

DK4R 04 (HSC31) Promote effective communication with, for and about individuals

Elements of competence

HSC31.1	Identify ways to communicate effectively
HSC31.2	Communicate effectively on difficult, complex and sensitive issues
HSC31.3	Support individuals to communicate
HSC31.4	Update and maintain records and reports

About this Unit¹

For this Unit you need to identify ways of communicating on difficult, complex and sensitive issues; support others to communicate and update and maintain records and reports.

Scope

The scope is here to give you guidance on possible areas to be covered in this Unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Communication and language needs and preferences: the individual's preferred spoken language; the use of signs; symbols; pictures; writing; objects of reference; communication passports; other non verbal forms of communication; human and technological aids to communication.

Difficult, complex and sensitive communications are likely to be: distressing; traumatic; frightening; threatening; posing a risk to and/or having serious implications for the individuals and/or key people; communications that might be difficult to understand and assimilate; about sensitive issues including those of a personal nature.

Extra support can include the use of: key people; interpreters; translators; signers; speech and language therapists; specialist equipment to aid the individuals' communication abilities.

Key people include: family; friends; carers; others with whom the individual has a supportive relationship.

Your **knowledge and understanding** for this Unit will relate to legal requirements and codes of practice applicable to the scope of your work and others with whom you work; the nature of the work you are undertaking; your role and level of responsibility within your organisation (eg whether you have responsibility to support the work of others); the individuals, key people in their lives and others with whom you are required to work and the degree of autonomy you have for the management of your own work activities.

Values underpinning the whole of the Unit

The values underpinning this Unit have been derived from the key purpose statement², the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health and social care in the four UK countries. If you are working with children and young people they can be found in the principles of Care Unit HSC34. If you are working with adults they can be found in HSC35. To achieve this Unit you must demonstrate that you have applied the principles of care outlined in either Unit HSC34 or HSC35 in your practice and through your knowledge.

Evidence Requirements for the Unit

It is essential that you adhere to the Evidence Requirements for this Unit – please see details overleaf.

¹ The term 'unit' is used in this report to refer to each separate standard within the NOS suite

² The key purpose identified for those working in health and social care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

SPECIFIC EVIDENCE REQUIREMENTS FOR THIS UNIT
<p>Simulation:</p> <ul style="list-style-type: none"> Simulation is NOT permitted for any part of this unit.
<p>The following forms of evidence ARE mandatory:</p> <ul style="list-style-type: none"> Direct observation: Your assessor must observe you in real work activities which will provide evidence for a significant amount of the performance criteria for most elements in this unit. For example the methods you use to engage with an individual, how you ascertain that they are comfortable with the style and method of communication, how you report information to other key people verbally or in writing. Reflective Accounts/professional discussion: These are recordings of your real work practice, which show your ability to communicate with individuals and to support them in their communications. You will also need to explain your knowledge and understanding of the ways which human developmental stages influence communication. You will need to describe the methods you use to report information, and explain if you do this verbally or in writing.
<p>Competence of performance and knowledge could also be demonstrated using a variety of evidence from the following:</p> <ul style="list-style-type: none"> Questioning/professional discussion: May be used to provide evidence of knowledge, legislation, policies and procedures which cannot be fully evidenced through direct observation or reflective accounts. In addition the assessor or expert witness may also ask questions to clarify aspects of your practice. Witness testimony: Can be a confirmation/authentication of the activities described in your evidence which your assessor has not seen. This could be provided by a work colleague or individual receiving care. For example this can be used to confirm your ability in specialist areas of communication, where specific skills are required, for example, specific communication aids or signing. Products: For this unit, products may include records and reports related to communicating with individuals and other key people. These may also be Assignments/projects: You may have studied communication skills or report writing and have completed some formally assessed work as part of a course, this may provide evidence of knowledge and understanding which your assessor can use.
GENERAL GUIDANCE
<ul style="list-style-type: none"> Prior to commencing this unit you should agree and complete an assessment plan with your assessor which details the assessment methods you will be using, and the tasks you will be undertaking to demonstrate your competence. Evidence must be provided for ALL of the performance criteria, ALL of the knowledge and the parts of the scope that are relevant to your job role. The evidence must reflect the policies and procedures of your workplace and be linked to current legislation, values and the principles of best practice within the Care Sector. This will include the National Service Standards for your areas of work and the individuals you care for. All evidence must relate to your own work practice.

