Unit 4: Promote Effective Communication and Information Handling in Residential Childcare Settings

Unit reference number: A/506/8526

QCF level: 3

Credit value: 3

Guided learning hours: 21

Unit summary

In this unit you will gain the knowledge, understanding and skills required to promote effective communication and information management systems in residential childcare settings.

The unit identifies positive communication and also barriers impacting on this in a residential childcare setting. You will gain the knowledge and understanding necessary to enable learners to implement effective approaches to communication in residential childcare settings. The unit explores the challenges and barriers to communication, the importance of the effective management of information and confidentiality, and the processes and procedures for ensuring this is in place at all times.

Additional information

Communication methods and aids may include:

- Verbal
- Non-verbal
- Sign
- Pictorial
- Written
- Electronic/technological
- Assisted

Services may include:

- translation services
- interpreting services
- speech and language services
- advocacy services

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes	Assessment criteria
1 Understand effective communication in the work setting	1.1 Explain the reasons why people communicate
	1.2 Describe factors to consider for effective communication
	1.3 Analyse reasons why in a particular situation a child or young person may be unable to use verbal communication
	1.4 Explain how communication affects relationships and effective practice in own work
2 Be able to meet the communication and language needs, wishes and preferences of individual children and young people	2.1 Establish the communication and language needs, wishes and preferences of a child or young person
	2.2 Use communication methods and aids to meet the individual needs of children or young people
	2.3 Explain how children and young people use communication methods in different ways
	2.4 Respond to children or young people's reactions while communicating with them
3 Be able to reduce barriers to communication in residential childcare settings	3.1 Describe barriers to communication and their impact
	3.2 Reduce barriers to communication
	3.3 Adapt communication to resolve misunderstandings
	3.4 Explain how to access support or services to enable a child or young person to communicate effectively

Learning outcomes	Assessment criteria
4 Be able to use communication skills to de-escalate situations of tension or conflict	4.1 Use verbal and non-verbal communication skills to de-escalate a situation of tension or conflict
	4.2 Use reflective practice to review the impact of own communication in situations of tension or conflict
5 Understand principles and practices relating to confidentiality in own work	5.1 Explain the term 'confidentiality'
	5.2 Explain the conflict between maintaining confidentiality and disclosing concerns
	5.3 Explain the boundaries of own role and responsibilities in relation to confidentiality and disclosure
6 Be able to implement organisational processes and procedures for recording, storing and sharing information	6.1 Contribute to the implementation of organisational processes and procedures for recording, storing and sharing information
	6.2 Apply confidentiality in day to day communication, in line with policies and procedures
	6.3 Maintain data in line with policies and procedures that underpin integrated and multi- agency working

Unit amplification

1 Understand effective communication in the work setting

The reasons why people communicate: e.g**.** expression of needs; to share ideas/information; offering reassurance; forming/building relationships; to ask questions; to share experiences; inclusion; respect; empowerment; self-esteem; choice; guidance; interaction; development; trust; inclusion

Factors to consider for effective communication: level; pace; tone; sensory needs; content; use of jargon/slang; child or young person's wellbeing and ability

Reasons why in a particular situation a child or young person may be unable to use verbal communication: sensory needs; disability; developmental delay; trauma

How communication affects relationships and effective practice in own work: appropriate level; trust forms the foundation for effective communication; two way process; comprehension; clarity; reflecting; evaluation; feedback; partnership

5 Understand principles and practices relating to confidentiality in own work

The term 'confidentiality': definition; not passed on without consent; meaning of confidentiality as contained in principles of current legislation e.g. the Data Protection Act 1998

The conflict between maintaining confidentiality and disclosing concerns: the need for consent to share personal information; when information can or should be shared without consent; 'need to know'; need for adherence to policy and protocols for information sharing; risk management; duty of care; storage; access

The boundaries of own role and responsibilities in relation to confidentiality and disclosure: rights of staff and others to keep their personal details private; some circumstances under which identifying information should be shared; 'need to know' basis; recipient: needs information because they are directly involved in the provision of care; where disclosure is required by a court (or a court order); where disclosure is required by statute (that is, by law); where information is required by the police in conjunction with the prevention or detection of serious crime; risk to self or others; safeguarding

