

H5LC 04 (SCDCCLD 0301) — Promote Effective Communication

Overview

This standard identifies the requirements when promoting effective communication within a work setting where children are cared for or supported. This includes establishing understanding of the child's communication preferences and needs, supporting children to communicate, communicating effectively on difficult, complex and sensitive issues and communicating with others through records and reports.

This Standard is tailored from SCDHSC0031 (Health and Social Care suite of NOS).

Additional Information

Scope/range related to Performance Criteria

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

The use of the terms 'child' or 'children' in this standard may refer to your work on an individual or group basis.

NOTE: Where a child or young person finds it difficult or impossible to express their own preferences and make decisions about their life, achievement of this standard may require the involvement of advocates to represent the views and best interests of the child or young person.

Where there are language differences within the work setting, achievement of this standard may require the involvement of interpreters or translation services.

Active participation is a way of working that regards children and young people as active partners in their own care or support rather than passive recipients. Active participation recognises each child and young person's right to participate in the activities and relationships of everyday life as independently as possible.

Barriers to communication may include those relating to the physical environment; to interpersonal relationships and the emotional environment; to working practices; to the availability of resources including human or other aids or assistance; to the limitations of your own or other people's communication skills or attentiveness; to cultural contexts; to the specific circumstances of the child or young person, including disability, disadvantage, anxiety or distress.

Children or young people are the children and/or young people you support and care for in your work.

Communication may include using the child's preferred spoken language; the use of signs; the use of symbols or pictures, writing, objects of reference, communication passports; the use of touch; other non-verbal forms of communication; human and technological aids to communication.

Extra support may come from key people, interpreters, translators, signers or specialist assistive technology to aid communication.

Key people are those who are important to a child or young person and who can make a difference to his or her wellbeing. Key people may include family, friends, carers and others with whom the child or young person has a supportive relationship.

Listening may encompass other ways of attending to and receiving what children communicate when using methods such as signing, objects of reference, touch, gesture, visual messages or technologies.

Others are your colleagues and other professionals whose work contributes to the child's well-being and who enable you to carry out your role.

Scope/range related to Knowledge and Understanding

All knowledge statements must be applied in the context of this standard.

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

Factors that may affect the health, wellbeing and development may include:

family circumstances; folic acid during pregnancy; a healthy diet; positive mental health; physical health; strong social networks; supportive family structure; adverse circumstances or trauma before or during birth; autistic spectrum conditions; discrimination; domestic violence; foetal alcohol syndrome; harm or abuse; injury; learning disability; medical conditions (chronic or acute); physical disability; poverty; profound or complex needs; sensory needs; social deprivation; and substance misuse.

Play can be defined as activity involving the child exploring ideas, feelings and relationships whilst applying skills and understand gained from experience. Play provides opportunities for children to learn and discover the world about them. Play may be structured with a particular outcome in mind.

Unstructured play refers to play activity freely chosen by the child. The child determines the content and intent of unstructured play. A child may play by themselves or with others. There are many views and theories on the nature and purpose of play which may compliment or challenge the above statement.

Values

Adherence to codes of practice or conduct where applicable to your role and the principles and values that underpin your work setting, including the rights of children, young people and adults. These include the rights:

- ◆ to be treated as an individual
- ◆ to be treated equally and not be discriminated against
- ◆ to be respected
- ◆ to have privacy
- ◆ to be treated in a dignified way
- ◆ to be protected from danger and harm
- ◆ to be supported and cared for in a way that meets their needs, takes account of their choices and also protects them
- ◆ to communicate using their preferred methods of communication and language
- ◆ to access information about themselves

Performance Criteria — What you do in your job

You must provide evidence to meet all the 38 Performance Criteria for this Unit. The Performance Criteria are grouped under headings to assist you with planning how best to meet these points.

Place the number of the piece of work where this Performance Criteria has been met in the evidence box after each criteria.

Establish understanding about children's communication

	Performance Criteria	Evidence Number where this criteria has been met
1	Work in ways, appropriate to the child's ability, that promote active participation when establishing their preferred method of communication and language	
2	Observe the child to identify their verbal and non-verbal communication styles.	
3	Seek information and advice from key people and others where you have difficulty communicating using the child's preferred communication method and language.	
4	Work with the child and key people to identify any extra support or specific aids required for communication.	
5	Recognise when communication methods are proving to be ineffective.	
6	Seek information and advice when issues relating to communication are beyond your expertise.	
7	Establish the child's agreement to pass on information about their communication and language needs and preferences, taking account of their abilities and preferences.	

Support children to interact through communication

	Performance Criteria	Evidence Number where this criteria has been met
8	Develop relationships with the child and key people that promote communication.	
9	Arrange the environment to minimise barriers to communication .	
10	Make sure that any extra support or specific aids to communication are available.	
11	Support the child to communicate using their preferred language and methods of communication.	
12	Encourage the child to use any extra support or specific aids.	
13	Pay full attention to the child when listening to them.	
14	Use routines and activities to communicate with the child.	
15	Use styles and methods of communication that are most likely to meet the child's preferences and needs.	
16	Respond to the child in a way that shows you value and respect them.	
17	Adapt your communication when it is proving ineffective.	
18	Support the child to engage with key people and others .	
19	Support people to communicate using the child's preferred methods of communication and to understand their responses.	
20	Encourage the child to communicate their feelings and emotions in ways that will help you and other people to understand them.	

Support children to interact through communication (cont)

	Performance Criteria	Evidence Number where this criteria has been met
21	Work together to overcome barriers to communication.	

