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EXEMPLAR

CANDIDATE WORK

UNIT SHC 021

INTRODUCTION TO COMMUNICATION IN
HEALTH, SOCIAL CARE OR CHILDREN'S AND
YOUNG PEOPLE'S SETTINGS.

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INTRODUCTION

OCR has reproduced this exemplar candidate evidence to support teachers in interpreting the assessment criteria for the unit SHC 021, Introduction to communication in health, social care or children's and young people's settings.

This exemplar evidence should be considered alongside the unit requirements, the Learning Outcomes and Assessment Criteria. This content has been selected by the OCR Chief External Verifier for the Health and Social Care Diplomas, to illustrate how the assessment criteria are applied, and to provide some commentary on what factors contributed to the final outcome.

The exemplar candidate evidence is intended to demonstrate how criteria have been met and are supported by a commentary. While the exemplars are intended to be useful in interpreting the specification's Assessment Criteria, they should in no way be regarded as definitive evidence.

This resource is provided for advice and guidance only.

EXEMPLAR UNIT: SHC 021 – INTRODUCTION TO COMMUNICATION IN HEALTH, SOCIAL CARE OR CHILDREN’S AND YOUNG PEOPLE’S SETTINGS.

UNIT PURPOSE

- Introduces the concept of why communication is important in the work setting
- Raises awareness of the required skills to be able to meet the communication and language needs, wishes and preferences of individuals
- Raises awareness of the required skills to be able to reduce barriers to communication
- Raises awareness of the required skills to be able to apply principles and practices relating to confidentiality at work

EVIDENCE FOR LEARNING OUTCOME 1

UNDERSTAND WHY COMMUNICATION IS IMPORTANT IN THE WORK SETTING

Assessment Criteria:

AC1.1 – **Identify** different reasons people communicate

Extract from **Written Questioning**:

Written Question: 'List the different reasons people communicate at work':

'People communicate for a variety of reasons. In my care home setting communication occurs with the service users, the management, the working staff in the home and with outside professionals and visitors.'

There are several different reasons why people communicate. On a more extreme level, one person may wish to talk to another because they feel lonely or neglected, and need reassurance. However, more usually a person wants to communicate to another to ask for something, for example, they might want a drink or some food, or need help with a task....Communication can happen to find out information, to ask and respond to questions, to give information and to give instructions. Communication can also happen for general conversation, for companionship and friendship.'

COMMENTARY FOR EVIDENCE FOR AC 1.1

- **Assessment Method:** The assessor has used a clear **written question** with this learner 'List the different reasons...' this encourages the learner to think about the different reasons people communicate. The assessment method is **valid** as it measures the learner's understanding and knowledge of the different reasons people communicate.
- **Quality of Evidence:** The learner's response is of a good quality because the learner reflects well own understanding of the many different reasons people communicate: *'one person may wish to talk to another because they feel lonely or neglected and need reassurance... to ask for something, for example, they might want a drink or some food, or need help in a task... to find out information, to ask and respond to questions, to give information and to give instructions... for general conversation, for companionship and friendship.'* In addition the learner relates the response to **own health and social care setting**.
- **Breadth of Evidence:** The learner has included different reasons why people communicate in their response. The learner's evidence **meets AC1.1 fully** in terms of providing **identifying** different reasons people communicate.

Assessment Criteria:

AC1.2 – **Explain** how effective communication affects all aspects of own work.

Extract from Personal Statement:
Personal Statement: 'Explain how effective communication affects all aspects of your own work'
<i>'Effective communication is vital for the social care worker. The service user and the social worker need to understand each other clearly in order for the service user to receive the best possible care. Successful communication involves the social care worker speaking clearly and using phrases and sentences that service users can understand. This also involves the social care worker communicating clearly and openly with other members of staff, the manager and other professionals so as to make sure that the best possible care is provided and that this is done so reliably.</i>
<i>Not doing so can mean that communication doesn't work and this in turn means that working relationships break down and as well as misunderstandings communication barriers are created.'</i>

COMMENTARY FOR EVIDENCE FOR AC 1.2

- **Assessment Method:** The learner's **personal statement** provides the learner with an opportunity to express own understanding of how effective communication affects all aspects of own work. The assessment method is **valid** as it measures the learner's understanding and knowledge of the impact effective communication has on all aspects of working practices.
- **Quality of Evidence:** The learner's response is of a good quality as the learner explanation includes how effective communication affects all aspects of own work with service users and others: *'the service user and the social worker need to understand each other clearly in order for the service user to receive the best possible care... so as to make sure that the best possible care is provided and that this is done so reliably... The learner also then considers the impact of not communicating effectively: 'Not doing so can mean that communication doesn't work and this in turn means that working relationships break down and as well as misunderstandings communication barriers are created...'*
- **Breadth of Evidence:** The learner has detailed well how effective communication affects own work. The learner's evidence **meets AC1.2 fully** in terms of **explaining** how effective communication affects all aspects of own work.

