



Accredited

# OCR LEVEL 2 CAMBRIDGE TECHNICALS IN HEALTH AND SOCIAL CARE

LEVEL 2 UNIT 1  
COMMUNICATION IN HEALTH AND  
SOCIAL CARE

## DELIVERY GUIDE

VERSION 1 JUNE 2012

# INDEX

Introduction	Page 3
Unit 1- Communication in Health and Social Care	Page 4
Learning Outcome 1 - Know different forms of communication	Page 5
Learning Outcome 2 - Understand barriers to effective communication	Page 7
Learning Outcome 3 - Be able to communicate effectively	Page 8

## INTRODUCTION

This Delivery Guide has been developed to provide practitioners with a variety of creative and practical ideas to support the delivery of this qualification. The Guide is a collection of lesson ideas with associated activities, which you may find helpful as you plan your lessons.

OCR has collaborated with current practitioners to ensure that the ideas put forward in this Delivery Guide are practical, realistic and dynamic. The Guide is structured by learning objective so you can see how each activity helps you cover the specification.

We appreciate that practitioners are knowledgeable in relation to what works for them and their learners. Therefore, the resources we have produced should not restrict or impact on practitioners' creativity to deliver excellent learning.

Whether you are an experienced practitioner or new to the sector, we hope you find something in this guide which will help you to deliver excellent learning.

If you have any feedback on this Delivery Guide or suggestions for other resources you would like OCR to develop, please email [resourcesfeedback@ocr.org.uk](mailto:resourcesfeedback@ocr.org.uk).

## PLEASE NOTE

The activities suggested in this Delivery Guide **MUST NOT** be used for assessment purposes. (This includes the Consolidation suggested activities).

The timings for the suggested activities in this Delivery Guide **DO NOT** relate to the Guided Learning Hours (GLHs) for each unit.

Assessment guidance can be found within the Unit document available from [www.ocr.org.uk](http://www.ocr.org.uk).

## OPPORTUNITIES FOR ENGLISH AND MATHS SKILLS DEVELOPMENT

The Wolf Review of Vocational Education recommended that all learners studying post-16 qualifications have the opportunity to further develop their English and maths skills, with the aims of:

- achieving a GCSE in English and/or maths at grade A\*-C if they have not already done so or
- making significant progress towards GCSE entry and success if this is some way off for the individual.

We believe that being able to make good progress in English and maths is essential to learners in both of these contexts and on a range of learning programmes. To help you enable your learners to progress in these subjects, we have signposted opportunities for English and maths skills practice within this resource. These suggestions are for guidance only. They are not designed to replace your own subject knowledge and expertise in deciding what is most appropriate for your learners.

## OPPORTUNITIES FOR WORK EXPERIENCE

The Wolf Report also recommended that learners have the opportunity to apply their skills and extend their learning outside the classroom through work experience, part time jobs, work shadowing and work placements. There are lots of opportunities within these qualifications to take some of the teaching and learning outside of the classroom and into a work environment. We are working to provide you with resources to support you in achieving this, please visit [www.ocr.org.uk](http://www.ocr.org.uk) shortly for more information.

## KEY



English



Maths



Work experience

# UNIT 1- COMMUNICATION IN HEALTH AND SOCIAL CARE

Guided learning hours : 30

Credit value: 5

## PURPOSE OF THE UNIT

There are many different ways of communicating and learners will be introduced to these, for example verbal and written. Learners will consider why communication is so important and which forms of communication are most appropriate in which situation, eg a GP may use verbal communication to gain information about a patient's symptoms but use written communication when prescribing medication. An understanding of the communication cycle is important when developing communication skills and learners will have the opportunity to put this into practice. All interactions between individuals may be influenced by a wide range of factors eg environmental factors such as noise or an emotional factor such as fear. Learners will explore a wide range of factors and consider the influence each may have on communication and how each may be overcome. Learners will have the opportunity to participate in both a one-to-one and a group interaction, where they will be able to put into practice the different communication skills they have learnt during the unit. Learners will need to assess their communication skills and analyse the impact of factors on each interaction.






Learning Outcome - The learner will:	Assessment Criteria - The learner can:	Merit	Distinction
1 Know different forms of communication	1P Identify different forms of communication	1M Describe technological aids to communication used in health and social care environments	
2 Understand barriers to effective communication	2P Explain barriers to effective communication within a health and social care environment		1D Analyse the factors which enhanced and inhibited communication in each interaction
3 Be able to communicate effectively	3P Take part in an effective one-to-one interaction	2M Assess effectiveness of own communication skills in each interaction	
	4P Take part in an effective group interaction		


*P = Pass, M = Merit, D = Distinction*

## LEARNING OUTCOME 1 - KNOW DIFFERENT FORMS OF COMMUNICATION

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	Merit	Distinction
1 Know different forms of communication	1P Identify different forms of communication	1M Describe technological aids to communication used in health and social care environments	

