



Higher National Unit specification

General information

Unit title: Communication and Inter-professional Working in Care
(SCQF level 7)

Unit code: H5XE 34

Superclass: PM

Publication date: February 2014

Source: Scottish Qualifications Authority

Version: 01

Unit purpose

This Unit has been designed to introduce the candidate to effective communication within a care context. In addition the candidate will reflect on their own communication skills and values in the context of supporting others. The candidates will also gain an understanding of models of team work and relate them to the multi-disciplinary team. The candidate will then explore the roles of the multidisciplinary team and how important inter-professional working is in the delivery of holistic care.

Outcomes

On successful completion of the Unit the learner will be able to:

- 1 Explain the importance of communication in effective care practice.
- 2 Describe two theories of team working relevant to the care context.
- 3 Discuss the importance of inter-professional working in the delivery of effective care.

Credit points and level

1 Higher National Unit credit at SCQF level 7: (8 SCQF credit points at SCQF level 7)

Higher National Unit specification: General information (cont)

Unit title: Communication and Inter-professional Working in Care
(SCQF level 7)

Recommended entry to the Unit

Although entry is at the discretion of the centre, it is recommended that candidates should have good Communication Skills, both written and oral. These can be evidenced either by the achievement of nationally recognised qualifications for example Higher English or a qualification equivalent to SCQF level 6 or by the completion of a pre-course interview part of which could take the form of a written assignment. In addition to this, candidates should preferably have worked in a related field or have undertaken some work experience, paid or voluntary, in a care setting

Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes for this Unit specification.

There is no automatic certification of Core Skills or Core Skill components in this Unit.

Context for delivery

If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

If it is being delivered as part of a Professional Development Award (PDA) it should be taught and assessed within the subject area of that PDA.

Equality and inclusion

This Unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

Higher National Unit specification: Statement of standards

Unit title: Communication and Inter-professional Working in Care
(SCQF level 7)

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the Knowledge and/or Skills section must be taught and available for assessment. Learners should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

Outcome 1

Explain the importance of communication in effective care practice.

Knowledge and/or Skills

- ◆ Effective communication
- ◆ Person centred care
- ◆ Skills qualities and personal values of the effective carer

Outcome 2

Describe two theories of team working relevant to the care context.

Knowledge and/or Skills

- ◆ Two theories of team working
- ◆ The multi-disciplinary team (MDT) and theories of team working
- ◆ The role of the MDT in the delivery of effective care
- ◆ Effective interpersonal skills and dynamics relating to team work
- ◆ Barriers to effective team working

Outcome 3

Discuss the importance of inter-professional working in the delivery of effective care.

Knowledge and/or Skills

- ◆ Inter-professional working
- ◆ Professional roles, responsibilities and boundaries in inter-professional working
- ◆ The inter-professional team approach in meeting the individual service user's needs and improving the service user experience
- ◆ The importance of working collaboratively with other disciplines and agencies in the provision of quality care

Higher National Unit specification: Statement of standards

Unit title: Communication and Inter-professional Working in Care
(SCQF level 7)

Evidence Requirements for this Unit

Learners will need to provide evidence to demonstrate their Knowledge and/or Skills across all Outcomes by showing that they can:

Evidence Requirements

- ◆ Describe 'effective communication' including and barriers to achieving effective communication.
- ◆ Explain the importance of compassion, empathy, caring, touch and spending time with the service user when developing a therapeutic relationship.
- ◆ Describe the importance of confidentiality and the development of trust in the therapeutic relationship.
- ◆ Describe 'person-centred care' and how it benefits the service user.
- ◆ Explain the importance of the therapeutic relationship in promoting positive and effective care for the individual.
- ◆ Explain the importance and relevance of skills, qualities and values of the carer in the therapeutic relationship.
- ◆ Reflect on own communication skills in the context of supporting others.
- ◆ Describe the roles of team members in relation to two current theories.
- ◆ Relate the Multi-disciplinary team to one theory of team working.
- ◆ Describe how effective interpersonal skills contribute to team work.
- ◆ Discuss barriers to effective team working.
- ◆ Explain the role of the multi-disciplinary team in the delivery of effective care.
- ◆ Explain 'inter-professional working'.
- ◆ Understand the importance of professional roles, responsibilities and boundaries in inter-professional working.
- ◆ Discuss the importance of effective inter-professional working in care delivery including the involvement of the family and the service user.
- ◆ Describe the inter-professional team approach in meeting the individual service user's needs and improving the service user experience.
- ◆ Explain the importance of working collaboratively with other disciplines and agencies in the provision of quality care.



Higher National Unit Support Notes

Unit title: Communication and Inter-professional Working in Care
(SCQF level 7)

Unit Support Notes are offered as guidance and are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

Guidance on the content and context for this Unit

Whilst it is not an identified learning Outcome it is strongly recommended that the delivery of this Unit is based upon the candidate having an understanding of the 10 Essential Shared Capabilities:

- ◆ Working in Partnership
- ◆ Respecting diversity
- ◆ Practising ethically
- ◆ Challenging equality
- ◆ Promoting recovery, wellbeing and self- management
- ◆ Identifying people's needs and strengths
- ◆ Providing person-centred care
- ◆ Making a difference
- ◆ Promoting safety and risk enablement
- ◆ Development planning

It is recommended that the candidates gain a knowledge and understanding of the Capabilities and can see how these apply in the context of their professional practice and working environment.

