

## **H5PH 04 (SCDHSC0041) — Maintain Effective Communication Systems and Practices**

### **Overview**

This standard identifies the requirements when maintaining effective systems and practice for communication in settings where individuals are cared for or supported. This includes modelling practice that promotes person centred communication systems, adapting your own communication in a range of situations and leading the implementation and improvement of systems that promote effective communication. The standard also identifies how to maintain effective practice in communication through the use of recording and reporting.

## 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.

**NOTE:** 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.

**Barriers to communication** may include those relating to the physical environment; to interpersonal relationships and the emotional environment; to working practices; to the availability of resources including human or other aids or assistance; to the limitations of your own or other people's communication skills or attentiveness; to cultural contexts; to the specific circumstances of the individual including disability, disadvantage, anxiety or distress.

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.

**Evidence** may be based on research; knowledge; quantitative data; qualitative data; facts (times, dates, age, information about conditions, etc). Your own opinion should be informed by practice and knowledge and should not go beyond your competence.

The **individual** is the adult, child or young 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 wellbeing. Key people may include family, friends, carers and others with whom the individual has a supportive relationship.

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

**Person centred/child centred** approaches are those that fully recognise the uniqueness of the individual and establish this as the basis for planning and delivery of care and support.

**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.

**Specific aids** enable individuals with speaking, sight or hearing difficulties, additional needs or learning disabilities to receive and respond to information.

## **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 may include:** adverse circumstances or trauma before or during birth; autistic spectrum disorder; 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

## Performance Criteria — What you do in your job

You must provide evidence to meet all the 41 Performance Criteria for this Unit. The Performance Criteria are grouped under headings to assist you with planning how best to meet these points.

Place the number of the piece of work where this Performance Criteria has been met in the evidence box after each criteria.

### Model practice that promotes person centred communication systems

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
1	Promote a culture of <b>active participation</b> that enables <b>individuals, key people</b> and <b>others</b> to <b>communicate</b> their preferences and needs.	
2	Ensure that a <b>person centred/child centred</b> approach is used when you and others communicate with individuals and key people.	
3	Review the communication and language preferences and needs of individuals with whom you and others work.	
4	Evaluate factors which may present <b>barriers to communication</b> and participation.	
5	Support others to understand and overcome barriers to individuals' communication and participation.	
6	Support others to understand the potential impact of communication styles and methods on short, medium and long-term goals for individuals.	
7	Support individuals to engage with maximum participation when communicating their decisions about actions and risks affecting their lives.	

### Adapt your own communication in a range of situations

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
8	Develop and use different methods, styles and skills to communicate and engage with individuals and key people.	
9	Modify the content and structure of your own communication to take account of the purpose of the communication.	
10	Modify the content and structure of your communication to meet the needs and concerns of individuals and key people.	
11	Change or adapt environments to improve communication and participation.	
12	Communicate in ways that respect the rights, views and concerns of individuals and key people, using the individuals' preferred methods of communication and language.	

### Lead the implementation of effective communication systems

13	Use a range of skills, systems and methods to promote effective communications between your team and individuals, key people and others.	
14	Work with others to promote effective communication through the use of <b>specific aids</b> or extra support according to individual preferences and needs.	
15	Support others to change or adapt environments to improve communication and participation.	
16	Work with individuals, key people and others to understand differing views and opinions.	
17	Work with individuals, key people and others to address differences.	
18	Develop an environment in which others are able to discuss their progress and share any concerns or challenges they are facing.	

## Improve the effectiveness of communication systems

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
19	Support the active participation of individuals in evaluating the effectiveness of communication systems.	
20	Agree the information to be collected for evaluating communication systems and when it needs to be made available.	
21	Evaluate the effectiveness of communication systems in supporting individuals and key people.	
22	Evaluate the effectiveness of communication systems in promoting integrated partnership working.	
23	Evaluate the effectiveness of communication systems in responding to comments and complaints.	
24	Make evaluation information available in accessible forms and at appropriate times for it to inform decision-making activities.	
25	Make recommendations for improvements to communication systems based on the evaluation information collected and other <b>evidence</b> .	
26	Change systems to enable more effective communication between individuals, key people and others, where the changes are within the scope of your expertise and responsibility.	
27	Seek information and advice where changes required are outside the scope of your expertise and responsibility.	

## Ensure effective practice in the use of records and reports for communication

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
28	Use legal, work-setting and inter-agency <b>policies and procedures</b> for accessing and completing records and reports.	
29	Clarify for others the legal, work-setting and inter-agency policies and procedures for accessing and completing records and reports.	
30	Provide evidence for your judgements and decisions within records and reports, including where this is based on informed opinion.	
31	Record evidence which clarifies and supports your judgements and decisions.	
32	Record evidence which conflicts with your judgements and decisions.	
33	Produce records and reports that encompass best practice, positive achievements and outcomes for individuals.	
34	Produce records and reports that are accurate, concise, objective, understandable and legible.	
35	Ensure that information in records and reports is accessible to individuals and in a form appropriate to their communication needs and preferences.	
36	Where records and reports are to be used for decision-making, confirm their accuracy and the accuracy of accompanying evidence with all those they concern.	
37	Secure any signatures that are required.	
38	Document any conflicts, disagreements, unmet needs or risks associated with recording and reporting.	
39	Encourage those who use your records and reports to discuss feedback with you.	



**Ensure effective practice in the use of records and reports for communication (cont)**

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
40	Take action in response to feedback from those who use your records and reports.	
41	Ensure records and reports are stored and shared within confidentiality agreements and according to legal, work-setting and inter-agency agreements and requirements.	

## Knowledge and Understanding — Why and how you do what you do in your job

You must provide evidence of your knowledge and understanding to meet all the 64 knowledge points for this Unit. The knowledge points are grouped under headings to assist you with planning how best to meet them.

Place the number of the piece of work where each knowledge point has been met in the 'evidence number' box after each point.

### Rights

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number</b> <b>where this knowledge</b> <b>point has been met</b>
1	Legal and work setting requirements on equality, diversity, discrimination and rights.	
2	Your role in promoting individuals' rights, choices, wellbeing and active participation.	
3	Your duty to report any acts or omissions that could infringe the rights of individuals.	
4	How to deal with and challenge discrimination.	
5	The rights that individuals have to make complaints and be supported to do so.	
6	Conflicts and dilemmas that may arise in relation to rights and how to address them.	

## Your practice

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
7	Legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard.	
8	Your own background, experiences and beliefs that may have an impact on your practice.	
9	Your own roles, responsibilities and accountabilities with their limits and boundaries.	
10	The roles, responsibilities and accountabilities of others with whom you work.	
11	How to access and work to procedures and agreed ways of working.	
12	The meaning of person-centred/child centred working and the importance of knowing and respecting each person as an individual.	
13	The prime importance of the interests and wellbeing of the individual.	
14	The individual's cultural and language context.	
15	How to build trust and rapport in a relationship.	
16	How your power and influence as a worker can impact on relationships.	
17	How to work in ways that promote active participation and maintain individuals' dignity, respect, personal beliefs and preferences.	
18	How to work in partnership with individuals, key people and others.	
19	How to manage ethical conflicts and dilemmas in your work.	
20	How to challenge poor practice.	

### Your practice (cont)

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
21	How and when to seek support in situations beyond your experience and expertise.	

### Theory

22	The nature and impact of <b>factors that may affect the health, wellbeing and development of individuals</b> you care for or support.	
23	Theories underpinning our understanding of human development and factors that affect it.	

### Personal and professional development

24	Principles of reflective practice and why it is important.	
25	Your role in developing the professional knowledge and practice of others.	
26	How to promote evidence based practice.	

### Communication

27	Factors that can affect communication and language skills and their development in children, young people and adults.	
28	Methods to promote effective communication and enable individuals to communicate their needs, views and preferences.	

## Health and Safety

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
29	Legal and statutory requirements for health and safety.	
30	Your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment.	
31	Practices for the prevention and control of infection in the context of this standard.	

## Safe-guarding

32	Legislation and national policy relating to the safe-guarding and protection of children, young people and adults.	
33	The responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices.	
34	Indicators of potential harm or abuse.	
35	How and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties.	
36	What to do if you have reported concerns but no action is taken to address them.	
37	Local systems and multi-disciplinary procedures that relate to safeguarding and protection from harm or abuse.	

### Multi-disciplinary working

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
38	The purpose of working with other professionals and agencies.	
39	The remit and responsibilities of other professionals and agencies involved in multi-disciplinary work.	

### Handling information

40	Legal requirements, policies and procedures for the security and confidentiality of information.	
41	Legal and work setting requirements for recording information and producing reports.	
42	Principles of confidentiality and when to pass on otherwise confidential information.	
43	How to record written information with accuracy, clarity, relevance and an appropriate level of detail.	
44	How and where electronic communications can and should be used for communicating, recording and reporting.	

## Leading practice

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
45	Theories about leadership.	
46	Standards of practice, service standards and guidance relating to the work setting.	
47	National and local initiatives to promote the wellbeing of individuals.	
48	Lessons learned from government reports, research and inquiries into serious failures of health or social care practice and from successful interventions.	
49	Methods of supporting others to work with and support individuals, key people and others.	
50	How to contribute to the development of systems, practices, policies and procedures.	
51	Techniques for problem solving and innovative thinking.	

## Risk management

52	Principles of risk assessment and risk management.	
53	Principles of positive risk-taking.	

## Knowledge that is Specific to this NOS

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
54	How and where to access literature, information and support to inform how you lead practice for communication and communication systems.	
55	Evidence and knowledge based theories and models of good practice about communication, including barriers and how to overcome them.	
56	How communication abilities and differences can affect the identity, self-esteem and self-image of individuals.	
57	Features of multi-disciplinary and inter-agency communication.	
58	How different philosophies, principles, priorities and codes of practice can affect partnership working.	
59	Methods of supporting individuals to communicate their preferences, views and feelings.	
60	The range of skills, styles and methods that promote good practice in communication.	
61	The range of specialist support and equipment that can assist the communication of individuals with specific communication needs.	
62	Communication systems, structures and practice and how to evaluate and improve them.	
63	The different types of data that can be used within reports and records and which are best for records or reports you need to access, complete, use and develop.	
64	The use of evidence, fact and knowledge-based opinion in records and reports and why it is important to differentiate between these and make clear the source of evidence.	



The candidate and assessor must only sign below when all Performance Criteria and knowledge points have been met.

**Unit assessed as being complete**

<b>Candidate's name</b>	
<b>Candidate's signature</b>	
<b>Date submitted to Assessor as complete</b>	

<b>Assessor's name</b>	
<b>Assessor's signature</b>	
<b>Date assessed complete</b>	

**Internal Verification**

To be completed in accordance with centre's internal verifier (IV) strategy.

<b>Evidence for this Unit was sampled on the following date/s</b>	<b>Internal verifier's signature</b>	<b>Internal verifier's name</b>

This Unit has been subject to an admin check in keeping with the centre's IV strategy.

<b>Date of admin check</b>	<b>Internal verifier's signature</b>	<b>Internal verifier's name</b>

**Unit completion confirmed**

<b>Internal verifier's name</b>	
<b>Internal verifier's signature</b>	
<b>Date completed</b>	