

## SHC 21: Introduction to communication in health, social care or children's and young people's settings

Unit reference F/601/5465 Level 2

Credit value 3 GLH 23

**Unit 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 with a range of people in such settings, and ways to reduce barriers to communication. It also addresses the issue of confidentiality.

<b>Learner name:</b>	<b>CACHE Centre no:</b>
<b>CACHE PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
<b>Learning outcomes 2, 3 and 4 must be assessed a real work environment.</b>			
1. Understand why <b>communication</b> is important in the work setting.	1.1. Identify different reasons why people communicate.		
	1.2. Explain how effective communication affects all aspects of own work.		
	1.3. Explain why it is important to observe an individual's reactions when communicating with them.		
2. Be able to meet the communication and language needs, wishes and <b>preferences</b> of individuals.	2.1. Find out an individual's communication and language needs, wishes and preferences.		
	2.2. Demonstrate communication methods that meet an individual's communication needs, wishes and preferences.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.3. Show how and when to seek advice about communication.		
3. Be able to reduce barriers to communication.	3.1. Identify barriers to communication.		
	3.2. Demonstrate how to reduce barriers to communication in different ways.		
	3.3. Demonstrate ways to check that communication has been understood.		
	3.4. Identify sources of information and support or <b>services</b> to enable more effective communication.		
4. Be able to apply principles and practices relating to confidentiality at work.	4.1. Explain the term 'confidentiality'.		
	4.2. Demonstrate confidentiality in day-to-day communication, in line with <b>agreed ways of working</b> .		
	4.3. Describe situations where information normally considered to be confidential might need to be passed on.		
	4.4. Explain how and when to seek advice about confidentiality.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: SHC 21**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Additional information about the unit:</b>	
Relationship to occupational standards – provided with the QCF unit	CCLD 201 GEN 22 HSC 21 Themes recur as knowledge requirements and core values throughout HSC NOS.
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements – provided with the QCF unit	<p><b>Communication</b> methods may include:</p> <ul style="list-style-type: none"> <li>• non-verbal communication: <ul style="list-style-type: none"> <li>- eye contact</li> <li>- touch</li> <li>- physical gestures</li> <li>- body language</li> <li>- behaviour</li> </ul> </li> <li>• verbal communication: <ul style="list-style-type: none"> <li>- vocabulary</li> <li>- linguistic tone</li> <li>- pitch</li> </ul> </li> <li>• technological aids.</li> </ul> <p><b>Preferences</b> may be based on:</p> <ul style="list-style-type: none"> <li>• beliefs</li> <li>• values</li> <li>• culture.</li> </ul> <p><b>Services</b> may include:</p> <ul style="list-style-type: none"> <li>• translation services</li> <li>• interpreting services</li> <li>• speech and language services</li> <li>• advocacy services.</li> </ul> <p><b>Agreed ways of working</b> include policies and procedures where these exist.</p>
Additional unit assessment requirements provided with the QCF unit	<p>This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.</p> <p>Learning outcomes 2, 3 and 4 must be assessed in a real work environment.</p>

## Assessment task – SHC 21 Introduction to communication in health, social care or children's and young people's settings

Task links to learning outcome 1, assessment criteria 1.1, 1.2 and 1.3.

Effective communication is vital when working in health and social care or with children and young people. As part of your induction as a new member of staff, you have a session booked with your line manager where you have been asked to provide information that will show you can:

- identify the different reasons people communicate
- explain how effective communication affects all aspects of your work
- explain why it is important to observe an individual's reactions, when communicating with them.

NB: You may choose to use work products to support your work.