# Explain backgrounds may use communication methods in

Unit Title: Unit sector reference: Level: Credit value: Guided learning hours: Unit accreditation number: Promote communication in health, social care or children's and young people's settings SHC 31 3 3 10 J/601/1434 Unit purpose and aim This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings.

The unit introduces the central importance of communication in such settings, and ways to overcome barriers to meet individual needs and preferences in communication Learning Outcomes The learner will: 1 Understand why effective communication is important in the work setting Assessment Criteria The learner can: 1. 1 Identify the different reasons people communicate 1. 2 Explain how communication affects relationships in the work setting 2. 1 Demonstrate how to establish the communication and language needs, wishes and preferences of individuals 2. 2 Describe the factors to consider when promoting effective communication 2. Demonstrate a range of communication methods and styles to meet individual needs 2. 4 Demonstrate how to respond to an individual's reactions when communicating Communication methods include: ? non-verbal communication – eye contact – touch – physical gestures – body language – behaviour ? verbal communication – vocabulary – linguistic tone – pitch Exemplification 2 Be able to meet the communication and language needs, wishes and preferences of individuals © OCR 2010 1 Learning Outcomes The learner will: 3 Be able to overcome barriers to communication Assessment Criteria The learner can: 3. Explain how people from different backgrounds may use and/or interpret communication methods in different ways 3. 2 Identify barriers to effective communication 3. 3 Demonstrate ways to

overcome barriers to communication 3. 4 Demonstrate strategies that can be used to clarify misunderstandings 3. 5 Explain how to access extra support or services to enable individuals to communicate effectively 4. 1 Explain the meaning of the term confidentiality 4. 2 Demonstrate ways to maintain confidentiality in day to day communication 4. 3 Describe the potential tension between maintaining an individual's confidentiality and disclosing concerns

Exemplification Services may include: ? translation services ? interpreting services ? speech and language services ? advocacy services 4 Be able to apply principles and practices relating to confidentiality 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. 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. 2 © OCR 2010 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: CCLD 301 GCU 1 GEN 22 HSC 31 Themes recur as knowledge requirements and core values throughout HSC NOS 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. k/15565. aspx Functional Skills Standards English Speaking and Listening Reading ? ? Mathematics Representing Analysing ICT Use ICT systems Find and select information Develop, present and communicate information ? Writing ? Interpreting 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, 1. 5 Child

development and well-being. © OCR 2010 3