guidance affecting current working practices
- you alert all people in the workplace, promptly, to the revised health and safety procedures
- you provide responsible persons with opportunities to give feedback about the implementation of health and safety procedures
- you set effective measures in place for monitoring the revised health and safety procedures
- you identify and obtain further information and advice from reliable sources of expertise
- you record accurately the details of any review carried out, and the plans to improve current health and safety procedures

Methods for reaching these learning targets should focus on the following aspects:

- Engage in discussion with one or more people in a variety of different situations, making clear and effective contributions that produce outcomes appropriate to purpose and topic
- Read and obtain information of varying length and detail from different sources
- Speak to communicate straightforward and detailed information, ideas and opinions clearly, adapting speech and content to take account of the listener(s), medium, purpose and situation
- Write to communicate information, ideas and opinions clearly and effectively, using length, format and style appropriate to purpose, content and audience

## **SOCIAL SKILLS: DIDACTIC BACKGROUND**

### **Learning targets for Module 1: Self-Knowledge**

- enrich your self-knowledge through a comparison with different themes and different opinions about such themes.
- reason and discuss about different topics, in order to learn how to shape and defend your opinion, how to use the active listening with the other “opinion makers”.
- observe the outside world as a preparatory phase of self-assessment.
- develop the knowledge of themselves, of your skills, attitudes, areas to be improved.

### **Learning targets for Module2: time- and team management**

Manage and organise time and activities to support individuals, organise time to enable you to complete your work

- work with appropriate people to identify any special requirements you need to take account of when working with individuals
- complete records and reports within confidentiality agreements and according to legal and organisational requirements
- agree with appropriate people about the tasks to be undertaken, how often, and when you are required to carry out your tasks, the time that has been allowed for the tasks
- organise your time to enable you to complete the tasks with all individuals for whom you are responsible
- ensure that you have, and understand, information about any potential risks and health and safety issues associated with working with individuals in the community and the tasks you are carrying out

Methods for reaching these learning targets should focus on the following aspects:

- use common measures
- Read and understand a range of texts of varying complexity accurately and independently
- Speak to communicate straightforward and detailed information, ideas and opinions clearly, adapting speech and content to take account of the listener(s), medium, purpose and situation
- Write to communicate information, ideas and opinions clearly using length, format and style appropriate to purpose and audience

## **Learning targets for Module 3: Balance your own duties and responsibilities with the individual's needs, wishes and choices**

- ensure that you work within legal and organisational health and safety policies and procedures for your job role
- follow organisational procedures when you cannot complete the tasks to time or when you are requested to carry out additional tasks
- you work with individuals to identify the preferences they have for the way you carry out your tasks ensuring that you respect the individual's wishes, experiences, expertise, history, culture and religious requirements
- taking account of the individual's preferences planning what you are going to do, how you are going to do it, the time you have been allocated to complete your work

Methods for reaching these learning targets should focus on the following aspects:

- Listen and respond to spoken language, including information and narratives, and follow explanations and instructions of varying lengths, adapting response to speaker, medium and context
- use common measures
- Read and obtain information of varying length and detail from different sources
- Read and understand a range of texts of varying complexity accurately and independently

## **Learning targets for Module 4: Contribute to the effectiveness of teams, identify and agree our own role and responsibilities within the team**

- identify your development needs against the demands of the work role, in relation to effective team work and in relation to service delivery
- identify your own role and responsibilities within the team, the roles and responsibilities of others within the team, how your role and responsibilities contribute to the overall objectives of the team and how you can and should contribute to team activities, objectives and purposes
- review information and seek advice about the team, its objectives and its purpose
- evaluate and use feedback from others constructively and to improve future work performance
- agree and clarify your role and responsibilities with other team members
- take responsibility for your own development, learning and performance ensuring that objectives are realistic and achievable

Methods for reaching these learning targets should focus on the following aspects:

- Listen and respond to spoken language, including extended information and narratives, and follow detailed explanations and multi-step instructions of varying length, adapting response to speaker, medium and context
- Obtain and Read information of varying length and detail from different sources
- Read and understand a range of texts of varying complexity accurately and independently
- Speak to communicate straightforward and detailed information, ideas and opinions clearly, adapting speech and content to take account of the listener(s), medium, purpose and situation

