



How will you be marked on this task?

The grid below explains how the marks are given. For the higher marks, you need to be **thorough** and **detailed** in your explanations, and give a range of **examples** of how the communication methods are used in a range of different health and social care settings.



MB1: 1 - 4 marks	MB2: 5 - 8 marks	MB3: 9 - 11 marks
Demonstrates a basic understanding of effective communication. Produces a basic explanation of some of the different types of communication methods related to a health, social care and early years setting. This may be a list of points with only partly relevant examples given. [1 2 3 4]	Demonstrates a sound understanding of effective communication. Produces a sound explanation of most of the different types of communication methods related to a health, social care and early years setting. Examples given are clear and mostly relevant to a health, social care and early years setting. [5 6 7 8]	Demonstrates a thorough understanding of effective communication. Produces a thorough explanation of all the different types of communication methods related to a health, social care and early years setting. Examples given are detailed and wholly relevant to a health, social care and early years setting and link theory to practice. [9 10 11]

Your task is to create a **guide for new care workers on effective communication**. Follow the steps below to ensure you include everything.

Step 1. Using a Word document, create a document and save it in your communication folder and save it with the filename 'A guide to communication for new care workers'

Step 2. Use the first page of your document to create a **front cover**, including your name, candidate number, Budmouth College 55385, and the title 'A guide to communication for new care workers'. Illustrate it appropriately.

Step 3. Introduction – give a definition of communication. Why is good communication so important in a health and social care environment?



For higher marks, research and explain **the communication cycle**. Ensure you reference your source of information.

Step 4. Verbal communication – introduce what verbal communication is, then explain what is meant by the following:

- Clarity
- Tone
- Pace
- Empathy
- Paraverbal skills (the way we say things)- pitch, tone, pace



Step 5. Now give a **range of examples** of how these are used by care workers in different settings. You must include examples from health care settings, social care settings and early years settings. (GP's, hospitals, nursery schools, elderly care, social services etc.)



For higher marks, give a wide range of examples that really show your understanding of how the use of the communication skills above can help a care worker communicate effectively with a service user, and why it is an appropriate way to communicate.

Step 6. Non- verbal communication – introduce what non- verbal communication is, then explain what is meant by the following:

- Body language
- Gestures
- facial expressions



Step 7. Now give a range of **examples** of how non-verbal communication is used by care workers in different settings. You must include examples from health care settings, social care settings and early years settings. (GP's, hospitals, nursery schools, elderly care, social services etc.)

*You could make it more interesting by using annotated pictures to describe in detail the use of body language or facial expressions.

For higher marks, give a wide range of examples that really show your understanding of how non-verbal communication can have an impact on the service user in both a positive and negative way.

Step 8. Written communication – introduce what written communication is, then explain the uses of the following written methods. For each one, explain the importance of factors like accuracy of the content, confidentiality, and give some examples of where it would and would not be appropriate to use the method, explaining why.

- care plans
- early years records or school reports
- texts and emails
- social media

Step 9. Special methods of communication – For each one, explain what it is and who it can help, and give examples of how each method could help a care worker to communicate with a service user with additional needs.

- Braille
- Sign language
- Voice activated software
- Advocates
- Interpreters
- Makaton – you could add an illustrated guide to some simple Makaton signs.



For higher marks, use a range of information sources to back up your work and give a good range of detailed examples from health, social care and early years settings. Everyone **MUST** make sure they have **referenced their information sources.**



Task 1 – Factors that positively influence communication.

How will you be marked on this task?

The grid below explains how the marks are given. For the higher marks, you have to give a **thorough** description of factors that positively influence communication, and barriers to communication and detailed ways to overcome them. You need to give loads of relevant **examples!**



MB1: 1 – 3 marks	MB2: 4 – 6 marks	MB3: 7 – 9 marks
Produces a basic description of some of the factors that positively influence communication. Produces a basic description of barriers to communication and offers limited ways to overcome them, giving basic examples, few of which will be relevant to a health, social care and early years setting. There will be some errors in spelling, punctuation and grammar.	Produces a sound description of most of the factors that positively influence communication. Produces a sound description of barriers to communication and offers detailed ways to overcome them. Examples given are sound and most are relevant to a health, social care and early years setting. There will be minor errors in spelling, punctuation and grammar.	Produces a thorough description of all the factors that positively influence communication. Produces a thorough description of barriers to communication and offers detailed and effective ways to overcome them. Examples given are detailed and wholly relevant to a health, social care and early years setting and link theory to practice. There will be few , if any, errors in spelling, punctuation and grammar.
[1 2 3]	[4 5 6]	[7 8 9]

The **next part of your guide** should help the new care workers to understand about things which can positively influence communication. Our communications will be more successful if we consider factors such as the environment we are in, the noise levels, lighting and how the room is arranged. We should also be aware of how interpersonal factors can also make our communications more effective.