Assessment Criteria:

AC1.3 – **Explain** why it is important to observe an individual's reactions when communicating with them.

Extract from **Oral Questioning:**

Oral Question: 'Tell me about the different reasons for why it is important to observe an individual's reactions when communicating with them':

'The social care worker should always observe an individual's reactions to see whether he or she fully understands what you have said to them. If the service user for example looks confused then the social care worker must then adapt their communication and re-phrase the question or statement. In this way communication will be effective. It is also important to observe an individual's reactions so as to spot anything that may be worrying them or upsetting them; the social care worker will then have to change their approach – this may be noticed through the service user's change in facial expression or body language. If a service user cannot verbalise what they want or prefer, then observing their reactions will give the social care worker the information they need.'

COMMENTARY FOR EVIDENCE FOR AC 1.3

- **Assessment Method:** The assessor has used an open **oral question** with this learner 'Tell me about ...' this encourages the learner to think about the different reasons for why it is important to observe an individual's reactions and provide a detailed response to meet this AC. The assessment method is **valid** as it measures the learner's understanding and knowledge of why it important to observe an individual's reactions.
- **Quality of Evidence:** The learner's response is of a good quality because the learner details well own understanding of the different reasons of why it is important to observe an individual's reactions: *'to see whether he or she fully understands what you have said to them ... the social care worker must then adapt their communication and re-phrase the question or statement... so as to spot anything that may be worrying them or upsetting them... if a service user cannot verbalise what they want or prefer, then observing their reactions will give the social care worker the information they need'*
- **Breadth of Evidence:** The learner has given a detailed account of why it is important to observe an individual's reactions. The learner's evidence **meets AC1.3 fully** in terms of providing an **explanation** of why it is important to observe an individual's reactions when communicating with them.'

EVIDENCE FOR LEARNING OUTCOME 2

BE ABLE TO MEET THE COMMUNICATION AND LANGUAGE NEEDS, WISHES AND PREFERENCES OF INDIVIDUALS

Assessment Criteria:

AC2.1 – **Find out** an individual's communication and language needs, wishes and preferences.

AC2.2 – **Demonstrate** communication methods that meet an individual's communication needs, wishes and preferences

AC2.3 – **Show** how and when to seek advice about communication

EVIDENCE FOR LEARNING OUTCOME 3

BE ABLE TO REDUCE BARRIERS TO COMMUNICATION

Assessment Criteria:

AC3.2 – **Demonstrate** how to reduce barriers to communication in different ways.

AC3.3 – **Demonstrate** ways to check that communication has been understood

EVIDENCE FOR LEARNING OUTCOME 4

BE ABLE TO APPLY PRINCIPLES AND PRACTICES RELATING TO CONFIDENTIALITY AT WORK

Assessment Criteria:

AC4.2 – **Demonstrate** confidentiality in day-to-day communication, in line with agreed ways of working.

Extract from **Observation:**

Observation: (The learner is referred to as 'M')

'M went into the office to read the care plan, risk assessment and the communication preferences for the service user she was going to support; M closed the office door behind her. M also checked the information about the signs the service user uses with her senior in private in the office who showed her the current signs and their meanings for this service user as well as the signs he will tend to use whilst being hoisted. M explained that he could not verbally communicate but that it was important that his permission was given before they started to hoist him. M said that everyone has different ways of communicating, so it is important that she observes the service user and understands the signals he gives...

M knelt down beside the service user, she gently spoke to him, she maintained eye contact with him and explained that they were going to hoist him into his wheelchair and take him to his bedroom – M asked him this in his room, the door was closed and the TV was switched off. M took her time, she showed excellent communication skills, and although the client could not verbally agree he indicated that he was ready and willing by nodding his head. M nodded her head in agreement and observed the service user do the same again in confirmation.

M said that if there was a conflict she would have asked her manager to assist. She added the important thing was for her client not to be put at any risk, and for his independence to be maintained by encouragement and to conform to the care plan, a conflict could put the client at risk...

