

Unit Title:	Introduction to communication in health, social care or children's and young people's settings
Unit sector reference:	SHC 021
Level:	2
Credit value:	3
Guided learning hours:	23
Unit accreditation number:	F/601/5465

Unit purpose and aim

This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. The unit introduces the central importance of communication in such settings, and ways to overcome barriers to meet individual needs and preferences in communication.

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
1 Understand why communication is important in the work setting	1.1 Identify different reasons people communicate 1.2 Explain how effective communication affects all aspects of own work 1.3 Explain why it is important to observe an individual's reactions when communicating with them	
2 Be able to meet the communication and language needs, wishes and preferences of individuals	2.1 Find out an individual's communication and language needs, wishes and preferences 2.2 Demonstrate communication methods that meet an individual's communication needs, wishes and preferences 2.3 Show how and when to seek advice about communication	Communication methods include: <ul style="list-style-type: none"> • non-verbal communication <ul style="list-style-type: none"> – eye contact – touch – physical gestures – body language – behaviour • verbal communication <ul style="list-style-type: none"> – vocabulary – linguistic tone – pitch Preferences may be based on beliefs, values, culture

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
3 Be able to reduce barriers to communication	3.1 Identify barriers to effective communication 3.2 Demonstrate how to reduce barriers to communication in different ways 3.3 Demonstrate ways to check that communication has been understood 3.4 Identify sources of information and support or services to enable more effective communication	Services may include: <ul style="list-style-type: none"> • translation services • interpreting services • speech and language services • advocacy services
4 Be able to apply principles and practices relating to confidentiality at work	4.1 Explain the term confidentiality 4.2 Demonstrate confidentiality in day to day communication, in line with agreed ways of working 4.3 Describe situations where information normally considered to be confidential might need to be passed on 4.4 Explain how and when to seek advice about confidentiality	Agreed ways of working include policies and procedures where these exist

Assessment

This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment principles.

This unit is competence based. This means that it is linked to the candidate's ability to competently perform a range of tasks connected with their work. This unit may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met. This unit requires workplace assessment of occupational competence.

Assessment decisions for competence based learning outcomes (eg those beginning with 'Be able to') must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.

Competence based assessment must include direct observation as the main source of evidence.

For this unit, learning outcomes 2, 3 and 4 must be assessed in a real work environment.

Guidance on assessment and evidence requirements

OCR does not stipulate the mode of delivery for the teaching of the content of this unit. Centres are free to deliver this unit using any mode of delivery that meets the needs of their candidates. Centres should consider the candidates' complete learning experience when designing learning programmes.

National occupational standards (NOS) mapping/signposting

This unit has been developed by Skills for Care and Development in Partnership with Awarding Organisations. It is directly relevant to the needs of employers and relates to national occupational standards developed by Skills for Care and Development.

As such, the unit may provide evidence for the following national occupational standards in health and social care developed by Skills for Care and Development:

CCLD 201
GEN 22
HSC 21

Themes recur as knowledge requirements and core values throughout HSC NOS,

NOS can be viewed on the relevant Sector Skills Council's website or the Occupational standards directory at www.ukstandards.co.uk

Functional skills signposting

This section indicates where candidates may have an opportunity to develop their functional skills.

Functional Skills standards can be viewed at <http://www.qcda.gov.uk/15565.aspx>

Functional Skills Standards					
English		Mathematics		ICT	
Speaking and Listening	✓	Representing		Use ICT systems	✓
Reading	✓	Analysing		Find and select information	
Writing	✓	Interpreting		Develop, present and communicate information	

Additional information

For further information regarding administration for this qualification, please refer to the OCR document '*Administrative Guide for Vocational Qualifications*' (A850).

This unit is a shared unit. It is located within the subject/sector classification system 01.3 Health and Social Care.