This is a mandatory unit and as such Direct Observation MUST be carried out by an assessor. Expert Witnesses could supply additional evidence.

KNOWLEDGE SPECIFICATION FOR THIS UNIT

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. This specification details the knowledge and understanding required to carry out competent practice in the performance described in this unit.

When using this specification **it is important to read the knowledge requirements in relation to expectations and requirements of your job role.**

You need to provide evidence for ALL knowledge points listed below. There are a variety of ways this can be achieved so it is essential that you read the ‘knowledge evidence’ section of the Assessment Guidance.

You need to show that you know, understand and can apply in practice:	Enter Evidence Numbers
Values	
1 Legal and organisational requirements on equality, diversity, discrimination and rights: (a) relating to individuals’ and key people’s language and communication preferences (b) on equal treatment for language and communication (c) when completing records and reports	
2 How to provide active support to enable individuals and key people to communicate their needs, views and preferences using their preferred method and medium of communication and language.	
3 Methods and ways of communicating that: (a) support equality and diversity (b) are effective when dealing with, and challenging discrimination when communicating with, individuals and key people	
Legislation and organisational policy and procedures	
4 Codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when communicating on difficult, complex and sensitive issues and recording and reporting.	
5 Current local, UK legislation and organisational requirements, procedures and practices for: (a) accessing records and information about an individual’s speech, communication and language needs and preferences (b) recording, reporting, confidentiality and sharing information, including data protection (c) communicating with individuals	
Theories and practice	
6 Where to go and the best ways to find out about and get advice about individuals’ communication and language needs, wishes and preferences.	
7 How and where to access information and support that can inform your knowledge and practice about speech communication and language needs and skills.	

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You need to show that you know, understand and can apply in practice:	Enter Evidence Numbers
<p>8 Theories relevant to the individuals with whom you work, about:</p> <ul style="list-style-type: none"> (a) human growth and development and its effect on communication and language skills and abilities (b) in relation to specific conditions in your area of practice that can affect communication and language of individuals and key people (c) how speech, communication and language differences and difficulties can affect the identity, self-esteem and self-image of the individuals with whom you work (d) power and how it can be used and abused when communicating on difficult, sensitive and complex issues 	
<p>9 Factors that can affect the communication skills, abilities and development of the individuals with whom you are working and any resultant behaviour that might occur.</p>	
<p>10 Methods to support individuals to communicate.</p>	
<p>11 Specific aids to communication that may be used in your area of work.</p>	
<p>12 How to arrange the environment and position yourself to maximise communication and interaction.</p>	
<p>13 Conflicts and dilemmas created by difficulties in communication and language in your area of work.</p>	
<p>14 How to work with, and resolve conflicts that you are likely to meet when communicating with individuals and key people.</p>	
<p>15 The skills, styles and methods of communicating difficult, complex and sensitive messages and how to deal with the outcomes.</p>	
<p>16 The environments that are most appropriate for communicating difficult, complex and sensitive messages.</p>	
<p>17 Where, why and how to access permissions to access records and reports.</p>	
<p>18 The difference between fact, opinion and judgement and why it is important, when recording and reporting information about individuals.</p>	
<p>19 How to, and why, you need to complete records accurately, completely and in ways that can be understood by those who need to access and use the records and reports.</p>	

HSC31.1 Identify ways to communicate effectively

Performance criteria		DO	RA	EW	Q	P	WT
		1	You obtain, record and gain the individual's agreement to pass on information about their speech, communication and language needs and preferences.				
2	You work with individuals to understand their preferred methods of communication and language and ensure that any specific aids they require are available.						
3	You identify different styles and methods of communicating to meet the needs and preferences of individuals and key people.						
4	You seek information and advice from key people where: (a) you have difficulty communicating using individuals' preferred communication methods and language (b) the issues to be communicated are outside your expertise						
5	You seek information on: (a) the issues to be communicated with the individuals and key people (b) how to deal with any potential reactions to the communication						
6	You change your approach and seek additional help: (a) to meet the individual's changing needs (b) where the communication methods are inappropriate or ineffective						

HSC31.2 Communicate effectively on difficult, complex and sensitive issues

Performance criteria		DO	RA	EW	Q	P	WT
		1	You agree with the individual how to arrange the environment for effective communication and understanding.				
2	You check that individuals have the appropriate support to communicate their views, wishes and preferences.						
3	You use appropriate styles and methods of communicating to meet the needs and preferences of individuals and key people.						