Information for tutors

Suggested resources

Books

Dunhill A et al – *Effective Communication and Engagement with Children and Young People, their Families and Carers (Creating Integrated Services Series)* (Learning Matters, 2009) ISBN 9781844452651

Lefevre M – *Communicating with children and young people: Making a difference* (Policy Press, 2010) ISBN 9781847422828

Petrie P – *Communication Skills for Working with Children and Young People: Introducing Social Pedagogy* (Jessica Kingsley Publishers, 2011) ISBN 9781849051378

Websites

www.4children.org.uk – the website of the national charity 4Children provides a library of resources, including publications, case studies and videos

www.actiononhearingloss.org.uk – the action on hearing loss website provides advice and information relating to hearing loss, including hearing loss in children

www.barnardos.org.uk – the Barnardo's website provides a wide variety of information, including research and publications on a variety of topics

www.disabilitynow.org.uk – a news site which features a wide variety of information including articles, blogs and podcasts

www.gov.uk – the government services and information website where information relating to childcare can be found

www.kids.org.uk – the website of KIDS, which is a leading disabled children's charity, provides a variety of learning and resources, some which require purchase

www.ncb.org.uk – the website of the National Children's Bureau, where a variety of resources can be found, including downloadable resources

www.rnib.org.uk – the website of the RNIB provides practical support for the blind or partially sighted

Assessment

This unit is internally assessed. To pass this unit the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria and the requirements of the assessment strategy.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meet the assessment criteria, centres should apply the *Unit assessment guidance* provided and the requirements of the assessment strategy given below.

Wherever possible, centres should adopt an holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.

Unit assessment requirements

This unit needs to be assessed in line with the Skills for Care & Development QCF Assessment Principles, in *Annexe A.*

Unit assessment guidance

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the requirements. Centres can adapt the guidance as appropriate for learners and the particular assessment context.

For learning outcome 1, learners will need to demonstrate an understanding of effective communication in a residential childcare setting. A reflective account could be used to enable learners to explore the impact of communication on practice and indicate how this knowledge and understanding impacts on their current work practices or past experience, and then consider how they could potentially use this knowledge and understanding in their job role to inform their practice. Learners could explore the reasons for communicating, addressing what needs to be considered for communication to be effective and why a child or young person may not use verbal communication.

For learning outcome 2 evidence could be drawn from direct observation, covering learning outcome 2 ACs2.1, 2.2 and 2.3. However, it may be more appropriate to draw upon evidence from anonymised examples from the learners' workplace or from witness testimony, to confirm the learners' competence. Learners will need to show how they establish the wishes, needs and preferences of children and young people in relation to communication, using communication methods and aids appropriately. Learners should also show how they observe and respond to the reactions of children and young people. There should be sufficient evidence over time to ensure that the learner has met all of the requirements. This evidence can be supported through the use of professional discussion to confirm learners' competence and to evidence learners' understanding of how children and young people use communication methods in different ways (AC 2.3).

For learning outcome 3, the learners will need to demonstrate their ability to reduce barriers to communication in residential childcare settings for children and young people. For ACs 3.2 and 3.3, an observation could be used, where appropriate, evidencing how learners reduce barriers to communication and adapt their communication resolve misunderstandings. A professional discussion could be used to provide evidence for ACs 3.1 and 3.4 and to confirm competence for ACs 3.2 and 3.3.

For learning outcome 4, learners need to demonstrate the ability to use communication skills to de-escalate situations of tension or conflict. Witness testimony could be used to evidence learner's competence for ACs 4.1 and 4.2, and a reflective account, whereby learners, for example, could evidence how they would use verbal and non-verbal communication skills to de-escalate a situation of tension or conflict (AC 4.1).

For learning outcome 5 a professional discussion could be used to evidence learners' understanding of principles and practices relating to confidentiality in own work. Learners will have regular contact with confidential information so they could use anonymised scenarios from their work setting to analyse the tensions that exist between maintaining confidentiality and information sharing in the organisation, or generate case studies if they choose, to explain what confidentiality is and their role in maintaining this.

For learning outcome 6 the learners will need to demonstrate how they follow the setting's processes and procedures for recording, storing, maintain and sharing information, also in integrated information sharing situations. Learners will also need to show how they adhere to the requirements of confidentiality in their day to day role. Observation could be used to cover ACs 6.1, 6.2 and 6.3, supported by a reflective account or professional discussion.