The immediate area was cleared of trailing covers to give adequate space. M followed the care plan and made sure the chair and hoist were in the correct position, with the brakes on, then using the correct method the sling was put into place and a cushion was placed under the service user's feet to stop any discomfort. M spoke to him the whole time, reassuring and confirming he was comfortable and that he understood what was happening. She used a mix of verbal communication including clear and short words, spoken in a gentle and calm tone and signing which the service user was comfortable with... M observed his signs checking that he was in agreement with everything that was happening, he confirmed he was.

M recorded in the care plan in a confidential manner at the end of the routine, in the office in private, the time and when the client was due to be next moved and detailed the support provided as well as the communication methods used with the service user.

Extract from **Oral Questioning:**

Oral Question: 'Tell me about when you would ask for help when communicating with your service users'

Response:

If I felt the service user could not understand me or I was having a problem understanding them, I would ask for my manager or a senior to assist me. If a service user has a language problem an interpreter could be used or a speech therapist may be asked to assist if there was a speech impediment.

Extract from **Oral Questioning:**

Oral Question: 'Tell me about how the ways you reduce barriers to communication'

Response:

'I continue to develop my skills for listening, questioning and explaining to improve ways of communicating effectively by using simple words in short sentences and speaking slowly. If the barriers to communication continue to be a problem then I will use body language and/or touch to help. Trying to understand the point of view of or held by another person can also reduce barriers to communication.

COMMENTARY FOR EVIDENCE FOR ACS 2.1, 2.2, 2.3, 3.2, 3.3 AND 4.2

- **Assessment Method:** The assessor has used direct **observation** of the learner's practice and a supporting **oral question** to meet these criteria. The **observation** has been recorded clearly by the assessor in terms of describing specifically the learner's practices in relation to finding out an individual's communication and language needs and preferences, demonstrating how to use communication methods that meet an individual's needs and showing how and when to seek advice about communication.

The evidence from the **oral question**, supports the observation completed with this learner for AC2.3 well in terms of demonstrating the learner's knowledge of how and when to seek advice about communication (the learner's response can also be cross referenced to AC3.4) and for AC3.2 in terms of demonstrating how to reduce barriers to communication.

Both these assessment methods are **valid** as they measure the learner's skills in finding out an individual's communication and language needs and preferences, demonstrating how to use communication methods, showing how and when to seek advice about communication, demonstrating how to reduce barriers, ways to check that communication has been understood and confidentiality in day to day communication. The observation is the required assessment method for the assessment criteria included in this 'be able to' learning outcome.

- **Quality of Evidence:** The documented observation is of a good quality because the learner demonstrates clearly own competence against each of the assessment criteria. The observation details well the different ways the learner finds out about the individual's communication needs: *'M went into the office to read the care plan, risk assessment and the communication preferences for the service user she was going to support. M also checked the information about the signs the service user uses with her senior who showed her the current signs and their meanings for this service user as well as the signs he will tend to use whilst being hoisted.'*

The observation also details well the different ways that the learner communicates with an individual in line with their needs, wishes and preferences: *'M knelt down beside the service user, she gently spoke to him, she maintained eye contact with him and explained... M took her time... M spoke to him the whole time, reassuring and confirming he was comfortable and that he understood what was happening. She used a mix of verbal communication including clear and short words, spoken in a gentle and calm tone and signing which the service user was comfortable with...'*

The learner is also able to show how and when to seek advice about communication. *'...M also checked the information about the signs the service user uses with her senior who showed her the current signs and their meanings for this service user as well as the signs he will tend to use whilst being hoisted...'*

The learner's skills in reducing barriers to communication, demonstrating ways to check that communication has been understood and maintaining confidentiality are also evidenced well in the documented observation.

- **Breadth of Evidence:** The learner's evidence **meets ACs 2.1, 2.2, 2.3, 3.2, 3.3 and 4.2 fully** in terms of **demonstrating** that the learner is **able to find out** and use methods to meet an individual's communication and language needs, wishes and preferences and **show** how and when to seek advice about communication. The learner's evidence also reflects the skills required for reducing barriers to communication, different ways of checking that communication has been understood and maintaining confidentiality in day to day communication in line with agreed ways of working.

Assessment Criteria:

AC3.1 – **Identify** barriers to effective communication.

Extract from Oral Questioning:
Oral Question: 'List the barriers to effective communication':
Response:
<i>'Barriers to communication can occur because of speech difficulties due to disabilities or illness for example learning disabilities, dementia, deafness poor eyesight or a stroke. A noisy environment and differences in languages spoken and cultures can also be barriers.'</i>

COMMENTARY FOR EVIDENCE FOR AC 3.1

- **Assessment Method:** The assessor has used a clear **oral question** with this learner 'List the ...' this encourages the learner to think about the different barriers to effective communication and focus on providing the required information to meet this AC. The assessment method is **valid** as it measures the learner's understanding and knowledge of the barriers to effective communication.
- **Quality of Evidence:** The learner's response is of a good quality because the learner identifies a range of different barriers to effective communication that may arise.
- **Breadth of Evidence:** The learner has listed the barriers to effective communication. The learner's evidence **meets AC3.1 fully** in terms of **identifying** barriers to effective communication.