*P = Pass, M = Merit, D = Distinction*




Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria	
1 Introduction to Communication 	Learners could provide a definition of the different forms of communication, eg verbal, non-verbal, special methods, written and technology aids. Learners could then brainstorm and discuss ways in which they feel these forms of communication are used in health and social care environments.	30 minutes		
2 Verbal vs non-verbal communication	Learners could undertake a variety of activities in order to appreciate the forms of communication that they use. One such activity could be to play a game of Charades to identify the importance of non-verbal communication and gestures. Learners could discuss what they consider to be the most powerful type of communication.	1 hour		
3 Special methods of communication 	Learners could work in groups to investigate a special method of communication in order to generate a presentation and information sheet. The purpose of this suggested activity would be for learners to convey to their colleagues the purpose and practical use of the communication method that each individual group has focused on. Special methods of communication could include; Braille, Sign language or Makaton.	1.5 hours		
4 Written communication 	Learners could define written communication and investigate the various ways that written communication may be used in health and social care environments (learners could visit health and social care organisations and interview a practitioner). Written communication could refer to the use of text phones, pagers and other forms of written communication devices.	2 hours		
5 Consolidation 	Learners could consolidate their knowledge of the various forms of communication by creating a poster on which they identify the forms of communication with explanations and examples of use.	1 hour		1P Identify different forms of communication
6 Technological Aids Research 	The learners could work in groups to research a technological aid (pagers, video-conferencing, text phones, voice output communication aids, AACs, writing and typing aids) and explain how and why it could be used in health and social care environments. The groups could then present their findings to their colleagues. While the groups present their findings, the observers may complete the technological aids worksheet (provided by OCR). Resource: Technological Aids.	1 hour		

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria
7 Consolidation 	The learners could consolidate this research by developing a report in which they describe the technological aids that are used in different health and social care environments..	1 hour	1M Describe technological aids to communication used in health and social care environments

## LEARNING OUTCOME 2 - UNDERSTAND BARRIERS TO EFFECTIVE COMMUNICATION

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	Merit	Distinction
2 Understand barriers to effective communication	2P Explain barriers to effective communication within a health and social care environment		1D Analyse the factors which enhanced and inhibited communication in each interaction

*P = Pass, M = Merit, D = Distinction*

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria
1 Communication cycle 	Learners could research and outline the communication cycle explaining the importance of each stage. Learners could develop their understanding of this process by watching a role play or a clip of a film of an interaction, identifying the stages that the actors go through.	1 hour	
2 Barriers 	Learners could research and identify barriers to communication and work in groups to discuss barriers that they feel they may have experienced. Learners could then develop a role play in which they demonstrate the impact of barriers on communication. These role plays could be planned and undertaken in a classroom environment. Following the role plays the learners colleagues may be asked to identify the barriers that the actors portrayed.	1.5 hours	
3 Consolidation 	In order to consolidate their understanding learners could be given a case study of an interaction within a health and social care environment. Learners could identify the barriers that the person using the service and practitioner have experienced and explain the impact that this has had on communication.	1.5 hours	


## LEARNING OUTCOME 3 - BE ABLE TO COMMUNICATE EFFECTIVELY

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	Merit	Distinction
3 Be able to communicate effectively	3P Take part in an effective one-to-one interaction	2M Assess effectiveness of own communication skills in each interaction	1D Analyse the factors which enhanced and inhibited communication in each interaction
	4P Take part in an effective group interaction		

*P = Pass, M = Merit, D = Distinction*

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria
1 Skills	Learners could watch a video clip in which communication is ineffective. This will enable learners to identify poor communication skills. In groups, the learners could then identify effective communication skills. Learners could consolidate their knowledge by identifying and describing effective communication skills within a table format.	1 hour	
2 Interaction - One-to-one 	Learners could work in pairs to plan an interaction. Whilst planning this interaction, learners could pay special attention to the purpose of the one-to-one, who will be involved in the interaction, the evidence that could be generated (this evidence could include a witness statement with commentary on the effectiveness of the interaction and also the skills used).	1 hour	
3 Consolidation of evidence - One-to-one 	Learners could identify and consolidate their evidence. This evidence could consist of a planning document with timings, information relating to questions that maybe asked, witness statements, self-analysis sheet and also a diary of events.	30 minutes	3P Take part in an effective one-to-one interaction
4 Interaction - Group 	In small groups, learners could plan a group interaction. Learners could discuss and decide, what the nature of the group interaction will be, how they will organise it and when it will be undertaken. The learners could pay special attention to the way in which witness statements are generated (this could be undertaken by the practitioner commenting on the use of communication skills by individuals).	1.5 hours	
5 Consolidation of evidence - Group Interaction 	Learners could identify and consolidate their evidence. This evidence could consist of a planning document with timings (identifying what each learner could contribute), witness statements, self-analysis sheet and also a diary of events.	30 minutes	4P Take part in an effective group interaction
6 Consolidation - One-to-one - Group 	Using the evidence that has been generated, learners could now assess the effectiveness of the communication skills that they used during the one to one interaction and also the group interaction. Learners could discuss their strengths and weaknesses in relation to the use of communication methods and their impact on the outcome of the interaction. Teachers could support this activity by developing a checklist with learners that could be used to guide the learners' assessment.	2 hours	2M Assess effectiveness of own communication skills in each interaction



Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria
7 How factors enhance/inhibit communication	The learners could discuss and define the key terms; enhance and inhibit. Learners could work in groups to identify the enhancing and inhibiting factors that impacted on their group and one to one interactions.	1 hour	
8 Consolidation 	Having researched the factors that may have enhanced and inhibited the interactions, the learners could consolidate their findings by writing a detailed report analysing the factors in relation to each interaction. The teacher could support this activity by discussing and decoding the term 'analyse' with the learners to support their understanding and ability to apply their knowledge to the assessment criteria.	1.5 hours	1D Analyse the factors which enhanced and inhibited communication in each interaction



## CONTACT US

Staff at the OCR Customer Contact Centre are available to take your call between 8am and 5.30pm, Monday to Friday.

We're always happy to answer questions and give advice.

Telephone 02476 851509

Email [cambridgetechnicals@ocr.org.uk](mailto:cambridgetechnicals@ocr.org.uk)

[www.ocr.org.uk](http://www.ocr.org.uk)