Unit Title:	**Principles of communication in adult social care settings**
Unit sector reference:	PWCS 31
Level:	3
Credit value:	2
Guided learning hours:	17
Unit expiry date:	31/07/2015
Unit accreditation number:	R/602/2906

Unit purpose and aim

The unit develops knowledge of 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 effective communication is important in adult social care settings	1.1 Identify the different reasons people communicate 1.2 Explain how communication affects relationships in an adult social care settings	**Reasons** may include**:** • expressing and sharing ideas, feelings, needs, wishes and preferences • obtaining and receiving information • forming relationships • getting to know each other **Effects of communication** may include**:** • encouraging participation • discouraging support and trust • creating equality • creating inequality • promoting empathy and shared understanding • discouraging empathy and shared understanding
2 Understand how to meet the communication and language needs, wishes and preferences of an individual	2.1 Compare ways to establish the communication and language needs, wishes and preferences of an **individual**	An **individual** is someone requiring care or support

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
	2.2 Describe the factors to consider when promoting effective communication 2.3 Describe a range of **communication methods** and styles to meet individual needs 2.4 Explain why it is important to respond to an individual's reactions when communicating	**Ways** may include**:** • asking the individual • observing the individual • seeking information from the individual's care plan, communication profile • seeking information from those who know the individual well • seeking information from other care professionals **Factors to consider** may include: • the individual's needs, preferences, beliefs, values and culture • how to involve the individual • whether they use communication aids • approach i.e. tone of voice, body language • the environment **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 **Verbal communication:** • vocabulary • linguistic tone • pitch **Communication styles** may include: • positive • assertive

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
		• helpful • warm • supportive **Importance of responding** may include: • to provide an appropriate response • to promote empathy and shared understanding • to avoid the individual becoming more distressed, frustrated or frightened
3 Understand how to overcome barriers to communication	3.1 Explain how individuals from different backgrounds may use communication methods in different ways 3.2 Identify barriers to effective communication 3.3 Explain how to overcome barriers to communication 3.4 Describe strategies that can be used to clarify misunderstandings 3.5 Explain how to access extra support or services to enable individuals to communicate effectively	**Ways** may include: • touch • gestures • proximity • tone of voice • language used **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 • not allowing sufficient time to listen • being dismissive and non-responsive • a noisy environment • an uncomfortable environment e.g. lighting, temperature • a lack of privacy **Overcoming barriers** may include: • establishing the individual's needs, wishes, beliefs, values and culture • ensuring the support needed is available • making information available in a variety of formats • adapting communication

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
		methods • seeking advice from others • changing the environment **Strategies** may include: • asking the individual for clarification • repeating • re-phrasing • summarising • confirming understanding • checking understanding with others **Ways of accessing extra support or services** may include through: • GP • individual's family/friends • social worker • specialist nurse • advocate • support groups **Services** may include: • translation services • interpreting services • speech and language services • advocacy services
4 Understand principles and practices relating to confidentiality	4.1 Explain the meaning of the term "confidentiality" 4.2 Describe ways to maintain confidentiality in day to day communication 4.3 Describe the potential tension between maintaining an individual's confidentiality and disclosing concerns to **agreed others** 4.4 Explain how and when to seek advice about confidentiality	**Meaning of the term confidentiality** may include**:** • keeping information private • keeping information safe • passing on private information with the individual's permission • only passing on information without the individual's permission to others who have a right to it or need to know it **Ways of maintaining confidentiality** may include**:** • keeping written records safe • not leaving written records

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
		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 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 • not discussing personal information about individuals with other individuals • providing a private environment **Potential tensions** may include: • breaching a confidence • not respecting the individual's rights to privacy • putting the rights of others before those of the individual • safeguarding issues **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

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
		How to seek advice may include: • following the organisation's confidentiality policy • speaking with your manager • CQC **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 31

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.