

Unit Title: **SHC 021 Introduction to communication in health, social care or children's and young people's settings**

Level: 2

Credit value: 3

Guided learning hours: 23

Unit accreditation number: F/601/5465

## Unit purpose and aim

This unit aims to provide the knowledge, skills and understanding for those working in health or social care settings or with children or young people in a wide range of settings to recognise the central importance of communication in such settings, and ways to overcome barriers to meet individual needs and preferences in communication.

<b>Learning Outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:	<b>Exemplification</b>
1 Understand why communication is important in the work setting	1.1 Identify the different reasons people communicate  1.2 Explain how effective communication affects all aspects of the learner's 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 Show how to find out an individual's communication and language needs, wishes and preferences  2.2 Demonstrate <b>communication methods</b> that meet an individual's communication needs, wishes and preferences  2.3 Show how and when to seek advice about communication	<b>Communication methods may include:</b> <ul style="list-style-type: none"> <li>• non-verbal communication</li> <li>• eye contact</li> <li>• touch</li> <li>• physical gestures</li> <li>• body language</li> <li>• behaviour</li> <li>• verbal communication</li> <li>• vocabulary</li> </ul>

		<ul style="list-style-type: none"> <li>• linguistic tone</li> <li>• pitch</li> </ul>
3 Be able to overcome barriers to communication	<p>3.1 Identify barriers to effective communication</p> <p>3.2 Demonstrate ways to overcome barriers to effective communication</p> <p>3.3 Demonstrate ways to ensure that communication has been understood</p> <p>3.4 Identify sources of information and support or <b>services</b> to enable more effective communication</p>	<p><b>Services may include:</b></p> <ul style="list-style-type: none"> <li>• translation services</li> <li>• interpreting services</li> <li>• speech and language services</li> <li>• advocacy services</li> </ul>
4 Be able to respect equality and diversity when communicating	<p>4.1 Describe how people from different backgrounds may use and/or interpret communication methods in different ways</p> <p>4.2 Show communication that respects equality and diversity</p>	
5 Be able to apply principles and practices relating to confidentiality at work	<p>5.1 Explain the term confidentiality</p> <p>5.2 Demonstrate confidentiality in day to day communication</p> <p>5.3 Describe situations where information normally considered to be confidential might need to be passed on</p> <p>5.4 Explain how and when to seek advice about confidentiality</p>	

## Assessment

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

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.

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.

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

## Guidance on assessment and evidence requirements

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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.

## Details of relationship between the unit and national occupational standards

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This unit has been developed by Skills for Care and Development in Partnership with Awarding Organisations. It provides a key progression route between education and employment (or further study/training leading to employment). 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 the children and young people's workforce developed by Skills for Care and Development:

- CCLD 201
- GEN 22
- HSC 21

## Additional information

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

The *OCR Children and Young People's Workforce Centre Handbook* contains important information for anyone delivering, working towards or involved with the Children and Young People's Workforce qualifications, of which this unit forms a part. This can be downloaded from OCR's website [www.ocr.org.uk](http://www.ocr.org.uk).

This unit is a shared unit. It is located within the subject/sector classification system 01 Health, Public Services and Care and 01.5 Child Development and Well Being.