



Accredited

# OCR LEVEL 3 CAMBRIDGE TECHNICALS IN HEALTH AND SOCIAL CARE

LEVEL 3 UNIT 1  
DEVELOPING EFFECTIVE  
COMMUNICATION IN HEALTH AND  
SOCIAL CARE

## DELIVERY GUIDE

VERSION 1 JUNE 2012

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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

The Wolf Review of Vocational Education recommended that all learners studying post-16 qualifications have the opportunity to further develop their English and maths skills, with the aims of:

- achieving a GCSE in English and/or maths at grade A\*-C if they have not already done so or
- making significant progress towards GCSE entry and success if this is some way off for the individual.

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.

## OPPORTUNITIES FOR WORK EXPERIENCE

The Wolf Report also recommended that learners have the opportunity to apply their skills and extend their learning outside the classroom through work experience, part time jobs, work shadowing and work placements. There are lots of opportunities within these qualifications to take some of the teaching and learning outside of the classroom and into a work environment. We are working to provide you with resources to support you in achieving this, please visit [www.ocr.org.uk](http://www.ocr.org.uk) shortly for more information.

## KEY



English



Maths



Work experience

# UNIT 1 - DEVELOPING EFFECTIVE COMMUNICATION IN HEALTH AND SOCIAL CARE

Guided learning hours : 60

Credit value: 10

## PURPOSE OF THE UNIT

Effective communication is vital to working in health and social care. An important part of communication is the giving and receiving of information. This unit will allow learners to develop the skills which underpin effective communication. They will also gain an understanding that these skills need to be adapted to different circumstances, eg a nurse trying to take blood from a patient who has a fear of needles needs to use their voice and body language to reassure the patient and control the situation. A social worker writing a report on a child in their care must be accurate, clear and sensitive to the child's needs.

Learners will discover that there are different forms of communication, each with their own advantages and disadvantages. They will realise that for some individuals conventional forms of communication are inappropriate and so the learner will have the opportunity to explore special forms of communication such as Braille or Makaton.

This unit will equip learners with knowledge and understanding of a number of communication theories, for example Egan's SOLER theory, which may be used to enhance their own use of communication. They will also gain an appreciation of the usefulness of such theories in the health and social care sectors.

People who access services do so because they have needs and these have to be expressed by the individual and understood by the practitioner; communication facilitates this. It is not always easy to communicate effectively and factors that inhibit and support communication will also be covered in this unit. Learners will investigate a range of these factors, for example language, environmental conditions, positioning and body language. They will develop an understanding that many of these factors can have a negative impact on communication and that these barriers will need to be overcome in order to communicate effectively. This unit will allow learners to consider a range of possible strategies and aids to facilitate positive communication.

Learners will experience both a one-to-one and group interaction which will allow them the opportunity to hone, assess and reflect on their own communication and interpersonal skills.

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	Merit	Distinction
1 Understand effective communication and interpersonal interaction in health and social care	1P Explain the role of effective communication and interpersonal interaction in a health and social care context		1D Analyse how cultural variations can influence communication
	2P Discuss theories of communication	1M Assess the usefulness of theories of communication within health and social care environments	
2 Understand factors that influence communication and interpersonal interaction in health and social care environments	3P Explain factors that may influence communication and interpersonal interactions in health and social care environments		
3 Understand ways to overcome barriers in a health and social care environment	4P Explain strategies used in health and social care environments to overcome barriers to effective communication and interpersonal interactions		
4 Be able to communicate and interact effectively in a health and social care environment	5P Participate in a one-to-one interaction in a health and social care context	2M Assess own communication and interpersonal skills for a one-to-one and group interaction.	2D Summarise ways of improving their own communication and interpersonal skills in future interactions.
	6P Participate in a group interaction in a health and social care context		

*P = Pass, M = Merit, D = Distinction*

## LEARNING OUTCOME 1 - UNDERSTAND EFFECTIVE COMMUNICATION AND INTERPERSONAL INTERACTION IN HEALTH AND SOCIAL CARE

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	Merit	Distinction
1 Understand effective communication and interpersonal interaction in health and social care	1P Explain the role of effective communication and interpersonal interaction in a health and social care context		1D Analyse how cultural variations can influence communication
	2P Discuss theories of communication	1M Assess the usefulness of theories of communication within health and social care environments	

