Standard 6 Communication

**Learning Outcome -The learner will:**

**Assessment Criteria – The learner can:**

**6.1a** Choose five different types of communication and describe how and when they might be used.

|  |  |
| --- | --- |
| Type | How and when it could be used |
| 1. |  |
| 2. |  |
| 3. |  |
| 4. |  |
| 5. |  |

**6.1b** Use examples from your own workplace to describe how good and poor communication could affect relationships at work.

|  |  |
| --- | --- |
| Examples of good communication affecting a work relationship: |  |
| Examples of poor communication affecting a work relationship: |  |

**6.1c** Imagine you are talking to an individual about a change to their care plan. During the conversation, which starts very relaxed, you notice that the person starts getting fidgety and avoiding eye contact. Their body language changes, they turn sideways on their chair so they no longer face you.

|  |  |
| --- | --- |
| Why is it important that you notice the changes in the other person’s reactions? |  |
| Why is it important that you respond to the changes in the other person’s reactions? |  |

**6.2a** Part i) List four ways that can help you to establish an individual’s communication or language needs, wishes and preferences.

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**6.2a** Part ii) Describe how each of the above can help you to establish an individual’s communication and language needs, wishes and preferences.

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**6.2b** Think of the different communication needs, wishes and preferences that individuals may have. Complete the diagram below to list at least six different styles or methods of communication that could help you when communicating with individuals.

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**6.3a & b** Complete the table below to make a list of potential barriers to effective communication and describe ways to reduce the barrier.

|  |  |
| --- | --- |
| Barrier to communication | How it can be reduced |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

**6.3c** During any conversation or discussion, you would like to know that you have got your point across to the other person or people, and that they know or understand what you mean. How could you check to make sure that the other person understands what you are saying?

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**6.3d** Think of an individual or group of individuals in your workplace that you might struggle to communicate with. Make sure you respect confidentiality by not using their name. Who could help you with information, support or services to communicate more effectively? How could they help?

|  |  |
| --- | --- |
| The example from my place of work I have chosen is: |  |
| I could find information and support or services from: |  |
| They could help me to: |  |

**6.4a** In your own words, describe the meaning of confidentiality in relation to your job role. You might use your contract or job description to help you.

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**6.4b** Familiarise yourself with your workplace’s agreed ways of working in relation to confidentiality. Complete the table below to list legislation and agreed ways of working to maintain confidentiality in your daily routines.

|  |  |
| --- | --- |
| Legislation | Agreed ways of working |
|  |  |

**6.4c** At times you may come across situations where you need to share confidential information, even if the individual doesn’t want you to. Give three examples of situations that might happen in your workplace where information might need to be passed on to other key people.

|  |  |
| --- | --- |
| 1 |  |
| 2 |  |
| 3 |  |

**6.4d** Imagine one of the situations you have described in the last task happens whilst you are on duty. Who could you ask for advice and support about confidentiality? And how would they be able to help you?

|  |  |
| --- | --- |
| People I could ask: | They could help me with advice and support because: |
|  |  |

|  |
| --- |
| **Assessor Feedback: Date:** |

Candidate Signature: ……………………………………………….. Date: ………………….

Assessor Signature: …………………………………………………. Date: ………………….