## **Learning targets for module 5: Participate effectively as a team member**

- offer supportive and constructive assistance to team members
- your behaviour to others in the team supports the effective functioning of the team
- where you experience problems in working effectively with other team members, you seek appropriate advice and guidance
- present suggestions and offer relevant ideas and information to benefit team members and improve team working at an appropriate time
- accept and use suggestions and information offered by others constructively, and to improve your own practice within the team
- complete your commitments to other team members effectively and according to overall work priorities
- deal with differences of opinion and conflicts constructively and in ways which show respect for the other team members' points of view
- inform other members of the team of your activities

Methods for reaching these learning targets should focus on the following aspects:

- Speak to communicate straightforward and detailed information, ideas and opinions clearly, adapting speech and content to take account of the listener(s), medium, purpose and situation
- Listen and respond to spoken language, including extended information and narratives, and follow detailed explanations and multi-step instructions of varying length, adapting response to speaker, medium and context
- Read and obtain information from different sources
- Speak to communicate information, ideas and opinions, adapting speech and content to take account of the listener(s) and medium

## **Learning targets for Module 5: Develop your own knowledge and practice**

- evaluate your effectiveness and development needs when working with individuals, key people in their lives and others
- identify how your values, beliefs and experience may impact on your practice and affect how you think about and work with others
- identify and use appropriate support and information to improve your practice
- identify and check how your own work can be improved
- seek constructive feedback to enable you to develop your practice from individuals with whom you work.

Methods for reaching these learning targets should focus on the following aspects:

- Speak to communicate straightforward and detailed information, ideas and opinions clearly, adapting speech and content to take account of the listener(s), medium, purpose and situation
- Read and obtain information of varying length and detail from different sources



## Learning targets for Module 6: Use new knowledge to improve your practice

- develop your own practice using evidence that illustrates the benefits from the use of new knowledge and practice
- identify new knowledge and practice that is relevant to your work
- before applying new knowledge and putting into practice ideas for improving your own practice, you check with the relevant people and organisations that it is safe, legal and appropriate to do so
- evaluate the changes you have made to your own practice
- discuss and review the usefulness of new knowledge and practice to your work with appropriate people

Methods for reaching these learning targets should focus on the following aspects:

- Engage in discussion with one or more people in a variety of different situations, making clear and effective contributions that produce outcomes appropriate to purpose and topic
- Read and obtain information of varying length and detail from different sources
- Speak to communicate straightforward and detailed information, ideas and opinions clearly, adapting speech and content to take account of the listener(s), medium, purpose and situation

## NUMERACY

### Learning contents and purpose

Focus on relation to workplace surroundings and relevance for everyday work!

In order to empower employees with improved basic skills in numeracy, methods and tools in a course for workers in the hospital and care area shall primarily be related to tasks and duties included in actual jobs in this work area. One of the aims of such trainings shall be to increase the learners' awareness and knowledge of how to use mathematical information and language and how to identify suitable calculations to achieve an appropriate outcome.

Consider the following:

- Provide for an overall brush-up of basic mathematics (explanation and demonstration) and make sure each individual participant understands contents (adding, subtracting, multiplying, dividing etc.)
- No pressure, provide enough time for students to do respective exercises
- Practical relevance and closeness to actual experience of all learning materials used and all examples given (e.g. exercise on doubling amounts)

To make learning contents relevant for students and demonstrate their actual employability: focus on workplace related contents (see methods and sample tools below)

- Use authentic materials, i.e., for example, forms that learners will actually come across in their everyday job life - to demonstrate relevance of learning contents
- Ask and motivate your learners to bring their own sample forms
- Exercises can always be made use of as a basis for joint exchange of experience, constructive reflection on learners' skills, strengths and weaknesses, discussion on past success and failure, future perspectives etc. Hence these basic numeracy exercises can be a starting point for communicative training units (combination with social skills training) in which learners practice how to effectively pass on information to each other

- Exercises can be written preparation work for various role plays acted out in class i.e. intensive practical social skills training
- The following exercises are to be done individually as a comprehension check. Compare the results in class.

The exercises attached are dealing with the following aspects:

- 1 Basic numeracy skills, using mathematical information
- 2 Using the basic arithmetical operations
- 3 Weighing people
- 4 Weighing food
- 5 Measuring fluids
- 6 Measuring and mixing fluids
- 7 Reading information from bar charts
- 8 Reading information from line graphs
- 9 Getting the proportions right
- 10 Getting quantities right
- 11 Time management – Digital and analogue clocks
- 12 Time management – Reading and interpreting information from timetables



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