*P = Pass, M = Merit, D = Distinction*

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria
1 Importance of Communication 	Learners could be placed in two groups. One group could examine how communication could take place through the use of images. This group could create a montage of images that translate into messages. The second group could develop role plays in which they use gestures and facial expressions to convey messages and communicate. Each group of learners could present their montage or role plays to the other group in order to demonstrate the importance of non-verbal communication. As a plenary activity, the learners could debate 'Is verbal communication more effective to convey a message than non-verbal communication?'	1 hour	
2 Forms of Communication 	Learners could identify, research and describe the various forms of communication (computerised, written, oral and special methods). The learners could then work in groups to identify relevant explanations and examples of the use of forms of communication in a health and social care environment in order to explain how it could be used to promote effective communication. Each group could present their findings to their colleagues.	2 hours	
3 Consolidation 	Learners could consolidate their research by compiling a report in which they explain the role of effective communication in a health and social care environment. Learners could refer to relevant examples from both environment - health and social care.	2 hours	1P Explain the role of effective communication and interpersonal interaction in a health and social care context
4 Types of inter-personal interaction	Learners could be shown a film clip in which a specific dialect is demonstrated. The learners could then discuss how language (dialect, jargon) may impact on effective communication. The learners could then be placed into small groups to research the various forms of non-verbal interpersonal interaction. The groups could present this information to their colleagues.	1 hour	

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria
5 Consolidation 	Learners could consolidate their research by generating a report in which they explain the effective use of interpersonal interaction in health and social care contexts. The learners could refer to relevant examples from both contexts to demonstrate their knowledge and how interpersonal interaction is effectively used.	1.5 hours	1P Explain the role of effective communication and interpersonal interaction in a health and social care context
6 Cultural variations	The teacher could introduce the learners to the various groups that make up British society. The learners could work in groups to identify cultural traditions and beliefs that may impact on effective communication.	1 hour	
7 Cultural variations and their influence on communication 	Learners could then plan and carry-out an interview with a health and social care practitioner to investigate the various ways that culture may influence communication.	2.5 hours	
8 Consolidation 	Learners could consolidate their research by writing an essay in which they analyse how cultural variations can influence communication.	2 hours	1D analyse how cultural variations can influence communication
9 Theories of Communication 	Learners could be placed in groups and given one theoretical communication approach to research. Learners could outline the main ideas and processes. Learners could present this information to their colleagues and demonstrate the communication process with and without the use of the theory to develop the understanding of their colleagues. The learners could discuss the usefulness of the use of the theory within the context of health and social care environments.	2 hours	
10 Consolidation 	Learners could consolidate the information from the previous lesson by developing a report in which they discuss the theories of communication and assess the usefulness of these theories in health and social care environments. Learners may refer to examples from both health and social care environments to exemplify their examples and demonstrate their knowledge. Learners could include evaluative conclusions.	2 hours	2P Discuss theories of communication 1M Assess the usefulness of theories of communication within health and social care environments

## LEARNING OUTCOME 2 - UNDERSTAND FACTORS THAT INFLUENCE COMMUNICATION AND INTERPERSONAL INTERACTION IN HEALTH AND SOCIAL CARE ENVIRONMENTS

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	Merit	Distinction
2 Understand factors that influence communication and interpersonal interaction in health and social care environments	3P Explain factors that may influence communication and interpersonal interactions in health and social care environments		

*P = Pass, M = Merit, D = Distinction*

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria
1 Factors 	Working in groups, learners could identify what influences interactions. Learners could then be given a case study outlining an interaction. Learners could work in small groups to identify the factors that may have impacted and influenced the interaction. Following this, learners could watch a clip of film and examine the interpersonal interactions that take place identifying the factors that may have influenced the interaction.	1.5 hours	
2 Consolidation 	Learners could consolidate their knowledge by explaining the nature of the factors and the ways in which they influence communication and interpersonal interaction by referring to relevant examples from health and social care environments.	2 hours	3P Explain factors that may influence communication and interpersonal interactions in health and social care environments

