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| Unit Title: | Interact with and support individuals using telecommunications |
| Unit sector reference: | HSC 3062 |
| Level: | Three |
| Credit value: | 5 |
| Guided learning hours: | 36 |
| Unit expiry date: | 31/05/2015 |
| Unit accreditation number: | Y/601/8825 |

Unit purpose and aim

This unit is aimed at those who interact with individuals using telecommunications. This involves establishing interactions, sustaining interactions and ending interactions with individuals using telecommunications. The emphasis is on supportive interactions rather than providing a general advice service.

| Learning Outcomes | Assessment Criteria | Exemplification |
|---|---|-----------------|
| <p>The learner will:</p> <p>1 Understand the legal and local requirements relating to the use of telecommunications when supporting individuals</p> | <p>The learner can:</p> <p>1.1 Describe the legal and local requirements and policies relevant to the functions being carried out</p> <p>1.2 Explain the rights of the individual being supported using telecommunications</p> | |
| <p>2 Be able to use telecommunication technology</p> | <p>2.1 Use different types of telecommunication technology</p> <p>2.2 Explain how interactions may differ depending on the type of telecommunication technology used</p> <p>2.3 Respond to individuals according to organisational policies</p> <p>2.4 Record details of interactions in the appropriate system</p> | |
| <p>3 Be able to engage with individuals using telecommunications</p> | <p>3.1 Engage with the individual without face to face interaction including:</p> <ul style="list-style-type: none"> • providing opportunities to sustain the interaction • providing reassurance | |

| Learning Outcomes | Assessment Criteria | Exemplification |
|---|---|-----------------|
| | <p style="padding-left: 40px;">of continued interest</p> <ul style="list-style-type: none"> • encouraging individuals to share their concerns • responding to the individual's immediate requirements at each stage during the interaction • recognising where anonymity may encourage them to respond <p>3.2 Provide information about the service and confirm its appropriateness to the individual</p> <p>3.3 Identify the significance of the circumstances the individual is in</p> <p>3.4 Encourage callers to provide additional information about their situation or requirements</p> <p>3.5 Maintain the confidentiality of the individual, self, and colleagues according to the procedures of the service</p> <p>3.6 Comply with legal and organisational requirements and policies relevant to the functions being carried out</p> | |
| <p>4 Be able to identify and evaluate any risks or dangers for individuals during the interaction</p> | <p>4.1 Identify the types of risks or dangers different individuals might face</p> <p>4.2 Evaluate the implications of any risk or dangers facing an individual, including;</p> <ul style="list-style-type: none"> • the circumstances in which the interaction is being made • the types of problems which could occur • the significance of any signs of increased stress during interactions • whether there are any constraints on individuals • the appropriate action to deal with any risks, dangers or problems | |

| Learning Outcomes | Assessment Criteria | Exemplification |
|--|--|-----------------|
| 5 Be able to terminate the interaction | 5.1 Demonstrate how to end interactions including: <ul style="list-style-type: none"> • identifying when to close the interaction • providing clear information to the individual on the reasons for ending the interaction • operating to the guidelines and procedures of the organisation • explaining what further action may be taken 5.2 Identify situations where it would be dangerous or disadvantageous to the interest of the individual to terminate the interaction 5.3 Record and check the individual's demographic details 5.4 Identify why recording and checking details might be required before ending/transferring the call | |

Assessment

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

This unit is competence based. This means that it is linked to the candidate's ability to competently perform a range of tasks connected with their work. This unit may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met. This unit requires workplace assessment of occupational competence.

Assessment decisions for competence based learning outcomes (eg those beginning with 'Be able to') must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.

Competence based assessment must include direct observation as the main source of evidence.

For this unit, learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment.

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 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 353 (GEN21)

NOS can be 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.

Functional Skills standards can be viewed at <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 | |

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.