The 10 Essential Shared Capabilities can be accessed at:

http://www.nes.scot.nhs.uk/media/351385/10_essential_shared_capabilities_2011.pdf

Higher National Unit: Support Notes (cont)

Unit title: Communication and Inter-professional Working in Care
(SCQF level 7)

Outcome 1

This Outcome requires that the candidate understands the 'therapeutic relationship' and its importance in a care context. The candidate should understand the different service users they will work with and the differing needs they will encounter within each group. The candidate must be able to demonstrate an understanding of the therapeutic relationship and how it is pivotal to the development of an effective, positive and supportive relationship with the service user. The candidate must understand that the therapeutic relationship comprises compassion, caring, empathy, listening, observation, touch and spending time with the service user. The carer/service user relationships will be at risk if there is an over reliance on electronic monitoring devices as these devices create a barrier to developing effective relationships with service users. Interaction with the service users should not only be task orientated. The candidates must therefore understand the importance of 'human contact' as an integral part of the therapeutic relationship and in promoting a positive patient experience. In addition to this the candidate should have an understanding of 'person centred care' and the benefits to the service user of empowerment. As a fundamental part of the therapeutic relationship the candidate must be able to explain the importance of communication. This must include an understanding of the different types of communication, eg body language (SOLER), eye contact and paralanguage, observation and non-task orientated interaction and the barriers to establishing effective communication, eg distress, grief, mental health problems, age, sensory impairment and language difficulties. The candidate must be able to identify ways of overcoming barriers in order to promote equality and diversity, ensure the rights of individuals to communicate in their preferred method and challenge discrimination. The candidate should be able to encourage individuals to participate in communication and should be able to communicate with and help to support individuals who are distressed. In addition the candidate should understand the part silence plays in effective communication. The candidate should understand that their own value base could be a barrier to effective communication and they must be able to identify the skills, qualities and characteristics required of an effective carer. The candidate should be aware that conflict resolution calls upon a range of communication skills and introduces some aspects of anti-discriminatory practice. It is likely that the candidate will have to deal with challenging behaviour and this could be introduced in relation to communication skills. The candidate should reflect on their own communication skills in the context of supporting others.

As an integral part of this qualification the candidate must understand the importance of and demonstrate reflective practice.

Outcome 2

The process of making a team and how this evolves should be discussed. Some models of team development should be explored — Tuckman's model of group formation specifically outlines the stages of forming, norming, storming and performing and about how to manage teams. Sheriff's model of group process shows how the team starts out as a group of individuals but, through tasks, starts to form a coherent Unit or Belbin's model discusses the different roles that are needed to form a successful team. Centres may wish to use the sociological role theory via social network analysis roles within the team and the team as a dynamic changing entity.

Higher National Unit: Support Notes (cont)

Unit title: Communication and Inter-professional Working in Care (SCQF level 7)

The concept of the 'Multidisciplinary Team' (MDT) should be explained and examples of professionals and individuals within the MDT should be discussed in terms of their roles and responsibilities in a care setting. In addition the candidate should recognise that understanding and acknowledging professional boundaries will also enhance professional relationships and contribute to effective care delivery. This should be discussed in the context of the candidate's own area of practice.

The candidate should be able to relate the MDT to one theory of team work so a discussion about the different roles within the team would help the candidate to link the MDT to an appropriate theory of team working.

The candidate should be able to discuss the aims and objectives of the team and how important it is that each individual carries out their responsibilities to ensure the effective functioning of the team and the delivery of effective care.

The need for clear and effective interpersonal skills in team work should be discussed. Communication skills might include verbal and non-verbal communication, listening skills and assertiveness. This builds on knowledge already covered in Outcome 1.

The candidate should be aware that MDTs are made up of diverse groups of personalities and experience and they should understand that this diversity could be a strength to the effectiveness of the team. It should also be recognised that diversity and lack of cohesiveness to achieve common goals could hinder the success of the group. Personality types could be looked at here but it should be explained that this may only be a contributing dynamics of a team. Other characteristics should also be discussed.

Barriers to effective team working should be explored, reasons for ineffective team working may be related to factors such as workplace culture, inappropriate leadership and failure during team formation as described by Tuckman. Barriers could relate to poor communication skills, incomplete teams lack of individual contribution or poor identification of goals within the group.

A primary characteristic of a team is to focus on its goals and, therefore, setting the correct goals is of paramount importance. The candidate will be encouraged to understand some of the ways in which goals may be set by the team while recognising that all goals must relate directly to the major aims of the group. The use of SMART objectives (Specific, Measurable, Achievable, Relevant and Time-bound) could be cited as an element of good practice in setting focused goals.

