Unit Title:	**Principles of communication in adult social care settings**
Unit sector reference:	PWCS 21
Level:	2
Credit value:	2
Guided learning hours:	17
Unit expiry date:	31/07/2015
Unit accreditation number:	L/602/2905

Unit purpose and aim

The unit introduces the importance of communication in adult social care settings, and ways to overcome barriers to meet individual needs and preferences in communication.

This unit is aimed at those who are interested in, or new to, working in social care settings with adults.

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
1 Understand why communication is important in adult social care settings	1.1 Identify different reasons why people communicate 1.2 Explain how effective communication affects all aspects of working in adult social care settings 1.3 Explain why it is important to observe an individual's reactions when communicating with them	**Reasons** may include**:** • expressing and sharing ideas, feelings, needs, wishes and preferences • obtaining and receiving information • getting to know each other **Effective communication** can affect: • service provision • teamwork • participation, support and trust • empathy and shared understanding • recording and reporting **Importance of observing an individual's reactions** may include**:** • to understand what an individual is trying to express • to meet the individual's needs

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
		• to identify any changes in an individual's needs • to enable effective communication
2 Understand how to meet the communication and language needs, wishes and preferences of an individual	2.1 Explain why it is important to find out an **individual's** communication and language needs, wishes and **preferences** 2.2 Describe a range of **communication methods**	An **individual** is someone requiring care or support **Preferences** may be based on: • beliefs • values • culture **Importance of finding out an individual's needs, wishes and preferences** may include: • to enable effective communication • to understand what an individual is trying to express • to understand an individuals' needs, wishes, beliefs, values and culture • to avoid the individual feeling excluded • to avoid the individual becoming distressed, frustrated or frightened • to support the individual to be fully involved in their daily life **Communication methods** include: **Non-verbal communication:** • written words • facial expressions • eye contact • touch • physical gestures • body language • behaviour • gestures • visual aids e.g. flash cards, pictures, symbols

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
		Verbal communication: • vocabulary • linguistic tone • pitch
3 Understand how to reduce barriers to communication	3.1 Identify barriers to communication 3.2 Describe ways to reduce barriers to communication 3.3 Describe ways to check that communication has been understood 3.4 Identify sources of information and support or **services** to enable more effective communication	**Barriers** may include: • not understanding or being aware of an individual's needs, wishes, beliefs, values and culture • not making communication aids available or checking they are working • a noisy environment • an uncomfortable environment e.g. lighting, temperature • a lack of privacy • different language, use of jargon **Ways to reduce barriers** may include: • understanding and being aware of an individual's needs, wishes, beliefs, values and culture • supporting individuals to communicate their needs • avoiding using jargon in written documents and when speaking • speaking slowly and clearly • ensuring communication aids are available and working properly • showing you are listening and interested • providing a quiet and private environment • making sure the environment is comfortable **Ways to check** may include: • observing the person you are communicating with • 'reading' facial expressions and body language • checking with the individual that they have understood

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
		• asking questions, re-phrasing • consulting others **Sources of information and support** may include**:** • individual's care plan • individual's communication profile • individual's communication passport • individual themselves • colleagues • key worker • translator • interpreter • speech and language therapist • advocate • family or carers **Services** may include**:** • translation services • interpreting services • speech and language services • advocacy services
4 Understand confidentiality in adult social care settings	4.1 Define the term "confidentiality" 4.2 Describe ways to maintain confidentiality in day to day communication 4.3 Describe situations where information normally considered to be confidential might need to be shared with **agreed others** 4.4 Explain how and when to seek advice about confidentiality	**Meaning of confidentiality** may include**:** • keeping information private and safe • passing on private information with the individual's permission • only passing on information to others who have a right to it and need to know it **Ways of maintaining confidentiality** may include**:** • keeping written records safe • not leaving written records in places where others might see • ensuring confidential information is passed on only to others who have a right to it and who need to

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
		know it • password protecting electronic files • checking the identity of the person before passing on information • not discussing personal information about individuals outside of work • providing a private environment **Situations** may include**:** • when working with others • when a criminal act has taken place • when an individual or another person is at risk of danger, harm or abuse • when an individual or another person is being placed in danger, harmed or abused **Agreed others** may include: • colleagues • social worker • occupational therapist • GP • speech and language therapist • physiotherapist • pharmacist • nurse • specialist nurse • psychologist • psychiatrist • advocate • dementia care advisor • family or carers **How to seek advice** may include **:** • the organisation's confidentiality policy • speaking with the manager

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
		When to seek advice may include when**:** • confidential information needs to be shared with agreed others • clarification is needed

Assessment

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

This unit is knowledge based. OCR will provide a set assignment which candidates must complete. The assignment can be downloaded from the web page for this qualification on OCR's website: www.ocr.org.uk

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 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 health and social care developed by Skills for Care and Development:

HSC 21

Content recurs throughout HSC NOS knowledge requirements.

NOS can 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.

Link to functional skills standards 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	

Resources

Books

Communication Skills for Health & Social Care; Moss,B, Sage Publications Ltd, 2007

Creative Conversations: Communicating with People with Learning Disabilities; Caldwell,P.Stevens, P. Pavilion Publishers, 2005

Hearing and Sight Loss Age Concern and RNIB

Human Growth and Development; Thomson,H.,Meggitt,C. Hodder Headline, 2007

NVQ Level 3, Health & Social Care (Adults); Yvonne Nolan with Neil Moonie and Sian Lavers; Heinemann, 2008

Websites

www.directgov.co.uk
(Department of Health – Data Protection Act 1998)

www.oxtc.co.uk
(Oxfordshire Total Communication website - information about different communication methods)

www.arcos.org.uk
(Association for Rehabilitation of Communication and Oral Skills website)

Organisations

Royal College of Speech and Language Therapists
2 White Hart Yard
London
SE1 1NX

Alzheimer's Society
Devon House
58 St Katharine's Way
London
E1W 1LB

Tel: 020 7423 3501

E-mail: enquiries@alzheimers.org.uk

www.alzheimers.org.uk

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.