



# Health and Social Care LEVEL 1/2

UNIT R022 - Communicating and working with  
individuals in health, social care and early years  
settings

## DELIVERY GUIDE

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# 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

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.

## KEY



English



Maths

# UNIT R022 - COMMUNICATING AND WORKING WITH INDIVIDUALS IN HEALTH, SOCIAL CARE AND EARLY YEARS SETTINGS

Guided learning hours : 30

## AIM OF THE UNIT

This unit will provide learners with the underpinning knowledge and understanding of how to communicate effectively and what personal qualities will contribute to the creation of a caring environment when working with individuals in a health, social care and early years setting.

Effective communication is important to an individual's well-being in everyday life. Practitioners need to communicate with and make connections with individuals using services all the time and it is their ability to utilise good communication skills and personal qualities that means they are able to communicate with and relate to those individuals effectively. Through this unit learners will gain an understanding of the different types of communication, the importance of good communication, the factors that influence effective communication and ways to overcome barriers, and an understanding of the qualities that contribute to effective practical care. These are transferable skills that can be used in everyday life. Being able to communicate effectively and to employ personal qualities to relate to others can influence every aspect of a person's life, providing a key foundation on which to grow.

On completion of this unit learners will be able to appreciate how the way they communicate and the personal qualities that they utilise when working with individuals in a health, social care or early years setting will have an impact on the care of those individuals. They will be able to demonstrate that they have those effective communication skills that are needed to work in a health, social care or early years setting. They will be able to plan effectively for interactions in a health, social care and early years setting.



### Learning Outcome - The learner will:



LO1: Understand how to communicate effectively

LO2: Understand the qualities that contribute to effective care





LO3: Be able to communicate effectively within a health, social care and early years setting

## LEARNING OUTCOME 1 - UNDERSTAND HOW TO COMMUNICATE EFFECTIVELY

Suggested content	Suggested activities	Suggested timings	Possible relevance to
1 Different types of communication 	Learners could be introduced to the four different types of communication (verbal, non-verbal, written and specialist) by the teacher. Learners could then be placed in four groups. Each group could investigate one of the types of communication. Each group could prepare a 15 minute presentation outlining the communication type referring to ways in which each communication type could be used in social care, early years and health settings. (Learners could conduct interviews in order to further investigate the use of this communication type). Each group could also be required to use a role play to demonstrate the importance of using the type of communication effectively. For example the verbal communication group may develop a role play in which different verbal skills are used to convey varying messages.	3 hours	Unit RO24
2 Consolidation	Learners could consolidate their learning by writing a detailed report in which they explain all the different types of communication methods exploring each type in all health and social care settings linking theory to practice.	2 hours	Unit RO29
3 Factors that influence communication 	Learners could be sent in pairs to different areas in the college/school to have a conversation in variety of environments, for example, the library, canteen, playground, stairs, etc). This conversation could be scripted by the learners before they begin the activity. Upon their return, the learners could then discuss factors that may have negatively and positively influenced their ability to speak effectively, for example, noise, heat, personal space, body language etc. The learners could identify the factors that influenced their ability to converse and produce a checklist of factors that should be considered prior to having a meeting in those environment.	2 hours	
4 Consolidation	To consolidate their learning, learners could produce a report in which they identify, describe and explain how each factor may positively influence communication.	2 hours	





Suggested content	Suggested activities	Suggested timings	Possible relevance to
5 Barriers to communication 	The teacher could prepare three case studies and, having divided the group into three groups, the teacher could ask the learners to examine each case study and identify the barriers to communication that may exist within each. One case study could be based around a nurse in a busy A&E department and her interaction with an older individual from an Asian background whose first language is Hindi, the second case study could be based around a teacher in a nursery who is responsible for teaching a child who is deaf, the third case study could be based upon an interaction between a receptionist and a patient in a busy doctors surgery.	2 hours	Unit R024
6 Consolidation 	To consolidate, the learners could produce a report or booklet in which they discuss each barrier, providing examples of the barrier in a health, social care and early years setting. Learners could then also examine in depth, the ways that each barrier could be overcome. Learners should ensure that there is a clear link between the barrier and impact and ways to overcome them.	2 hours	

## LEARNING OUTCOME 2 - UNDERSTAND THE PERSONAL QUALITIES THAT CONTRIBUTE TO EFFECTIVE CARE

Suggested content	Suggested activities	Suggested timings	Possible relevance to
1 Qualities 	Learners could work in groups to identify qualities that they feel that care practitioners should have. The learners could then work in pairs to survey people who use health and social care services in order to identify the qualities that they feel care practitioners should have. Once this is complete, the learners could consolidate their results and place the information into graphs/charts and present their findings to their colleagues.	2 hours	Unit RO26
2 Consolidation 	Learners could consolidate the qualities information by describing the core qualities that care practitioners should have and refer to examples of these in practice within a variety of health and social care settings.	1 hour	
3 How qualities contribute to effective care 	The teacher could arrange for a care practitioner to come into school or college to speak to the learners about how qualities contribute to effective care. The learners could develop questions that they could ask the practitioner with regards to the links between qualities and effective care. The learners could document the information that is discussed.	2 hours	Unit RO26
4 Consolidation 	The learners could write an essay in which they discuss the qualities that a care practitioner should have and link these to examples of how effective care is enhanced due to the use of these qualities. The learners could incorporate a variety of examples of qualities and effective care from a number of organisations from different parts of the health and social care sector.	2 hours	



## LEARNING OUTCOME 3 - BE ABLE TO COMMUNICATE EFFECTIVELY WITHIN A HEALTH, SOCIAL CARE AND EARLY YEARS SETTING

Suggested content	Suggested activities	Suggested timings	Possible relevance to
1 Planning a one-to-one interaction - Group interaction 	Working in groups learners could identify the main themes that should be considered when planning a group interaction (this could include time, environmental factors, topic of conversation, skills to be used, body language etc). Each group could discuss reasons why each theme should be considered and its importance. Each individual in the group could plan the practical tasks that they will be undertaking in the context of the group discussion, they may identify the skills that will be used and also the body language etc. .	2 hours	Unit RO27 and RO30
2 Planning a one-to-one interaction - One-to-one 	Learners could work in pairs to create a planned interaction with a person who accesses services from a health and social care settings. The learners could identify the main themes that should be considered when planning a one-to-one interaction (this could include, time, environmental factors, topic of conversation, skills to be used, body language etc). The learners could discuss reasons why each theme should be considered and its importance to the interaction.	2 hours	Unit RO30
3 Effective communication in a one-to-one 	The teacher could use observation templates (or witness statement) to assess the learners' ability to apply theory to practice and comment on their performance within each interaction. The learners could ask an individual who accesses the service to complete a short evaluation in which they explain how they felt during the interaction.	3 hours	Unit RO30
4 Body language in a one-to-one environment 	As part of a self evaluation, learners could reflect on their use of body language and how it contributed to effective communication. The learners could also discuss examples of types of behaviour that fail to value people in order to further explain the importance of effectively using body language.	2 hours	
5 Consolidation	The learners could further consolidate their findings by discussing the importance of adapting language in order to meet the needs of people who use the service. The learners may wish to draw on examples from their own interactions, or they may wish to interview a care practitioner in order to gain further examples and knowledge.	2 hours	





## Contact us

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

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