

# SCDHSC0021

## Support effective communication



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### Overview

This standard identifies requirements when you support effective communication in settings where individuals are cared for or supported. This includes identifying how best to communicate with each individual and then supporting them to communicate with you and other people. It addresses your own communication skills, including how you respond to questions and concerns and how you communicate through records and reports.

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### Performance criteria

#### Identify how best to support communication with and by individuals

*You must be able to:*

- P1 seek information and advice about the **individual's** specific communication preferences and needs
- P2 confirm with the individual their preferred ways to **communicate** and any changes in their needs
- P3 review your own communication skills to see if they will be suitable to meet the individual's preferences and needs
- P4 where necessary, seek **extra support** to ensure you are able to communicate with the individual and understand their views and wishes
- P5 where necessary, seek extra support to ensure that the individual is able to communicate with and understand you
- P6 share information with **others** about the individual's communication and language preferences and needs, within confidentiality agreements and according to legal and work setting requirements

#### Support individuals to communicate

*You must be able to:*

- P7 work in ways that promote **active participation** when supporting the individual to communicate
- P8 check whether the individual has the support they need to communicate their views, wishes and preferences
- P9 take appropriate action to ensure that any required support is available
- P10 support the individual to use their preferred means of communication and language
- P11 give the individual sufficient time to communicate without interrupting or finishing off their communication
- P12 take appropriate action to address any misunderstandings

#### Communicate with individuals and key people

*You must be able to:*

- P13 position yourself so that you can give full attention to what the individual and **key people** wish to communicate and so that they can give full attention to you
- P14 communicate with the individual and key people at a pace, in a manner and at a level appropriate to the individual's understanding, preferences and needs
- P15 use body language, eye contact, tone of voice and methods of **listening** that actively encourage the individual and key people to communicate

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- P16 adapt your communication to meet the individual's changing needs and preferences
- P17 adapt your communication when the individual or key people have difficulty understanding what you want to communicate
- P18 ensure the focus of communication is with the individual whilst acknowledging the input of key people
- P19 give your full attention and concentration when you are communicating with the individual and key people

### **Respond to questions and concerns of individuals and key people**

*You must be able to:*

- P20 at appropriate points while the individual and key people are communicating questions or concerns, clarify points to check that you have understood what is being communicated
- P21 respond appropriately to questions and concerns that the individual and key people express
- P22 at appropriate points, confirm that the individual and key people have understood what you are saying
- P23 seek additional advice and support for questions and concerns that are beyond your competence to deal with
- P24 respect the individual's and key people's rights to confidentiality of information, within legal and work setting procedures
- P25 complete records and reports about what you have done, any problems you have had and any outcomes arising from the communications, within confidentiality agreements and according to legal and work setting requirements

### **Contribute to communicating through records and reports**

*You must be able to:*

- P26 gain permission from the appropriate people to access records when needed
- P27 access records required for your work in line with work setting practices, **policies and procedures**
- P28 complete required records according to the activities you have undertaken, confidentiality agreements and legal and work setting requirements
- P29 pass on information to others about the individual's preferences and needs
- P30 report to appropriate people accurate and sufficient information about any signs and symptoms that may indicate changes in an individual's care and support needs
- P31 support the individual to understand what you have reported or recorded about them and why
- P32 report to appropriate people accurate and sufficient information about any problems you have had when carrying out care or

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- support and what you did about them
- P33 report to appropriate people any difficulties you have in accessing and updating records and reports
- P34 maintain the security of records and reports according to legal and work setting procedures

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### Knowledge and understanding

*You need to know and understand:*

#### Rights

- K1 work setting requirements on equality, diversity, discrimination and human rights
- K2 your role supporting rights, choices, wellbeing and active participation
- K3 your duty to report anything you notice people do, or anything they fail to do, that could obstruct individuals' rights
- K4 the actions to take if you have concerns about discrimination
- K5 the rights that individuals have to make complaints and be supported to do so

#### How you carry out your work

*You need to know and understand:*

- K6 codes of practice, standards, frameworks and guidance relevant to your work and the content of this standard
- K7 the main items of legislation that relate to the content of this standard within your work role
- K8 your own background, experiences and beliefs that may affect the way you work
- K9 your own roles and responsibilities with their limits and boundaries
- K10 who you must report to at work
- K11 the roles and responsibilities of other people with whom you work
- K12 how to find out about procedures and agreed ways of working in your work setting
- K13 how to make sure you follow procedures and agreed ways of working
- K14 the meaning of person centred/child centred working and the importance of knowing and respecting each child or young person as an individual
- K15 the prime importance of the interests and well-being of children and young people
- K16 the individual's cultural and language context
- K17 how to work in ways that build trust with people
- K18 how to work in ways that support the active participation of individuals in their own care and support
- K19 how to work in ways that respect individuals' dignity, personal beliefs and preferences
- K20 how to work in partnership with people
- K21 what you should do when there are conflicts and dilemmas in your work

