Unit 4222-301 Promote communication in health, social care or children's and young people's settings (SHC 31)

Level: **3**
Credit value: **3**
UAN: **J/601/1434**

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 in such settings, and ways to overcome barriers to meet individual needs and preferences in communication.

Learning outcomes

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

1. Understand why effective 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 overcome barriers to communication
4. Be able to apply principles and practices relating to confidentiality

Guided learning hours

It is recommended that **10** 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 CCLD 301, GCU 1, GEN 22 and HSC 31 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

Assessment of this unit must adhere to the requirements of Skills for Care and Development/Skills for Health assessment strategy

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Assessment Criteria

Outcome 1 Understand why effective communication is important in the work setting

The learner can:

1. identify the different reasons people communicate
2. explain how communication affects relationships in the work setting.

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

The learner can:

1. demonstrate how to establish the communication and language needs, wishes and preferences of individuals
2. describe the factors to consider when promoting effective communication
3. demonstrate a range of **communication methods** and styles to meet individual needs
4. demonstrate how to respond to an individual's reactions when communicating.

Outcome 3 Be able to overcome barriers to communication

The learner can:

1. explain how people from different backgrounds may use and/or interpret communication methods in different ways
2. identify barriers to effective communication
3. demonstrate ways to overcome barriers to communication
4. demonstrate strategies that can be used to clarify misunderstandings
5. explain how to access extra support or **services** to enable individuals to communicate effectively.

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

The learner can:

1. explain the meaning of the term confidentiality
2. demonstrate ways to maintain confidentiality in day to day communication
3. describe the potential tension between maintaining an individual's confidentiality and disclosing concerns.

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Additional guidance

- **Communication methods** include:
  - non-verbal communication
    - eye contact
    - touch
    - physical gestures
    - body language
    - behaviour
  - verbal communication
    - vocabulary
    - linguistic tone
    - pitch
- **Services** may include:
  - translation services
  - interpreting services
  - speech and language services
  - advocacy services