Assessment Criteria:

AC3.4 – **Identify** sources of information and support or services to enable more effective communication

Extract from Oral Questioning:
Oral Question: 'List the sources of information, support or services to enable more effective communication':
Response:
<i>'Sources of information and support are immediately available for the social care worker from the supervisor or manager of my care home. There are also specialist services like speech language therapists, translators and interpreters. Further sources could be the internet and the library'</i>

COMMENTARY FOR EVIDENCE FOR AC 3.4

- **Assessment Method:** The assessor has used a clear **oral question** with this learner 'List the ...' this encourages the learner to think about the different sources of information, support and services to enable more effective communication. The assessment method is **valid** as it measures the learner's understanding and knowledge of the different sources of information, support and services.
- **Quality of Evidence:** The learner's response is of a good quality because the learner identifies a range of different sources of information, support and services. The information that the question extracts from the learner is more than is required to meet this AC; as the learner provides a list of information, support and services, where a list of sources of information and support or services would have been sufficient.
- **Breadth of Evidence:** The learner has listed the sources of information, support and services. The learner's evidence **meets AC3.4 fully** in terms of **identifying** sources of information, support and services to enable more effective communication.

EVIDENCE FOR LEARNING OUTCOME 4

BE ABLE TO APPLY PRINCIPLES AND PRACTICES RELATING TO CONFIDENTIALITY AT WORK

Assessment Criteria:

AC4.1 – **Explain** the term confidentiality

AC4.3 – **Describe** situations where information normally considered to be confidential might need to be passed on

AC4.4 – **Explain** how and when to seek advice about confidentiality

Extract from **Personal Statement:**

Personal Statement: 'Explain ':

'Confidentiality means any information that is held about a particular person is privileged and private. It is the duty of all social care workers to make certain that this information is accessible only to those authorized to have access to it...'

Information about an individual should normally only be shared on a need-to-know basis. All information held within my care home is confidential to the care home as a whole. Confidential information about individuals can be discussed with other social care workers for genuine reasons such as for one worker to hand over at the end of their shift to another who has just come on duty or when one worker has to cover the work of their colleague whilst they are on leave. General discussion about an individual which does not serve the best interest of that individual remains a breach of confidentiality...

Other situations where confidential information might need to be passed on is when the individual or someone else is at risk of danger, harm or abuse.

I would always seek advice from my supervisor or my manager at the earliest opportunity if and when I saw that the information about a service user was being put at risk by the careless behaviour of for example a colleague at work. Depending on the urgency I would either ask them in private in the office or raise this in my supervision.'

COMMENTARY FOR EVIDENCE FOR ACS 4.1, 4.3 AND 4.4

- **Assessment Method:** The learner's **personal statement** provides the learner with an opportunity to express her understanding of the meaning of confidentiality, the situations when confidential information might need to be passed on and how and when to seek advice about confidentiality. The assessment method is **valid** as it measures the learner's understanding and knowledge of the principles and practices relating to confidentiality at work.
- **Quality of Evidence:** The learner's response is of a good quality. The learner includes a detailed account of the meaning of the term confidentiality as well as how and when to seek advice about confidentiality. In addition the learner relates her understanding of confidentiality in day to day communication in line with agreed ways of working to **own health and social care setting**.
- **Breadth of Evidence:** The learner has provided a detailed account of the principles and practices relating to confidentiality in own workplace. The learner's evidence **meets AC4.1, 4.3 and 4.4 fully** in terms of **explaining** the term confidentiality, **describing** situations where information normally considered to be confidential might need to be passed on and **explaining** how and when to seek advice about confidentiality.

SUMMARY OF HOW EXEMPLAR EVIDENCE FOR SHC 021 MEETS THE ASSESSMENT REQUIREMENTS AND ASSESSMENT CRITERIA

Variety of assessment methods used	Yes	Observation Written and Oral Questioning Personal Statement
Valid assessment methods used	Yes	All assessment methods used were appropriate for validating the learner's knowledge and skills of all the assessment criteria in this unit.
Quality and Breadth of evidence sufficient	Yes	Evidence provided meets all the assessment criteria fully.

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