Communicate effectively about difficult, complex and sensitive issues with children and key people

22	Consider the setting and environment when difficult, complex or sensitive issues are to be addressed with children and key people.	
23	Communicate in ways that are appropriate to the content and purpose of the issue and sensitive to the child's needs, concerns and reactions.	
24	Pace the interaction to allow the child and key people sufficient time to understand the content of the communication and for you to understand their reactions.	
25	Support the child to express their responses to the issue.	
26	Work with the child and key people to achieve shared understanding about the issue and its impact.	
27	Maintain confidentiality within legal and work setting requirements and taking account of the child's safety and welfare.	

Communicate using records and reports

	Performance Criteria	Evidence Number where this criteria has been met
28	Work with the child to maximise their active participation in the updating and maintenance of records and reports, in keeping with their abilities and preferences and within legal and work setting requirements.	
29	Exchange verbal reports with others to inform their work and yours.	
30	Seek permission from appropriate people to access records and reports.	
31	Access records and reports needed to inform your work.	
32	Support the child to understand records and reports concerning them in keeping with their abilities and preferences.	
33	Complete records and reports to inform others of your work with the child, in accordance with legal and work setting procedures and requirements.	
34	Report any signs and symptoms that indicate a change in the care and support needs of the child, in accordance with work setting requirements.	
35	Complete records and reports about any decisions made and actions taken regarding the care and support needs of the child.	
36	Complete records and reports about any conflicts in decisions that have arisen and actions taken to resolve them.	
37	Seek support to address any difficulties you have in accessing and updating records and reports.	
38	Maintain the security of records and reports in line with confidentiality agreements and legal and work setting procedure.	

Knowledge and Understanding — Why and how you do what you do in your job

You must provide evidence of your knowledge and understanding to meet all the 47 knowledge points for this Unit. The knowledge points are grouped under headings to assist you with planning how best to meet them.

Place the number of the piece of work where each knowledge point has been met in the 'evidence number' box after each point.

Rights

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
1	Legal and work setting requirements on equality, diversity, discrimination and rights.	
2	Your role in promoting children and young people's rights, choices, wellbeing and active participation.	
3	Your duty to report any acts or omissions that could infringe the rights of children and young people.	
4	How to deal with and challenge discrimination.	
5	The rights that key people, children and young people have to make complaints and be supported to do so.	

Your practice

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
6	Legislation, codes of practice, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard.	
7	How your own background, experiences and beliefs may have an impact on your practice.	
8	Your own roles, responsibilities and accountabilities with their limits and boundaries.	
9	The roles, responsibilities and accountabilities of others with whom you work.	
10	How to access and work to procedures and agreed ways of working.	
11	The meaning of person centred/child centred working and the importance of knowing and respecting all children and young people as an individual.	
12	The prime importance of the interests and well-being of children and young people.	
13	Children and young people's cultural and language context.	
14	How to build trust and rapport in a relationship.	
15	How your power and influence as a worker can impact on relationships.	
16	How to work in ways that promote active participation and maintain children and young people's dignity, respect, personal beliefs and preferences.	
17	How to work in partnership with children, young people, key people and others.	
18	How to manage ethical conflicts and dilemmas in your work.	

Your practice (cont)

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
19	How to challenge poor practice.	
20	How and when to seek support in situations beyond your experience and expertise.	

Theory for practice

21	The nature and impact of factors that may affect the health, wellbeing and development of children and young people you care for or support.	
22	Factors that promote positive health and wellbeing of children and young people.	
23	Theories underpinning our understanding of child development and learning, and factors that affect it.	
24	Theories about attachment and impact on children and young people.	

Communication

25	The importance of effective communication in the work setting.	
26	Factors that can have a positive or negative effect on communication and language skills and their development in children and young people.	
27	Methods and techniques to promote communication skills which enable children and young people to express their needs, views and preferences.	

Personal and professional development

28	Principles of reflective practice and why it is important.	
----	--	--

Health and Safety

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
29	Your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment.	
30	Practices for the prevention and control of infection.	

Safeguarding

31	The responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices.	
32	Indicators of potential or actual harm or abuse.	
33	How and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties.	
34	What to do if you have reported concerns but no action is taken to address them.	

Handling information

35	Legal requirements, policies and procedures for the security and confidentiality of information.	
36	Legal and work setting requirements for recording information and producing reports including the use of electronic communication.	
37	Principles of confidentiality and when to pass on otherwise confidential information.	

Knowledge that is Specific to this NOS

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
38	Specific conditions that can affect communication and language.	
39	How speech, communication and language differences and difficulties can affect identity, self-esteem and self-image.	
40	The importance of recognising behaviour as communication.	
41	How cultural differences can influence the use and interpretation of non-verbal communication.	
42	Skills, styles and methods for supporting children to communicate.	
43	The importance of play when promoting communication.	
44	Extra support and specific aids to communication that may be used in your area of work.	
45	The environments that are most appropriate for communication, including complex or sensitive issues.	
46	What action to take if a child's communication or reactions become extreme and could result in risk or harm to you, the child or others.	
47	Conflicts and dilemmas created by difficulties in communication and language in your area of work.	

The candidate and assessor must only sign below when all Performance Criteria and knowledge points have been met.

Unit assessed as being complete

Candidate's name	
Candidate's signature	
Date submitted to Assessor as complete	

Assessor's name	
Assessor's signature	
Date assessed complete	

Internal Verification

To be completed in accordance with centre's internal verifier (IV) strategy.

Evidence for this Unit was sampled on the following date/s	Internal verifier's signature	Internal verifier's name

This Unit has been subject to an admin check in keeping with the centre's IV strategy.

Date of admin check	Internal verifier's signature	Internal verifier's name

Unit completion confirmed

Internal verifier's name	
Internal verifier's signature	
Date completed	