

## **H5RY 04 (SCDHSC 0031) — Promote Effective Communication**

### **Overview**

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

## 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 statement required for achievement of the NOS.

Where an individual 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 or others who are able to represent the views and best interests of the individual.

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 individuals as active partners in their own care or support rather than passive recipients. Active participation recognises each individual'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 individual including disability, disadvantage, anxiety or distress.

To **communicate** may include using the individual'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.

The **individual** is the adult, child or young person you support or care for in your work.

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

**Listening** may encompass other ways of attending to and receiving what individuals 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 individual's wellbeing and who enable you to carry out your role.

**Policies and procedures** are formally agreed and binding ways of working that apply in many settings. Where policies and procedures do not exist, the term includes other agreed ways of working.

## **Scope/range related to Knowledge and Understanding**

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 statement required for achievement of the NOS.

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

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

adverse circumstances or trauma before or during birth; autistic spectrum conditions; dementia; family circumstances; frailty; harm or abuse; injury; learning disability; medical conditions (chronic or acute); mental health; physical disability; physical ill health; poverty; profound or complex needs; sensory needs; social deprivation; substance misuse.

## **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 37 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 individuals' communication

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
1	Work in ways that promote <b>active participation</b> when establishing with the <b>individual</b> their preferred method of communication and language and any <b>extra support</b> or specific aids required.	
2	Support the individual to express how they want to <b>communicate</b> .	
3	Observe the individual to identify their verbal and non-verbal communication styles.	
4	Seek information and advice from <b>key people</b> and <b>others</b> where you have difficulty communicating using the individual's preferred communication method and language.	
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 individual's agreement to pass on information about their communication and language needs and preferences, taking account of their abilities and preferences.	

## Support individuals to interact through communication

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

## Communicate effectively about difficult, complex and sensitive issues

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
21	Agree with the individual how to arrange the environment when difficult, complex or sensitive issues are to be addressed.	
22	Communicate in ways that are appropriate to the content and purpose of the issue and sensitive to the individual's needs, concerns and reactions.	
23	Pace the interaction to allow the individual sufficient time to understand the content of the communication and for you to understand their reactions.	
24	Support the individual to express their responses to the issue.	
25	Work with the individual to achieve shared understanding about the issue and its impact.	
26	Maintain confidentiality within legal and work setting requirements and taking account of the individual's safety and welfare.	

## Communicate using records and reports

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

## 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 46 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

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

## Your practice

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
6	Legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard.	
7	Your own background, experiences and beliefs that 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 each person as an individual.	
12	The prime importance of the interests and wellbeing of the individual.	
13	The individual'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 individuals' dignity, respect, personal beliefs and preferences.	
17	How to work in partnership with individuals, key people and others.	
18	How to manage ethical conflicts and dilemmas in your work.	
19	How to challenge poor practice.	

### Your practice (cont)

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

### Theory

21	The nature and impact of <b>factors that may affect the health wellbeing and development</b> of individuals you care for or support.	
22	Theories underpinning our understanding of human development and factors that affect it.	

### Personal and professional development

23	Principles of reflective practice and why it is important.	
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### Communication

24	Factors that can affect communication and language skills and their development in children, young people and adults.	
25	Methods to promote effective communication and enable individuals to communicate their needs, views and preferences.	

### Health and Safety

26	Your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment.	
27	Practices for the prevention and control of infection in the context of this standard.	

## Safe-guarding

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
28	The responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices.	
29	Indicators of potential harm or abuse.	
30	How and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties.	
31	How to protect yourself and others from harm and abuse when in a work setting or working alone.	

## Handling information

32	Legal requirements, policies and procedures for the security and confidentiality of information.	
33	Legal and work setting requirements for recording information and producing reports.	
34	Principles of confidentiality and when to pass on otherwise confidential information.	

## Knowledge that is Specific to this NOS

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
35	How and where to access information and support that can inform your knowledge and practice about communication with individuals, key people and others.	
36	How to find out about individuals' communication preferences and needs.	
37	Why effective communication is important in the work setting.	
38	How communication differences and difficulties can affect the identity, self-esteem and self-image of individuals.	
39	Methods, extra support and specific aids that can help promote communication with and by individuals.	
40	How to arrange environments and position yourself to maximise communication and interaction.	
41	Environments that are most appropriate for communicating on difficult, complex and sensitive issues.	
42	Principles of active listening.	
43	How to record written information with accuracy, clarity, relevance and an appropriate level of detail.	
44	How and where electronic communication can and should be used for communicating, recording and reporting.	
45	Where, why and how to access permission to access records and reports.	
46	The difference between fact, opinion and judgement and why it is important when recording and reporting information about individuals.	

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

**Unit assessed as being complete**

<b>Candidate's name</b>	
<b>Candidate's signature</b>	
<b>Date submitted to Assessor as complete</b>	

<b>Assessor's name</b>	
<b>Assessor's signature</b>	
<b>Date assessed complete</b>	

**Internal Verification**

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

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

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

<b>Date of admin check</b>	<b>Internal verifier's signature</b>	<b>Internal verifier's name</b>

**Unit completion confirmed**

<b>Internal verifier's name</b>	
<b>Internal verifier's signature</b>	
<b>Date completed</b>	