

# Qualification Unit

This unit forms part of a regulated qualification.

**Unit Title:** Effective Communication in Adult Care

**Unit Reference Number:** J/652/0792

**Level:** Three (3)

**Credit Value:** Five (5)

**Minimum Guided Learning Hours:** 38

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Understand why effective communication is important in the <b>work setting</b>	1.1 Explain the different reasons people communicate 1.2 Explain how communication affects relationships in the work setting 1.3 Explain how communication skills can be used to manage complex, sensitive, abusive and difficult situations 1.4 Explain the importance of maintaining open and honest communication
2. Understand the variety in peoples' communication needs and preferences	2.1 Identify the range of <b>communication styles, methods, and skills</b> available 2.2 Explain how people may use and or interpret communication methods and styles in different ways 2.3 Describe the factors to consider when promoting effective communication 2.4 Identify <b>digital tools and other technologies</b> which are used to promote and enhance communication between self and others 2.5 Describe the <b>barriers</b> that may be present when communicating with others 2.6 Describe how to access extra support or <b>services</b> to enable effective communication with and between individuals

	2.7 Explain the impact of <b>poor or inappropriate</b> communication practices
3. Be able to communicate effectively with <b>others</b>	3.1 Demonstrate a range of effective <b>communication methods and skills</b>
	3.2 Apply and use communication skills appropriately in relation to message and audience for maximum impact
	3.3 Use communication skills to build relationships
	3.4 Identify and overcome barriers to communication and using technology with others
4. Meet the communication and language <b>needs, wishes and preferences of individuals</b>	4.1 Establish the communication and language needs, wishes and preferences of individuals to maximise the quality of interactions
	4.2 Demonstrate a range of communication styles, methods, and skills to meet individuals' needs
	4.3 Respond to an individual's reactions when communicating
	4.4 Demonstrate professionalism when using a variety of communication methods
5. Understand the role of independent advocacy services in supporting individuals to communicate their wishes, needs, and preferences	5.1 Describe the purpose and principles of independent advocacy
	5.2 Explain when to offer support to individuals to access an advocate
	5.3 Explain how to support individuals to access advocacy services
6. Understand confidentiality in care settings	6.1 Describe the meaning of the term 'confidentiality'
	6.2 Explain the importance of maintaining confidentiality when communicating with others
	6.3 Explain when and why confidentiality may need to be breached
	6.4 Explain the potential tension between maintaining an individual's confidentiality and disclosing concerns

6.5 Describe how own duty of care contributes to safe practice with communication, confidentiality and inclusion of **digital recording and systems** in the workplace

## Assessment Requirements

This unit must be assessed in accordance with Skills for Care & Development assessment principles guidance.

This is a knowledge and skill-based unit.

Knowledge evidence may be generated outside of the work environment, but the final assessment and decision must show application of knowledge within the real work environment.

Learning Outcomes 3 and 4 are skill based, and primary evidence should include observation of direct practice in the workplace.

Due to the nature of this unit, e.g. direct practice in providing care and support to individuals, this observation should be in actual person and not carried out remotely.

## Indicative Content

**LO1** **Work setting:** this must include own work setting and a range of locations in the context of the learner's role.

**LO2** **AC2.1**

**Communication styles, methods, and skills:** Learners must also include the use of digital technology within their own setting and other settings in the context of the learner's role and should consider additional communication styles, methods, and skills:

- digital technology: e.g. digital social care records (DSCRs) integrated care systems (ICs) and shared records, artificial intelligence (AI) and smart technologies, AI- Assisted Administrative Support (Magic Note)
- verbal: words, voice, tone, pitch, spoken and written
- non-verbal: body language, proximity, eye contact, touch, gestures,
- behaviour
- additional methods to support communication: signs, symbols and pictures, objects of reference
- face to face communication (physically together or online)
- active listening skills including paraphrasing, reflection, summarising, reframing, providing encouragement
- interpretation of non-verbal communication
- ability to use silence to provide space and support.

**Skills:** learners should consider digital skills e-learning, digital skills communities of practice, learning through digital change programmes.

**AC2.4**

**Digital and other technologies:** learners should consider:

- video calling platforms – Zoom, Microsoft Teams, WhatsApp video
- electronic Care planning Systems
- mobile phones and tablets

- speech-to-text or text-to-speech apps
- Augmentative and alternative communication Tools (AAC)
- NHS-mail and care-specific messaging platforms
- Other (non-digital) technologies.

### AC2.5

**Barriers:** may include, but are not limited to:

- environment
- time
- own physical, emotional or psychological state
- physical, emotional or psychological state of others
- own skills, abilities or confidence
- own or others' prejudices
- conflict
- access to technology
- device charging and operation.
- wi-fi access.

### AC2.6

**Services:** may include:

- translation services
- interpretation services
- speech and language services
- advocacy services.
- communication and support teams
- occupational therapy (OT)
- assistive technology services
- specialist teams which support individuals.

### AC2.7

**Poor or inappropriate:** this may include, but is not limited to:

- patronising individuals
- not listening to individuals
- not being available to communicate effectively
- not respecting individuals' communication preferences, needs or strengths
- using communication skills to control or take ownership of an interaction
- interrupting or talking over someone
- offering inappropriate or unsolicited advice
- placating an individual.

**LO3**

**Others:** in this context, this refers to everyone a worker is likely to come into contact with, including:

- individuals accessing care and support services
- carers, loved ones, family, friends of those accessing care and support services
- colleagues and peers
- managers and supervisors
- professionals from other services
- visitors to the work setting
- members of the community
- volunteers.

**LO4**

**Needs, wishes and preferences:** these may be based on experiences, desires, values, beliefs or culture and may change over time.

	<p><b>Individual:</b> a person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for.</p>
<b>LO6</b>	<p><b>AC6.5</b> <b>Digital recording and Digital systems:</b> in this context, learners must show understanding of how digital systems and digital technologies are used to support safe practices – this may include but is not limited to - electronic care plans, incident logs, audit trails and safeguarding alerts.</p>