

H5NA 04 (SCDHSC 0021) — Support Effective Communication

Overview

This standard identifies requirements when you support effective communication in settings where individuals are cared for or supported. This includes identifying how best to communicate with each individual and then supporting them to communicate with you and other people. It addresses your own communication skills, including how you respond to questions and concerns and how you communicate 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 statements 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.

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 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 well-being. 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 well-being 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 of individuals

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 34 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.

Identify how best to support communication with and by individuals

	Performance Criteria	Evidence Number where this criteria has been met
1	Seek information and advice about the individual's specific communication preferences and needs.	
2	Confirm with the individual their preferred ways to communicate and any changes in their needs.	
3	Review your own communication skills to see if they will be suitable to meet the individual's preferences and needs.	
4	Where necessary, seek extra support to ensure you are able to communicate with the individual and understand their views and wishes.	
5	Where necessary, seek extra support to ensure that the individual is able to communicate with and understand you.	
6	Share information with others about the individual's communication and language preferences and needs, within confidentiality agreements and according to legal and work setting requirements.	

Support individuals to communicate

	Performance Criteria	Evidence Number where this criteria has been met
7	Work in ways that promote active participation when supporting the individual to communicate.	
8	Check whether the individual has the support they need to communicate their views, wishes and preferences.	
9	Take appropriate action to ensure that any required support is available.	
10	Support the individual to use their preferred means of communication and language.	
11	Give the individual sufficient time to communicate without interrupting or finishing off their communication.	
12	Take appropriate action to address any misunderstandings.	

Communicate with individuals and key people

13	Position yourself so that you can give full attention to what the individual and key people wish to communicate and so that they can give full attention to you.	
14	Communicate with the individual and key people at a pace in a manner and at a level appropriate to the individual's understanding, preferences and needs.	
15	Use body language, eye contact, tone of voice and methods of listening that actively encourage the individual and key people to communicate.	
16	Adapt your communication to meet the individual's changing needs and preferences.	
17	Adapt your communication when the individual or key people have difficulty understanding what you want to communicate.	

Communicate with individuals and key people (cont)

	Performance Criteria	Evidence Number where this criteria has been met
18	Ensure the focus of communication is with the individual whilst acknowledging the input of key people.	
19	Give your full attention and concentration when you are communicating with the individual and key people.	

Respond to questions and concerns of individuals and key people

20	At appropriate points while the individual and key people are communicating questions or concerns, clarify points to check that you have understood what is being communicated.	
21	Respond appropriately to questions and concerns that the individual and key people express.	
22	At appropriate points, confirm that the individual and key people have understood what you are saying.	
23	Seek additional advice and support for questions and concerns that are beyond your competence to deal with.	
24	Respect the individual's and key people's rights to confidentiality of information, within legal and work setting procedures.	
25	Complete records and reports about what you have done, any problems you have had and any outcomes arising from the communications, within confidentiality agreements and according to legal and work setting requirements.	

Contribute to communicating through records and reports

	Performance Criteria	Evidence Number where this criteria has been met
26	Gain permission from the appropriate people to access records when needed.	
27	Access records required for your work in line with work setting practices, policies and procedures .	
28	Complete required records according to the activities you have undertaken, confidentiality agreements and legal and work setting requirements.	
29	Pass on information to others about the individual's preferences and needs.	
30	Report to appropriate people accurate and sufficient information about any signs and symptoms that may indicate changes in an individual's care and support needs.	
31	Support the individual to understand what you have reported or recorded about them and why.	
32	Report to appropriate people accurate and sufficient information about any problems you have had when carrying out care or support and what you did about them.	
33	Report to appropriate people any difficulties you have in accessing and updating records and reports.	
34	Maintain the security of records and reports according to legal and work setting procedures.	

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 50 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	Work setting requirements on equality, diversity, discrimination and human rights.	
2	Your role supporting rights, choices, wellbeing and active participation.	
3	Your duty to report anything you notice people do, or anything they fail to do, that could obstruct individuals' rights.	
4	The actions to take if you have concerns about discrimination.	
5	The rights that individuals have to make complaints and be supported to do so.	

How you carry out your work

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
6	Codes of practice, standards, frameworks and guidance relevant to your work and the content of this standard.	
7	The main items of legislation that relate to the content of this standard within your work role.	
8	Your own background, experiences and beliefs that may affect the way you work.	
9	Your own roles and responsibilities with their limits and boundaries.	
10	Who you must report to at work.	
11	The roles and responsibilities of other people with whom you work.	
12	How to find out about procedures and agreed ways of working in your work setting.	
13	How to make sure you follow procedures and agreed ways of working.	
14	The meaning of person centred/child centred working and the importance of knowing and respecting each child or young person as an individual.	
15	The prime importance of the interests and wellbeing of children and young people.	
16	The individual's cultural and language context.	
17	How to work in ways that build trust with people.	
18	How to work in ways that support the active participation of individuals in their own care and support.	

How you carry out your work (cont)

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
19	How to work in ways that respect individuals' dignity, personal beliefs and preferences.	
20	How to work in partnership with people.	
21	What you should do when there are conflicts and dilemmas in your work.	
22	How and when you should seek support in situations beyond your experience and expertise.	

Theory for practice

23	The factors that may affect the health, wellbeing and development of individuals you care for or support.	
24	How these affect individuals and how they may affect different individuals differently.	
25	The main stages of human development.	

Communication

26	Factors that can have a positive or negative effect on the way people communicate.	
27	Different methods of communicating.	

Personal and professional development

28	Why it is important to reflect on how you do your work.	
29	How to use your reflections to improve the way you work.	

Health and Safety

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
30	Your work setting policies and practices for health, safety and security.	
31	Practices that help to prevent and control infection in the context of this standard.	

Safe-guarding

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

Handling information

36	Legal requirements, policies and procedures for the security and confidentiality of information.	
37	Work setting requirements for recording information and producing reports including the use of electronic communication.	
38	What confidentiality means.	
39	How to maintain confidentiality in your work.	
40	When and how to pass on 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
41	How to find out about individuals' communication preferences and needs.	
42	Ways of communicating with individuals.	
43	How to use active listening, body language and eye contact when communicating, and how to position yourself for effective communication.	
44	Why it is important to give individuals enough time to communicate.	
45	Why it is important to check that you and individuals have understood each other.	
46	How to adapt the way you communicate.	
47	How to record written information with accuracy, clarity, relevance and an appropriate level of detail.	
48	How and where electronic communication can and should be used for communicating, recording and reporting.	
49	Where, why and how to access permission to access records and reports.	
50	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

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	