Unit 4222-201 Introduction to communication in health, social care or children's and young people's settings (SHC 21)

Level: 2
Credit value: 3
UAN: F/601/5465

Unit aim

This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. The unit introduces the central importance of communication with a range of people in such settings, and ways to reduce barriers to communication. It also addresses the issue of confidentiality.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Understand why communication is important in the work setting
2. Be able to meet the communication and language needs, wishes and preferences of individuals
3. Be able to reduce barriers to communication
4. Be able to apply principles and practices relating to confidentiality at work

Guided learning hours

It is recommended that **23** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the CCLD 201
GEN 22
HSC 21
Themes recur as knowledge requirements and core values throughout HSC NOS

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.

Learning outcomes 2, 3 and 4 must be assessed in a real work environment.

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Assessment criteria

Outcome 1 Understand why communication is important in the work setting

The learner can:

1. identify different reasons why people communicate
2. explain how effective communication affects all aspects of own work
3. explain why it is important to observe an individual's reactions when communicating with them.

Outcome 2 Be able to meet the communication and language needs, wishes and preferences of individuals

The learner can:

1. find out an individual's communication and language needs, wishes and **preferences**
2. demonstrate **communication methods** that meet an individual's communication needs, wishes and preferences
3. show how and when to seek advice about communication.

Outcome 3 Be able to reduce barriers to communication

The learner can:

1. identify barriers to communication
2. demonstrate how to reduce barriers to communication in different ways
3. demonstrate ways to check that communication has been understood
4. identify sources of information and support or **services** to enable more effective communication.

Outcome 4 Be able to apply principles and practices relating to confidentiality at work

The learner can:

1. explain the term 'confidentiality'
2. demonstrate confidentiality in day to day communication, in line with **agreed ways of working**
3. describe situations where information normally considered to be confidential might need to be passed on
4. explain how and when to seek advice about confidentiality.

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Additional guidance

- **Communication methods** may include:
  - non-verbal communication
    - eye contact
    - touch
    - physical gestures
    - body language
    - behaviour
  - verbal communication
    - vocabulary
    - linguistic tone
    - pitch
  - technological aids
- **Preferences** may be based on:
  - beliefs
  - values
  - culture
- **Services** may include:
  - translation services
  - interpreting services
  - speech and language services
  - advocacy services
- **Agreed ways of working** include policies and procedures where these exist.