**All Wales induction framework for health and social care**

**Recording sheet for good, bad   
and mediocre answers**

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| Read the some of the example activity/question and answers provided. Note down the activity/question and answer considered (5.11 to 5.17).   1. For the example question that you have selected, try to draw out why these answers are good, mediocre or bad. 2. What support can be provided to help workers develop their answers from bad/mediocre to good? 3. How would you give feedback to the worker if their answer was mediocre or bad? 4. Are there any additional resources, guidance or information that the worker can use to support them to give a better answer in the first place? 5. Would you expect a different level of answer depending on when you gave out the workbooks, for example:  * pre-formal (classroom) training or after formal training? * pre- or post-shadow shifts? * experienced or inexperienced workers?  1. What assumptions might you make about the workers who gave the answers (and would this affect the way you developed an action plan for improvement, such as academic or practical intervention)? 2. What are the risk factors in passing/referring any of the three workers? (tutor/assessor/registered manager/employer liability) |