

H5VT 04 (SCDCCLD0401) — Maintain Effective Communication Systems and Practice

Overview

This standard identifies the requirements when maintaining effective systems and practice for communication in settings where children or young people are cared for or supported. This includes modelling practice that promotes person centred or child centred communication systems, adapting your own communication in a range of situations and leading the implementation and improvement of systems that promote effective communication. The standard also identifies how to maintain effective practices in communication through the use of recording and reporting.

This Standard is tailored from SCDHSC0041 (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.

To **communicate** may include using the child or young person'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.

Evidence may be based on research; knowledge; quantitative data; qualitative data; facts (times, dates, age, information about conditions, etc). Your own opinion should be informed by practice and knowledge and should not go beyond your competence.

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 parents, family, friends, carers and others with whom the child or young person has a supportive relationship.

Others are your colleagues and other professionals whose work contributes to the child or young person's wellbeing and who enable you to carry out your role.

Person centred/child centred approaches are those that fully recognise the uniqueness of the baby, child or young person and establish this as the basis for planning and delivery of care and support.

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.

Specific aids enable babies, children or young people with speaking, sight or hearing difficulties, additional needs or learning disabilities to receive and respond to information.

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.

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 41 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.

Model practice that promotes child centred communication systems

	Performance Criteria	Evidence Number where this criteria has been met
1	Implement a culture of active participation that enable children, key people and others to communicate their preferences and needs.	
2	Ensure that a person centred/child centred approach is used when you and others communicate with children and key people.	
3	Review the communication and language preferences and needs of children with whom you and others work.	
4	Evaluate factors which may present barriers to communication and participation.	
5	Support others to understand and overcome barriers to children's communication and participation.	
6	Support others to understand the potential impact of communication styles and methods on short, medium and long-term goals for children.	

Adapt your own communication in a range of situations

	Performance Criteria	Evidence Number where this criteria has been met
7	Develop different methods, styles and skills to communicate and engage with children and key people.	
8	Use different methods, styles and skills to communicate and engage with children and key people.	
9	Modify the content and structure of your own communication to take account of the purpose of the communication.	
10	Modify the content and structure of your communication to meet the needs and concerns of children and key people.	
11	Change environments to improve communication and participation.	
12	Communicate in ways that respect the rights, views and concerns of children and key people, using the child's preferred methods of communication and language.	

Lead the implementation of effective communication systems

13	Use a range of skills, systems and methods to promote effective communications between your team and children, key people and others.	
14	Work with others to promote effective communication through the use of specific aids or extra support according to the child's preferences and needs.	
15	Support others to change or adapt environments to improve communication and participation.	
16	Work with children, key people and others to understand differing views and opinions.	

Lead the implementation of effective communication systems (cont)

	Performance Criteria	Evidence Number where this criteria has been met
17	Work with children, key people and others to address differences.	
18	Develop an environment in which others are able to discuss their progress and share any concerns or challenges they are facing.	

Improve the effectiveness of communication systems

19	Support the active participation of children in evaluating the effectiveness of communication systems.	
20	Agree the information to be collected for evaluating communication systems and when it needs to be made available.	
21	Evaluate the effectiveness of communication systems in supporting children and key people.	
22	Evaluate the effectiveness of communication systems in promoting integrated partnership working.	
23	Evaluate the effectiveness of communication systems in responding to comments and complaints.	
24	Make evaluation information available in accessible forms and at appropriate times for it to inform decision-making activities.	
25	Make recommendations for improvements to communication systems based on the evaluation information collected and other evidence .	
26	Change systems to enable more effective communication between children, key people and others, where the changes are within the scope of your expertise and responsibility.	

Improve the effectiveness of communication systems (cont)

	Performance Criteria	Evidence Number where this criteria has been met
27	Seek information and advice where changes required are outside the scope of your expertise and responsibility.	

Ensure effective practice in the use of records or reports for communication

28	Use legal, work-setting and inter-agency policies and procedures for accessing and completing records and reports.	
29	Clarify for others the legal, work-setting and inter-agency policies and procedures for accessing and completing records and reports.	
30	Provide evidence for your judgements and decisions within records and reports, including where this is based on informed opinion.	
31	Record evidence which clarifies and supports your judgements and decisions.	
32	Record evidence which conflicts with your judgements and decisions.	
33	Produce records and reports that encompass best practice, positive achievements and outcomes for children.	
34	Produce records and reports that are accurate, concise, objective, understandable and legible.	
35	Ensure that information in records and reports is accessible to children and in a form appropriate to their communication needs and preferences.	
36	Where records and reports are to be used for decision-making, confirm their accuracy and the accuracy of accompanying evidence with all those they concern.	

Ensure effective practice in the use of records or reports for communication (cont)

	Performance Criteria	Evidence Number where this criteria has been met
37	Secure any signatures that are required.	
38	Document any conflicts, disagreements, unmet needs or risks associated with recording and reporting.	
39	Encourage those who use your records and reports to discuss feedback with you.	
40	Take action in response to feedback from those who use your records and reports.	
41	Ensure records and reports are stored and shared within confidentiality agreements and according to legal, work-setting and inter-agency agreements and requirements.	

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 60 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.	
6	Conflicts and dilemmas that may arise in relation to rights and responsibilities and how to address them.	

Your practice

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

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 manage ethical conflicts and dilemmas in your work.	
20	How to challenge poor practice.	
21	How and when to seek support in situations beyond your experience and expertise.	

Theory for practice

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

Communication

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

Personal and professional development

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
28	Principles of reflective practice and why it is important.	
29	Your role in developing the professional knowledge and practice of others.	
30	How to use and promote evidence based practice.	

Health and Safety

31	Legal and statutory requirements for health and safety.	
32	Your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment.	
33	Practices for the prevention and control of infection.	

Safeguarding

34	Legislation and national policy relating to the safeguarding and protection of children and young people.	
35	Responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices.	
36	Indicators of potential harm or abuse.	
37	How and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties.	
38	What to do if you have reported concerns but no action is taken to address them.	
39	Local systems and multi-disciplinary procedures that relate to safeguarding and protection from harm or abuse.	

Handling information

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
40	Legal requirements, policies and procedures for the security and confidentiality of information.	
41	Legal and work setting requirements for recording information and producing reports.	
42	Principles of confidentiality and when to pass on otherwise confidential information.	
43	How to record written information with accuracy, clarity, relevance and an appropriate level of detail.	
44	How and where ICT can and should be used for communicating, recording and reporting.	

Multi-disciplinary working

45	The purpose of working with other professionals and agencies.	
46	The remit and responsibilities of other professionals and agencies involved in multi-disciplinary work.	

Leading practice

47	Theories about leadership.	
48	Standards of practice, service standards and guidance relating to the work setting.	
49	National and local initiatives to promote the wellbeing of children and young people.	
50	Lessons learned from government reports, research and inquiries into serious failures of health or social care practice and from successful interventions.	
51	Methods of supporting others to work with and support children and young people, key people and others.	

Leading practice (cont)

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
52	How to contribute to the development of systems, practices, policies and procedures.	
53	Techniques for problem solving and innovative thinking.	

Risk management

54	Principles of risk assessment and risk management.	
55	Principles of positive risk-taking.	

Knowledge that is Specific to this NOS

56	Different skills, styles and methods to communicate and engage with children and key people.	
57	Conditions likely to affect communication.	
58	Specific aids that will enable children with additional needs to receive and respond to information.	
59	The use of evidence, fact and knowledge based opinion in records or reports and why it is important to differentiate between these and make clear the source of evidence.	
60	Communication systems, structures and practice and how to evaluate and improve these.	

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	