Step 10 – Factors that positively influence communication. Discuss how each of the following factors can help a care worker to have an **effective** communication. You need to focus on the **positive** e.g. ‘A quiet space will allow the service user to not be distracted by others, and will allow them to feel that they are being listened to.....’

- Heating
- Ventilation
- Room layout
- Lighting
- Noise



Use the research from your investigation around the college - and any examples you have gathered from your own experiences!

Now explain how the following interpersonal skills can make communication more positive:

- Relationships
- Active listening
- Personal space
- Respecting differences in culture
- Body language

Ensure you give a range of examples from different health and social care settings



Task 2 – Barriers to communication and how to overcome them.

The next part of your guide should help the new care workers to understand about barriers to communication. This means things that can prevent a communication from being effective – such as using patronising or inappropriate language, or not adapting your communication to the needs of the person. You must also explain the things that can be done to overcome these barriers.

Step 11 – Barriers to communication. Discuss how each of these could be a barrier to communication, and then explain using examples, how to overcome each barrier.

- Patronising language
- Tiredness
- Inappropriate body language
- Inappropriate use of language
- Aggression
- Difference in language spoken
- Speech difficulties due to disabilities or illness (e.g. dementia, deafness)
- Noisy environment, inadequate space, poor lighting, damaged or unsuitable furniture

Step 12 – Overcoming barriers to communication. Now you need to explain some of the ways that the above barriers can be overcome.

- Adapting the environment e.g. Hearing loops, better lighting, quiet zones, signs and symbols
- Using special methods or interpreters
- Using a calm tone to ‘de-escalate’ an aggressive situation
- Training staff
- Dementia friendly communication

You will need to give a range of examples again from different settings, you might want to present your work as a table like the example below, or use annotated photos.

Barrier to communication	Way to overcome	example
A person has dementia which prevents them from understanding everything that is said to them.	Be patient and take time. Always face the person and be calm and reassuring. Make sure body language supports your spoken words to avoid confusion.	Janet has dementia and lives in a residential home. Although she is 79 she still thinks she needs to collect her children from school every day and gets worried if she can't. Staff at the care home are trained in dementia friendly communication and always make sure they listen to her and speak face to face, they are able to distract her by offering her a choice of things to do which makes her less worried. They never get angry and always stay calm even if she gets aggressive.

Task 3 – What personal qualities and behaviours contribute to effective care in health, social care and early years settings?

How will you be marked on this task?

The grid below explains how the marks are given. For the higher marks, you have to give a **thorough** description of the different personal qualities that contribute to care. You need to make **links** between these qualities and how they are used when caring for people. You need to give loads of **relevant examples!**

MB1: 1 - 6 marks	MB2: 7 - 11 marks	MB3: 12 - 16 marks
<p>Produces a basic description of the different personal qualities that contribute to care.</p> <p>Basic connections are made between personal qualities and effective care and there are limited links to how these are used when caring for an individual in a health, social care or early years setting.</p> <p>Basic examples are used which partly illustrate relevant application with some justification of personal qualities to be used and why.</p> <p style="text-align: right;">[1 2 3 4 5 6]</p>	<p>Produces a sound description of the different personal qualities that contribute to care.</p> <p>Clear connections are made between personal qualities and effective care and there are some links to how these are used when caring for an individual in a health, social care or early years setting.</p> <p>Sound examples are used which mostly illustrate relevant application, with clear justification of personal qualities to be used and why.</p> <p style="text-align: right;">[7 8 9 10 11]</p>	<p>Produces a thorough description of the different personal qualities that contribute to care.</p> <p>Detailed and in-depth connections are made between personal qualities and effective care and there are many links to how these are used when caring for an individual in a health, social care or early years setting.</p> <p>Excellent examples are used which wholly illustrate relevant application, with clear and detailed justification of personal qualities to be used and why.</p> <p style="text-align: right;">[12 13 14 15 16]</p>

Step 13 – Personal qualities that contribute to care.

In your guide, explain how the personal qualities of the care worker can contribute to care. A care worker must possess the right personal qualities to make them an effective care worker. By using the right skills; a carer can make the service user feel valued. You need to include:

- Patience (e.g. when dealing with an individual in a wheel chair)
- Understanding (e.g. by giving clear instructions for an activity at a day care centre so that they are understood)
- Empathy (e.g. with an individual's circumstances when breaking bad news in a hospital)
- Respect (e.g. an individual's personal religious beliefs about the type of food they can eat in hospital)
- Willingness (e.g. to support other individuals)
- Sense of humour (e.g. when working with young children in a nursery)
- Cheerfulness (e.g. the way a nursery nurse greets the children)
- How the qualities contribute to effective care (e.g. empowerment, reassurance, value).