Higher National Unit: Support Notes (cont)

Unit title: Communication and Inter-professional Working in Care
(SCQF level 7)

Outcome 3

Candidates are required to understand the concept of inter-professional, inter-disciplinary and interagency working. It is important that the candidate understands the importance of professional roles and responsibilities within the context of inter-professional, inter-disciplinary and interagency working and how these differing roles and responsibilities contribute to the success of the process of effective care delivery. This should include an exploration of the role and responsibilities of the lone worker and their part within the MDT. The candidate must develop an understanding of collaborative working and its importance in the care planning process. The candidate should therefore have a good understanding of the process of care planning, this should include introducing appropriate models to aid the care planning process such as Orem's Self Care Model or Roper, Logan and Tierney's Activities of Daily Living Model. Through this the candidate will gain a greater understanding of professional roles and responsibilities and boundaries in planning care.

Maintaining shared values should be discussed and the difficulties and issues which may arise in relation to collaboration should be explored. The process of empowering the service user should be discussed and ways of how this can be achieved through the MDT can be highlighted. The concept of empowered service users should also have a positive effect on minimising misuse of power within the care setting.

In order to deliver effective, holistic care the candidate should understand that often the health care team must involve not only other professions, but also perhaps the private sector or charities to ensure that there are no gaps in the care package being created for an individual. In person — centred care this planning must also involve the service user and if appropriate the family or significant others. In the delivery of effective care the candidate could also explore clinical governance and how inter-professional and collaborative working ensure effective care planning and delivery through the process of clinical governance.

Guidance on approaches to delivery of this Unit

When this Unit is delivered as part of the PDA in Developing Professional Practice in Health and Social Care it will give candidates a Knowledge and Understanding of communication and team working within a care setting and it will when delivered within the context of the PDA it will give candidates the Knowledge and Understanding to enable them to work in a support role within a caring environment. The Unit is written as a *Care Unit* for the PDA in Health and Social Care: Integrated Practice.

It is expected that candidates who are undertaking this PDA whilst in practice will evidence their ability to link theory to practice and record their clinical competence through either a:

- ◆ Record of Achievement
- ◆ Skills passport
- ◆ Competency Framework
- ◆ Learning Contract
- ◆ Reflective Portfolio

Higher National Unit: Support Notes (cont)

Unit title: Communication and Inter-professional Working in Care
(SCQF level 7)

In addition the candidate should have an understanding of the importance of maintaining good practice and how this relates to professional regulation and standards, including a record of performance as a method of maintaining professional practice and awareness of how to access Continuing Professional Development (CPD) opportunities.

Guidance on approaches to assessment of this Unit

Evidence can be generated using different types of instruments of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Centres are reminded that prior verification of centre devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

This Unit could be assessed through two reflective accounts.

Outcome 1 could be assessed through a reflective account based on the candidate's own communication skills and values base whilst working in a care setting.

Outcome 2 and 3 could be assessed through an integrated reflective account or case study based around the candidate's own experience of team work and inter-professional care delivery whilst in a care setting. This should be related to theories of team work.

Both reflective accounts should be word processed, academically written and referenced using the Harvard Referencing system.

Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at www.sqa.org.uk/e-assessment.

Higher National Unit: Support Notes (cont)

Unit title: Communication and Inter-professional Working in Care
(SCQF level 7)

Opportunities for developing Core and other essential skills

There are opportunities to develop the Core Skills of:

- ◆ *Communication* at SCQF level 6
- ◆ *Problem Solving* at SCQF level 5
- ◆ *Working with Others* at SCQF level 5
- ◆ *Information and Communication Technology (ICT)* at SCQF level 5

in this Unit, although there is no automatic certification of Core Skills or Core Skill components.

Communication — will be evidenced via the candidate's work with individuals and groups as well as within written assessments.

Problem Solving — critical thinking, planning and organising, reviewing and evaluating will be evidenced through supervision in the candidate's workplace and within written assignments.

Working with Others — will again be evidenced in the candidate's ability to interact, communicate and negotiate with those with whom they come into contact and to work collaboratively with other professionals and individuals.

Information and Communication Technology (ICT) — could be evidenced by the use of standard applications to obtain and process information and data for assignments.

History of changes to Unit

Version	Description of change	Date

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General information for learners

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(SCQF level 7)

This section will help you decide whether this is the Unit for you by explaining what the Unit is about, what you should know or be able to do before you start, what you will need to do during the Unit and opportunities for further learning and employment.

This Unit will introduce you to effective communication in care, this will include exploring what communication is and the different types of communication that are required for the therapeutic relationship and effective care delivery. This includes not only communicating with individuals in receipt of care but also family members or carers and other professionals. You will learn that effective communication is fundamental to any interaction in the care setting. You will explore your own values and see how this affects your ability to communicate with others. In addition you will learn about the different types of teams and theories of team working and the individual roles involved in care delivery. You will gain an understanding of the importance of your own role in the multi-disciplinary team. Finally you will learn about inter-professional and collaborative working and its importance in the delivery of good quality care.

The assessment could be an integrated case study with short response answer, or it could be a reflective account based on your own care experience.

There is no certification of Core Skills in this Unit but you will be expected to improve *Communication Skills* through the submission of assessment materials.

This Unit will give you a greater understanding of the way care teams work in practice and its importance in the delivery of patient centred care which is wholly relevant to workplace practice.