

# Introduction to communication in health and social care (adults and children and young people), early years and childcare

## Assessment marking guide

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## Assessor guidance

### Assessment requirements

Candidates must successfully complete all parts of an assessment to a satisfactory and appropriate standard in order to gain a pass for that assessment. The assessments have been designed to assess the ability of candidates to cover a range of issues associated with a given unit. Consequently, it is not appropriate for parts of any assessment to be omitted, submitted incomplete or of an unsatisfactory standard.

All assessments must be completed and assessed within the candidate's period of registration. It is up to centres to decide how long they give candidates to complete their assessments, and this may vary from one unit to another.

Tutors/ assessors are reminded of their responsibility to provide written feedback to candidates regarding their assessments and of the fact that candidates should not be encouraged to submit work for final assessment until it is complete and to the appropriate standard for the task.

Bearing in mind the above responsibility which lies with centres, candidates will normally have two opportunities to submit each individual assessment. Candidates who fail any task should not resubmit work within one week of receiving their result. Centres must provide precise written feedback and where necessary, further learning opportunities to maximise the candidate's potential to succeed on their second attempt.

Candidates may choose to word process their answers. Assessors may guide candidates in the length of their responses. They should use the marking guidance as a rough indication of what should be covered, and use the space provided in the task box (where applicable) as a guide as to how much should be written.

### Grading and marking

Assessments are marked by the centre and graded Pass/Fail only. The highest grade for any of the assessments in this qualification is a **pass**.

If a candidate does not display the required knowledge/competence to achieve a pass for a task, their second opportunity to meet the criteria should be by way of oral questioning. This questioning should take place between the assessor and candidate, and must be evidenced using the correct City & Guilds recording form, available here:

[http://www.cityandguilds.com/~media/Documents/ProvideTraining/Centre%20Document%20Library/Quality-Assurance-documents/Recording\\_Forms\\_for\\_centres\\_and\\_candidates.ashx](http://www.cityandguilds.com/~media/Documents/ProvideTraining/Centre%20Document%20Library/Quality-Assurance-documents/Recording_Forms_for_centres_and_candidates.ashx)

### What the results mean

Pass: is achieved when all assessment tasks have been passed.

Fail: when, after the second attempt, there are still a significant number of tasks that have not been completed to the required standard.

Resubmission: normally candidates may resubmit their assessment work once, if tasks were failed on the first submission. However, should centres think that a further assessment opportunity would result in a positive outcome for the candidate, the centre should seek the approval of their Qualification Consultant.

## Marking guidance

### Task A: Guide on communication

#### Identify a minimum of five different ways of communicating.

Candidates must identify at least **five** different ways of communicating.

Examples include:

- face to face conversation
- letters
- text
- email
- use of sign language (eg Makaton, BSL)
- body language (this includes facial expressions)
- telephone
- via social networking.

Any other acceptable answer.

#### Outline how to identify an individual's communication and language needs, wishes and preferences.

Candidates must outline ways of obtaining information about an individual's language and communication needs.

Examples include:

- ask the individual
- ask their family or carer
- read reports, care plans / support plans
- ask other practitioners
- try different methods and observe reactions
- using recognised tools to support communication such as Communication Passports, This is Me etc.

Any other acceptable answer.

**Identify different types of barriers to communication.**

Candidates must identify a range of potential barriers to effective communication.

Examples include:

- speak different languages
- different understanding of words and phrases used
- assuming the worker knows what the person is communicating
- poor listening skills
- noisy or distracting environment
- not paying full attention to the individual communicating
- not reading body language or facial expressions correctly
- body language and facial expression not matching the words used
- physical differences (eg hearing or sight loss).

Any other acceptable answer.

**Identify ways that support communication and help overcome these barriers.**

Candidates must identify the different factors that can promote effective communication and help to overcome barriers.

Examples include:

- use of interpreter
- use of advocate
- allowing sufficient time for effective communication
- knowing how the individual prefers to communicate
- checking understanding
- providing a suitable environment that promotes effective communication (eg reducing noise, distractions, checking light level)
- ensuring individual has any necessary aids, adaptations or equipment (eg glasses, hearing aids, assistive technology etc)
- using total communication correctly.

Any other acceptable answer.

**Outline what is meant by the term 'active listening'.**

Candidates must outline in their own words the meaning of the term 'active listening'.

Points to consider include:

- observing the speaker as well as listening to what they say
- taking note of the tone of voice
- showing listening skills for example by nodding, making sounds to indicate attentiveness
- summarising and feeding back what the individual has said to check understanding
- maintain an open and attentive posture.

Any other acceptable answer.

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**Published by City & Guilds**  
**1 Giltspur Street**  
**London**  
**EC1A 9DD**  
**T +44 (0)844 543 0000**  
**F +44 (0)20 7294 2413**  
**[www.cityandguilds.com](http://www.cityandguilds.com)**

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