Task 3 – Planning an interaction

How will you be marked on this task?

The grid below explains how the marks are given. For the higher marks, you need to produce plans for a one to one and a group interaction that are thorough and detailed.



MB1: 1 - 3 marks	MB2: 4 - 5 marks	MB3: 6 - 7 marks
Creates a basic plan for the practical tasks of communicating with people who use the service, both in a one-to-one and in a group situation.	Creates a sound plan for the practical tasks of communicating with people who use the service, both in a one-to-one and in a group situation.	Creates a thorough plan for the practical tasks of communicating with people who use the service, both in a one-to-one and in a group situation.
[1 2 3]	[4 5]	[6 7]

Step 14 – Planning your interactions.

This task is your chance to put everything you have learnt about communication into practice. You must produce plans for each of your communications. Your plans must be detailed and clear. You may use a variety of methods to plan your interaction, tables are a good idea!

You need to include:

- The **purpose** of your communication – why are you having it?
- **Objectives** – what you hope to achieve with your communication
- **Time scales** – make sure you plan enough time and the service user is aware of the time you have.
- **Environmental considerations** – Include a diagram of the layout of the room, annotated to show how you will arrange the furniture and why, and any other considerations you will need to think of such as location, lighting and ventilation, how to minimise interruptions, and maintain the privacy of your service user.
- How will you ensure the **comfort** of the individual?
- Any **special needs** that need consideration?
- Are there any **cultural sensitivities** that may need considering?
- **Communication skills** you will use – think of all the skills you may need to use from verbal, non-verbal, special methods, personal qualities, active listening etc.
- **Plan of content** – start, the main content, how it will end.

Step 15 – behaviour that fails to value people



Finally, to show that you understand how effective planning can help to make an interaction successful, explain, with examples the **types of behaviour that fails to value people**. For example, using phones, not listening, not showing empathy, using a disinterested tone of voice, fidgeting, rudeness, lack of knowledge of the subject of the communication, talking over someone, using inappropriate body language.

Task 4 – Communicating in one to one and group settings

How will you be marked on this task?

The grid below explains how the marks are given. For the higher marks, you need to show that you are a clear and coherent communicator, who can relate positively to people, and adapt the way you communicate to the needs of the service user.

MB1: 1 - 6 marks	MB2: 7 - 13 marks	MB3: 14 – 17 marks
<p>May need guidance and support when demonstrating basic communication skills, but relates positively to the service users and maintains, at a basic level, a conversation with them. Shows some application of theory into practice.</p> <p>Methods of communication used are sometimes appropriate to the individual circumstances, but people who use the service may not always feel comfortable.</p> <p>Basic consideration shown of the use of body language and how it can contribute to effective communication. Basic examples are given of the types of behaviour that fail to value people.</p> <p>Basic consideration is shown of the importance of adapting language in order to meet the needs of people who use the service.</p> <p>Draws upon limited skills/knowledge/understanding from other units in the specification.</p> <p style="text-align: right;">[1 2 3 4 5 6]</p>	<p>Demonstrates confident and competent communication skills requiring little support, relating positively to the people who use the service, effectively maintaining a conversation with them. Shows the ability to apply theory to practice.</p> <p>Methods of communication used are mostly appropriate to the individual circumstances, and people who use the service mainly feel comfortable.</p> <p>Clear consideration shown of the use of body language and how it can contribute to effective communication. Sound examples are given of the types of behaviour that fail to value people.</p> <p>Clear consideration is shown of the importance of adapting language in order to meet the needs of people who use the service.</p> <p>Draws upon some relevant skills/knowledge/understanding from other units in the specification.</p> <p style="text-align: right;">[7 8 9 10 11 12 13]</p>	<p>Demonstrates confident, clear and coherent communication skills independently, relating positively to the people who use the service, consistently maintaining a conversation with them. Clearly applies theory to practice.</p> <p>Methods of communication used are wholly appropriate to the individual circumstances, and people who use the service always feel comfortable.</p> <p>Thorough consideration shown of the use of body language and how it can contribute to effective communication. Detailed examples are given of the types of behaviour that fail to value people.</p> <p>Clear and comprehensive consideration shown of the importance of adapting language in order to meet the needs of people who use the service.</p> <p>Clearly draws upon relevant skills/knowledge/understanding from other units in the specification.</p> <p style="text-align: right;">[14 15 16 17]</p>

Step 16 – Communicating in one to one and group settings. You must now use your skills to carry out your planned interactions, both in a group and one to one. Follow your plan, but be flexible! Your assessor will be noting down how well you do and filling in a witness statement.

Step 17 – Your final task!! How has other learning helped you with this unit? Write a short piece linking what you have learned from other units, such as first aid with this unit. You could talk about how you realise the importance of communication in first aid, and that you have now learnt additional skills in this unit.

List your information sources!!!!