## LEARNING OUTCOME 3 - UNDERSTAND WAYS TO OVERCOME BARRIERS IN A HEALTH AND SOCIAL CARE ENVIRONMENT

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	Merit	Distinction
3 Understand ways to overcome barriers in a health and social care environment	4P Explain strategies used in health and social care environments to overcome barriers to effective communication and interpersonal interactions		

*P = Pass, M = Merit, D = Distinction*

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria
1 Barriers 	In groups, learners could identify the various barriers that people who use the service may experience in health or social care environments. Learners could be placed into groups to focus on one environment. The groups could develop a problem page exemplifying barriers that people who use the service may experience. Each problem page should have at least 3 problems associated with barriers.	2 hours	
2 Strategies to overcome barriers 	Learners could continue to work in their groups to research ways to overcome barriers. The learners could then work together to produce responses that may be used to support the people who use the service to overcome the barriers. The learners could identify and explain a variety of ways to overcome these barriers referring to internal policies and procedures and also external agencies that may support individuals to overcome communication barriers.	2 hours	
3 Consolidation 	Learners could refer to the activity undertaken during the previous session and compile a report in which they explain the strategies that are used in health and social care environments to overcome barriers to effective communication and interpersonal interactions.	2 hours	4P Explain strategies used in health and social care environments to overcome barriers to effective communication and interpersonal interactions

## LEARNING OUTCOME 4 - BE ABLE TO COMMUNICATE AND INTERACT EFFECTIVELY IN A HEALTH AND SOCIAL CARE ENVIRONMENT

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	Merit	Distinction
4 Be able to communicate and interact effectively in a health and social care environment	5P Participate in a one-to-one interaction in a health and social care context	2M Assess own communication and interpersonal skills for a one-to-one and group interaction.	2D Summarise ways of improving their own communication and interpersonal skills in future interactions.
	6P Participate in a group interaction in a health and social care context		

*P = Pass, M = Merit, D = Distinction*

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria
1 Interaction - One-to-one 	Learners could work in pairs to plan an interaction. Whilst planning this interaction, learners could pay special attention to the purpose of the one-to-one, who will be involved in the interaction, the evidence that could be generated (this evidence could include a witness statement with commentary on the effectiveness of the interaction and also the skills used).	1 hour	
2 Consolidation of evidence - One-to-one 	Learners could examine and consolidate their evidence. This evidence could consist of a planning document with timings, information relating to questions that could be asked, witness statements, self-analysis sheet and also a diary of events.	30 minutes	5 Participate in a one-to-one interaction in a health and social care context
3 Interaction - Group 	In small groups, learners could plan a group interaction. Learners could discuss and decide what the nature of the group interaction will be, how they will organise it and when it will be undertaken. The learners could pay special attention to the way in which witness statements are generated (this could be undertaken by the teacher commenting on the use of communication skills of individuals).	1.5 hour	
4 Consolidation of evidence - Group Interaction 	Learners could examine and consolidate their evidence. This evidence could consist of a planning document with timings (identifying what each learner could contribute), witness statements, self-analysis sheet and also a diary of events.	30 minutes	6P Participate in a group interaction in a health and social care context
5 Consolidation - One-to-one - Group 	Using the evidence that has been generated, learners could now assess the effectiveness of the communication skills that they used during the one-to-one interaction and also the group interaction. Learners could discuss their strengths and weaknesses in relation to the use of communication methods and the impact on the outcome of the interaction. Teachers could support this activity by developing a checklist with learners that could be used to guide the learners assessment.	2 hours	2M Assess own communication and interpersonal skills for a one-to-one and group interaction

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria
<p>6 Improving your own skills</p> 	<p>Learners could examine the evidence generated from the two interactions and identify ways that they could improve their own communication and interpersonal skills. Learners could work in groups to identify areas to focus/improve on and research the various options that may be open to them, eg, internal and external training programmes.</p>	<p>1 hour</p>	
<p>7 Consolidation</p> 	<p>Learners could consolidate their research into a report. They could outline possible areas for future development and summarise activities and training events that they could take part in to update their skills in order to ensure effective communication in the future.</p>	<p>1.5 hours</p>	<p>2D Summarise ways of improving their own communication and inter personal skills in future interactions.</p>



## CONTACT US

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

We're always happy to answer questions and give advice.

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