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- K22 how and when you should seek support in situations beyond your experience and expertise

### Theory for practice

*You need to know and understand:*

- K23 the **factors that may affect the health, wellbeing and development** of individuals you care for or support
- K24 how these affect individuals and how they may affect different individuals differently
- K25 the main stages of human development

### Communication

*You need to know and understand:*

- K26 factors that can have a positive or negative effect on the way people communicate
- K27 different methods of communicating

### Personal and professional development

*You need to know and understand:*

- K28 why it is important to reflect on how you do your work
- K29 how to use your reflections to improve the way you work

### Health and Safety

*You need to know and understand:*

- K30 your work setting policies and practices for health, safety and security
- K31 practices that help to prevent and control infection in the context of this standard

### Safe-guarding

*You need to know and understand:*

- K32 the duty that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K33 signs and symptoms of harm or abuse
- K34 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K35 what to do if you have reported concerns but no action is taken to address them

### Handling information

*You need to know and understand:*

- K36 legal requirements, policies and procedures for the security and confidentiality of information
- K37 work setting requirements for recording information and producing reports including the use of electronic communication

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- K38 what confidentiality means
- K39 how to maintain confidentiality in your work
- K40 when and how to pass on information

### Specific to this NOS

*You need to know and understand:*

- K41 how to find out about individuals' communication preferences and needs
- K42 ways of communicating with individuals
- K43 how to use active listening, body language and eye contact when communicating, and how to position yourself for effective communication
- K44 why it is important to give individuals enough time to communicate
- K45 why it is important to check that you and individuals have understood each other
- K46 how to adapt the way you communicate
- K47 how to record written information with accuracy, clarity, relevance and an appropriate level of detail
- K48 how and where electronic communication can and should be used for communicating, recording and reporting
- K49 where, why and how to access permission to access records and reports
- K50 the difference between fact, opinion and judgement and why it is important when recording and reporting information about individuals

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### Additional Information

#### Scope/range related to performance criteria

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

Where an individual finds it difficult or impossible to express their own preferences and make decisions about their life, achievement of this standard may require the involvement of advocates or others who are able to represent the views and best interests of the individual.

Where there are language differences within the work setting, achievement of this standard may require the involvement of interpreters or translation services.

**Active participation** is a way of working that regards individuals as active partners in their own care or support rather than passive recipients. Active participation recognises each individual's right to participate in the activities and relationships of everyday life as independently as possible. To **communicate** may include using the individual's preferred spoken language; the use of signs; the use of symbols or pictures, writing, objects of reference, communication passports; the use of touch; other non verbal forms of communication; human and technological aids to communication

**Extra support** may come from key people, interpreters, translators, signers or specialist assistive technology to aid communication.

The **individual** is the person you support or care for in your work.

**Key people** are those who are important to an individual and who can make a difference to his or her well-being. Key people may include family, friends, carers and others with whom the individual has a supportive relationship.

**Listening** may encompass other ways of attending to and receiving what individuals communicate when using methods such as signing, objects of reference, touch, gesture, visual messages or technologies

**Others** are your colleagues and other professionals whose work contributes to the individual's well-being and who enable you to carry out your role.

**Policies and procedures** are formally agreed and binding ways of working that apply in many settings. Where policies and procedures do not exist, the term includes other agreed ways of working.

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### Scope/range related to knowledge and understanding

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statement required for achievement of the NOS.

**All knowledge statements must be applied in the context of this standard.**

**Factors that may affect the health, wellbeing and development** of individuals may include adverse circumstances or trauma before or during birth; autistic spectrum conditions; dementia; family circumstances; frailty; harm or abuse; injury; learning disability; medical conditions (chronic or acute); mental health; physical disability; physical ill health; poverty; profound or complex needs; sensory needs; social deprivation; substance misuse

### Values

Adherence to codes of practice or conduct where applicable to your role and the principles and values that underpin your work setting, including the rights of children, young people and adults. These include the rights:

To be treated as an individual

To be treated equally and not be discriminated against

To be respected

To have privacy

To be treated in a dignified way

To be protected from danger and harm

To be supported and cared for in a way that meets their needs, takes account of their choices and also protects them

To communicate using their preferred methods of communication and language

To access information about themselves

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**Relevant occupations** Health, Public Services and Care; Health and Social Care; Associate Professionals and Technical Occupations; Health and Social Services Officers; Health Associate Professionals; Personal Service Occupations; Healthcare and Related Personal Services

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