Qualification Unit

This unit forms part of a regulated qualification.

Unit Title: Communication in a Social Care Setting

Unit Reference Number: R/651/0282

Level: Two (2)

Credit Value: Three (3)

Minimum Guided Learning Hours: 24

Learning Outcome (The Learner will):		Assessment Criterion (The Learner can):
1. Understand the importance of effective communication in the workplace	1.1	Identify the **different ways** that people communicate in the **workplace**
	1.2	Explain how communication affects relationships at **work**
2. Understand how to meet the communication and language needs, wishes and preferences of individuals	2.1	Explain how to establish an **individual's communication** and language **needs, wishes** and **preferences**
	2.2	Identify a range of methods, styles, **communication aids** and **assistive technologies** that could help meet an **individual's communication needs, wishes** and **preferences**
	2.3	Identify a range of **digital communication** tools that can be used to support and enhance **the individual's communication needs, wishes, preferences** and **connections**
3. Understand how to promote effective communication with individuals	3.1	Describe **barriers** to effective **communication** with **individuals** and how they can be reduced
	3.2	Give examples of how an **individual's** behaviour may be a form of **communication**
	3.3	Outline where to find information and **support** or **services**, to help **individuals** communicate more effectively

4.	Be able to use appropriate communication with individuals and support the safe use of communication aids and technologies	4.1	Demonstrate the use of **appropriate** verbal and non-verbal **communication** when communicating with **individuals**
		4.2	Demonstrate the **appropriate** and **safe** use of **communication aids, assistive technologies**, and digital tools
		4.3	Check whether you have been understood when communicating with **individuals**
		4.4	Describe why it is important to observe and be receptive to an **individual's** reactions when communicating with them
		4.5	Report any concerns about **communication aids** or technologies to the appropriate person
5.	Understand the principles and practices relating to confidentiality	5.1	Explain what confidentiality means in relation to your role.
		5.2	Outline **legislation** and **agreed ways of working** which maintain confidentiality across all types of **communication**
		5.3	Outline situations where information, normally considered to be confidential, might need to be passed on
		5.4	Explain who you should ask for advice and support about confidentiality

Indicative Content	
LO1	**Different ways:** Should also include digital communication methods which are used within the workplace. **Workplace and work:** In this context may include one specific location or a range of locations depending on the context of the learner's role and should encompass everyone the learner communicates with, but not limited to: • individuals accessing care and support services • peers, team members, other colleagues, managers, and senior management • the friends, family and loved ones of those accessing care and support services • paid workers and volunteers from other organisations and teams
LO2	**Individuals:** A person accessing care and support. The individuals, or individual, will normally refer to the people or persons the learner is providing care and support for. **Needs, wishes and preferences:** these may be based on experiences, desires, values, beliefs, or culture and may change over time. **Communication aids:** Aids which can support individuals to communicate in a way they understand. This could include but is not limited to signs, symbols and pictures, objects of reference, communication boards, Makaton, British Sign Language, hearing aids, glasses, and braille. **Assistive technologies:** Technologies which support, assist, and enable the individual to communicate using alternative means and could include a range of

		software such as: light writers, eye gaze devices, voice recognition, speech synthesizers, symbol making software. Other technologies which could also support the individual and others could be considered here, for example alerting devices, virtual assistants, sensors, hearing loops and Artificial Intelligence. **Digital communication tools:** Could include use of virtual communications platforms e.g., a PC, tablet, telephone/text, smart phone/watch and encompass a range of technical platforms such as using online services, monitoring platforms, forums, video calling, email, social media and chatbots. **Connections:** Could include family, friends, loved ones and their community
LO3		**Barriers:** May include, but are not limited to: • environment • time • own physical, emotional, or psychological state • own skills, abilities, or confidence to use communication aids, assistive technologies, and digital communication tools • own or others prejudices • conflict **Individuals:** A person accessing care and support. The individuals, or individual, will normally refer to the people or persons the learner is providing care and support for. **Support or services:** In this context may include: • translation services • interpretation services • speech and language services • advocacy services • occupational therapy services
LO4		**Appropriate and safe:** Could include but not limited to, ensuring that any aids and technologies used are: • available • clean • working properly and software is updated where needed • in good repair • fitted appropriately where applicable • used safely and securely when online **Communication aids:** Aids which can support individuals to communicate in a way they understand. This could include but is not limited to signs, symbols and pictures, objects of reference, communication boards, Makaton, British Sign Language, hearing aids, glasses, and braille. **Assistive technologies:** Technologies which support, assist, and enable the individual to communicate using alternative means and could include a range of software such as: light writers, eye gaze devices, voice recognition, speech synthesizers, symbol making software. Other technologies which could also support the individual and others could be considered here, for example alerting devices, virtual assistants, sensors, hearing loops and Artificial Intelligence. **Individuals:** A person accessing care and support. The individuals, or individual, will normally refer to the people or persons the learner is providing care and support for. **Criteria 4.1** Requires the learner to demonstrate appropriate use of verbal and non-verbal communication with individuals. This would include consideration and appropriate use of: • language • words • tone, pitch • volume

	• position/proximity • eye contact • touch • gestures • body language • active listening skills • interpretation of non-verbal communication. **Criteria 4.2** Will be relevant to the learners role and ideally should relate to the support the learner is providing to the individual. If this is not achievable then as a a minimum this can be evidenced within daily practices and use of digital tools in the in the workplace. **Criteria 4.5** Could include reporting using recommended and agreed ways of working and systems, such as: • senior member of staff • family member/Carer • professional responsible for the communication aid • the appropriate technical support
LO5	**Relevant Legislation:** The learner should consider how different legislation relates to and influence practice. This may include, but is not limited to: • Human Rights Act 1998 • Data Protection Act 2018 • The General Data Protection Regulation (GDPR) 2016 • Care Act 2014 • Health and Social Care Act 2012. **Agreed ways of working:** These will include policies and procedures, job descriptions and less formal agreements and expected practices.

Assessment Guidance

Assessment decisions for skills-based learning outcomes must be made during the learner's normal work activity. Skills-based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time.

Criteria 4.5 requires the learner to provide performance evidence, however the opportunity to do this may not arise during the period of the qualification. Other evidence to show that the learner would be able to do this if real work evidence is not available is permissible.

Any knowledge evidence integral to skills-based learning outcomes may be generated outside of the work environment, but the final assessment decision must show application of knowledge within the real work environment.