DO = Direct Observation
EW = Expert Witness

RA = Reflective Account
P = Product (Work)

Q = Questions
WT = Witness Testimony

HSC31.2 Communicate effectively on difficult, complex and sensitive issues (cont)

Performance criteria		DO	RA	EW	Q	P	WT
		4	You communicate in ways which: (a) are sensitive to the individual's needs, concerns and reactions (b) are appropriate to the content and purpose of the communication				
5	You give individuals sufficient time to understand the content of the communication.						
6	You observe and respond appropriately to the individual's reactions during communications.						
7	You work with individuals to help clarify any misunderstandings.						
8	You support individuals to deal with the content and their reactions to the communication.						
9	You take appropriate action when individual's reactions to the information may result in risk or harm to the individual, others and yourself.						
10	You record and report the processes and outcomes from the communication according to confidentiality agreements and legal and organisational requirements.						

HSC31.3 Support individuals to communicate

Performance criteria		DO	RA	EW	Q	P	WT
		1	You support individuals to: (a) express how they want to communicate with others (b) communicate using their preferred methods of communication and language				
2	You support individuals to set up any specific aids necessary to enable them to communicate						
3	You support others who are communicating with individuals to: (a) understand them (b) communicate using, or through others that are able to use, the individuals' preferred methods of communication and language						

DO = Direct Observation
EW = Expert Witness

RA = Reflective Account
P = Product (Work)

Q = Questions
WT = Witness Testimony

HSC31.3 Support individuals to communicate (cont)

Performance criteria		DO	RA	EW	Q	P	WT
		4	You encourage individuals to: (a) engage with others and to respond appropriately (b) express their feelings and emotions in acceptable ways (c) overcome barriers to communication (d) find alternative methods of communication				

HSC31.4 Update and maintain records and reports

Performance criteria		DO	RA	EW	Q	P	WT
		1	You identify legal and organisational requirements and procedures for recording and reporting on individuals.				
2	You identify, record and/ or pass on information about the individual's communication and language needs.						
3	You seek permission from the appropriate people to access records.						
4	You access and update records and reports on your work with the individuals accurately, comprehensively and according to legal, organisational procedures and requirements and the limits of your job role						
5	You record and/ or report: (a) any signs and symptoms that indicate a change in the condition and care needs of the individual and in their support requirements (b) any decisions you have made and actions you have taken about the individual's support needs and condition (c) any conflicts that have arisen and actions taken to resolve these						
6	You record and/ or report any difficulties you have in accessing and updating records and reports.						
7	You involve and support individuals to contribute and understand records and reports concerning them.						
8	You ensure the security and access to records and reports are according to confidentiality agreements and legal and organisational procedures.						

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To be completed by the Candidate

I SUBMIT THIS AS A COMPLETE UNIT

Candidate's name:

Candidate's signature:

Date:

To be completed by the Assessor

It is a shared responsibility of both the candidate and assessor to claim evidence, however, it is the responsibility of the assessor to ensure the accuracy/validity of each evidence claim and make the final decision.

I CERTIFY THAT SUFFICIENT EVIDENCE HAS BEEN PRODUCED TO MEET ALL THE ELEMENTS, PCS AND KNOWLEDGE OF THIS UNIT.

Assessor's name:

Assessor's signature:

Date:

Assessor/Internal Verifier Feedback

To be completed by the Internal Verifier if applicable

This section only needs to be completed if the Unit is sampled by the Internal Verifier

Internal Verifier's name:

Internal Verifier's signature:

Date: