

About this Unit

This standard is about promoting effective written and verbal communication with individuals in a healthcare environment. You will be expected to apply a variety of communication methods and approaches, appropriate to individuals and the situation, in order to facilitate and promote constructive outcomes. You will be expected to be able to communicate effectively on difficult, complex and sensitive issues.

Users of this standard will need to ensure that practice reflects up-to-date information and policies.

Your **knowledge and understanding** will be specifically related to legal requirements and codes of practice and conduct applicable to your job, and the NHS Knowledge and Skills Framework. This will relate to your work activities; the job you are doing, and the setting, eg in hospital and community, domiciliary, residential care, and the individuals you are working with.

Values — the values underpinning this standard are embedded within the 2009 NHS Code of Conduct for Health Care Support Workers. These are stated in full within the Assessment Strategy and Guidance document for the awards.

Key Words and Concepts — a glossary of definitions, key words and concepts used in this standard is contained in the Assessment Strategy and Guidance document.

In occupational standards it is quite common to find words or phrases used which you will be familiar with, but which, in the detail of the standards, may be used in a very particular way. **You should read the Assessment Strategy and Guidance document before you begin working with the standards and refer to it if you are unsure about anything in the Unit.**

Specific Evidence Requirements for the Unit

It is essential that you adhere to the Evidence Requirements for this Unit

SPECIFIC EVIDENCE REQUIREMENTS FOR THIS UNIT
Simulation:
<ul style="list-style-type: none"> ◆ Simulation is NOT permitted for any part of this Unit. ◆ The following forms of evidence ARE mandatory: ◆ Direct Observation: Your assessor or expert witness must observe you in real work activities. Their confirmation of your practice will provide evidence for a significant amount of the performance criteria in this Unit. For example, how you initiate initial contact with individuals. ◆ Professional discussion: Describes your actions in a particular situation and reflect on the reason(s) why you practice that way. For example, your understanding of communication methods and how you support individuals to communicate with others.
Competence of performance and knowledge could also be demonstrated using a variety of evidence from the following:
<ul style="list-style-type: none"> ◆ Reflective Account: These are written pieces of work which allow you to reflect on the course of action you took in a specific situation to identify any learning from the piece of work and to describe what you might do differently in the light of your new knowledge. ◆ 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 your assessor/mentor or expert witness may also ask questions to clarify aspects of your practice. ◆ Expert Witness: A designated expert witness, eg a senior member of staff, may provide a direct observation of your practice, or record a professional discussion they have held with you on a specific piece of practice. ◆ Witness Testimony: Can be a confirmation or authentication of the activities described in your evidence which your assessor or mentor has not seen. ◆ Products: These can be any record that you would normally use within your normal role, eg you should not put confidential records in your portfolio; they can remain where they are normally stored and be checked by your assessor and internal verifier. ◆ Prior Learning: You may be able to use recorded prior learning from a course of training you have attended within the last two years. Discussion on the relevance of this should form part of your assessment plan for each Unit. ◆ Simulation: There may be times when you have to demonstrate you are competent in a situation that does not arise naturally through your work role, eg dealing with violent or abusive behaviour. The Evidence Requirements in each Unit provide specific guidance regarding the use of simulation.
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. ◆ 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 Health Care sector. This will include the National Service Standards for your areas of work. ◆ All evidence must relate to your own work practice.

FN94 04 (GEN98) Promote effective communication in a healthcare environment

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
1 The organisational policies, procedures and codes of conduct relevant to your responsibilities when communicating with individuals about complex and sensitive issues.	
2 The communication methods and approaches best suited to the situation that: (a) promote equality and diversity (b) promote the rights of people to communicate in their preferred method, media and language (c) are effective when dealing with, and challenging discrimination (d) encourage individuals to engage in communications.	
3 The importance of promoting a positive flow of information between individuals.	
4 The importance of promoting direct contact which: (a) focuses on the individual or groups of individuals (b) recognises the need for individuals to communicate at their own pace (c) promotes mutual understanding (d) promotes active listening.	
5 5. The different approaches, methods and techniques that support individuals when handling complex and sensitive issues.	
6 How to diffuse or discourage conflict during challenging situations.	
7 When to recognise silence as an effective aide during verbal communication.	
8 How to use verbal or written communication which: (a) facilitates positive outcomes (b) is constructive (c) is relevant and sufficiently comprehensive to be understood by the recipient (d) uses language appropriate to the context, audience and information being exchanged (e) is responsive in times of difficulty, trouble or danger when matters could quickly get better or worse.	
9 The importance of your communication skills in relation to supporting others.	

You need to show that you know, understand and can apply in practice: (cont)	Enter Evidence Numbers
10 How your communications skills reflect on you, your organisation and/or workplace.	
11 The organisational policies and procedures in relation to written communications.	
12 The principles of confidentiality, security and sharing of information for the environment in which you work.	

Performance Criteria		DO	RA	EW	Q	P	WT	PD
		1	Select and use the most appropriate methods, techniques and approaches of communication across a variety of situations to facilitate and achieve positive outcomes.					
2	Initiate direct contact with individuals when appropriate to do so.							
3	Identify ways to engage individuals and encourage them to communicate with you.							
4	Be perceptive to individuals' reactions, modifying the content and style of your communication to promote positive outcomes.							
5	Use communication skills sensitively to provide support to individuals.							
6	Support individuals to exchange communications with others.							
7	Promote constructive communication exchanges during challenging situations.							
8	Check that you understand what is being communicated.							
9	Ensure others understand the information that you are communicating and clarify points where necessary.							
10	Respect individuals' wishes not to engage in communication.							
11	Provide relevant, appropriate and comprehensive information when you are communicating with others.							
12	Maintain and respect confidentiality of information in all communications.							

DO = Direct Observation

EW = Expert Witness

PD = Professional Discussion

RA = Reflective Account

P = Product (Work)

Q = Questions

WT = Witness Testimony

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: