

HSC31 Promote effective communication for and about individuals (Level 3)

Elements of Competence

- HSC31a** Identify ways to communicate effectively
- HSC31b** Communicate effectively on difficult, complex and sensitive issues
- HSC31c** Support individuals to communicate
- HSC31d** Update and maintain records and reports

About this unit

For this unit you need to identify ways of communicating on difficult, complex and sensitive issues; support others to communicate and update and maintain records and reports.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Communication and language needs and preferences: the individual's preferred spoken language; the use of signs; symbols; pictures; writing; objects of reference; communication passports; other non verbal forms of communication; human and technological aids to communication.

Difficult, complex and sensitive communications are likely to be: distressing; traumatic; frightening; threatening; pose a risk to and/or have serious implications for the individuals and/or key people; communications that might be difficult to understand and assimilate; communications on sensitive issues would include issues of a personal nature.

Extra support can include the use of: key people; interpreters; translators; signers; specialist equipment to aid the individuals' communication abilities.

Key people include: family; friends; carers; others with whom the individual has a supportive relationship.

Your **knowledge and understanding** for this unit will relate to legal requirements and codes of practice applicable to the scope of your work and others with whom you work; the nature of the work you are undertaking; your role and level of responsibility within your organisation (e.g. whether you have responsibility to support the work of others); the individuals, key people in their lives and others with whom you are required to work and the degree of autonomy you have for the management of your own work activities.

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement¹, the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health and social care in the four UK countries. If you are working with children and young people they can be found in the principles of care unit HSC34. If you are working with adults they can be found in HSC35. To achieve this unit you must demonstrate that you have applied the principles of care outlined in either unit HSC34 or HSC35 in your practice and through your knowledge.

¹ The key purpose identified for those working in health and social care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

Key Words and Concepts

This section provides explanations and definitions of the key words and concepts used in this unit. In occupational standards it is quite common to find words or phrases used which you will be familiar with, but which, in the detail of the standards, may be used in a very particular way. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

Active support	Support that encourages individuals to do as much for themselves as possible to maintain their independence and physical ability and encourages people with disabilities to maximise their own potential and independence
Arrange	Arranging the environment, furniture etc. to enable effective communication
Communication and language needs and preferences	Are the individuals' needs and preferences in terms of their preferred language and ways of communicating with you, and you communicating and responding to them
Individuals	The actual people requiring health and care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers the individual and their advocate or interpreter
Key people	Are those people who are key to an individual's health and social well-being. These are people in the individual's life who can make a difference to their health and well-being
Others	Are other people within and outside your organisation that are necessary for you to fulfil your job role
Reactions	Reactions include non-verbal and verbal cues that indicate that the individual is distressed, does not understand etc.
Rights	The rights that individuals have to: <ul style="list-style-type: none">• be respected• be treated equally and not be discriminated against• be treated as an individual• be treated in a dignified way• privacy• be protected from danger and harm• be cared for in a way that meets their needs, takes account of their choices and also protects them• access information about themselves• communicate using their preferred methods of communication and language
Specific aids	Specific aids that will enable individuals with speaking, sight or hearing difficulties, additional needs or learning difficulties, to receive and respond to information

HSC31a Identify ways to communicate effectively

Performance Criteria

You need to show that,

1. you obtain, record and pass on information about the **individual's communication and language needs and preferences**
2. you work with individuals to understand their preferred methods of communication and language and ensure that any **specific aids** they require are available
3. you identify different styles and methods of communicating to meet the needs and preferences of individuals and key people
4. you seek information and advice from **key people** where:
 - you have difficulty communicating with individuals using their preferred communication methods and language
 - the issues to be communicated are outside your expertise
5. you seek information on:
 - the issues to be communicated with the individuals and key people
 - how to deal with any potential reactions to the communication
6. you change your approach and seek additional help:
 - to meet the individual's changing needs
 - where the communication methods are inappropriate or ineffective

HSC31b Communicate effectively on difficult, complex and sensitive issues

Performance Criteria

You need to show that,

1. you select, use and **arrange** the environment to facilitate effective communication and aid understanding
2. you check that individuals have the appropriate support to communicate their views, wishes and preferences
3. you use appropriate styles and methods of communicating to meet the needs and preferences of individuals and key people
4. you communicate in ways which:
 - are sensitive to the individual's needs, concerns and reactions
 - are appropriate to the content and purpose of the communication
5. you give individuals sufficient time to understand the content of the communication
6. you observe and respond appropriately to the individual's **reactions** during communications
7. you work with individuals to help clarify any misunderstandings
8. you support individuals to deal with the content and their reactions to the communication
9. you take appropriate action when individuals' reactions to the information may result in risk or harm to the individual, **others** and yourself

10. you record and report the processes and outcomes from the communication according to confidentiality agreement and legal and organisational requirements

HSC31c Support individuals to communicate

Performance Criteria

You need to show that,

1. you support individuals to:
 - express how they want to communicate with others
 - communicate using their preferred methods of communication and language
2. you ensure that any specific aids are set up to enable individuals to communicate
3. you support others who are communicating with individuals to:
 - understand them
 - communicate using, or through others that are able to use, the individuals' preferred methods of communication and language
4. you encourage individuals to:
 - engage with others and to respond appropriately
 - express their feelings and emotions in acceptable ways
 - overcome barriers to communication
 - find alternative methods of communication

HSC31d Update and maintain records and reports

Performance Criteria

You need to show that:

1. you identify legal and organisational requirements and procedures for recording and reporting on individuals
2. you identify, record and pass on information about the individual's communication and language needs
3. you seek permission from the appropriate people to access records
4. you access and update records and reports on your work with the individuals accurately, comprehensively and according to legal, organisational procedures and requirements
5. you record and report:
 - any signs and symptoms that indicate a change in the condition and care needs of the individual and in their support requirements
 - any decisions you have made and actions you have taken about the individual's support needs and condition
 - any conflicts that have arisen and actions taken to resolve these
6. you record and report any difficulties you have in accessing and updating records and reports
7. you involve and support individuals to contribute and understand records and reports concerning them

8. you ensure the security and access to records and reports are according to confidentiality agreements and legal and organisational procedures

Knowledge Specification for the whole of this unit

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. This specification details the knowledge and understanding required to carry out competent practice in the performance described in this unit.

When using this specification **it is important to read the knowledge requirements in relation to expectations and requirements of your job role.**

You need to show that you know, understand and can apply in practice:

Values

1. legal and organisational requirements on equality, diversity, discrimination and **rights**:
 - relating to individuals' and key people's language and communication preferences
 - on equal treatment for language and communication
 - when completing records and reports
2. how to provide **active support** to enable individuals and key people to communicate their needs, views and preferences using their preferred method and media of communication and language
3. methods and ways of communicating that:
 - support equality and diversity
 - are effective when dealing with, and challenging discrimination when communicating with, individuals and key people

Legislation and organisational policy and procedures

4. codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when communicating on difficult, complex and sensitive issues and recording and reporting
5. current local, UK and European legislation and organisational requirements, procedures and practices for:
 - accessing records and information about an individual's communication and language needs and preferences
 - recording, reporting, confidentiality and sharing information, including data protection
 - communicating with individuals

Theories and practice

6. where to go and the best ways to find out about and get advice about individuals' communication and language needs, wishes and preferences
7. how and where to access information and support that can inform your knowledge and practice about communication and language skills
8. theories relevant to the individuals with whom you work, about:
 - human growth and development and its affect on communication and language skills and abilities
 - in relation to specific conditions in your area of practice that can affect

- communication and language of individuals and key people
- how communication and language differences and difficulties can affect the identity, self-esteem and self-image of the individuals with whom you work
 - power and how it can be used and abused when communicating on difficult, sensitive and complex issues
9. factors that can affect the communication skills, abilities and development of the individuals with whom you are working and any resultant behaviour that might occur
 10. methods to support individuals to communicate
 11. specific aids to communication that may be used in your area of work
 12. how to arrange the environment and position yourself to maximise communication and interaction
 13. conflicts and dilemmas created by difficulties in communication and language in your area of work
 14. how to work with, and resolve conflicts that you are likely to meet when communicating with individuals and key people
 15. the skills, styles and methods of communicating difficult, complex and sensitive messages and how to deal with the outcomes
 16. the environments that are most appropriate for communicating difficult, complex and sensitive messages
 17. where, why and how to access permissions to access records and reports
 18. the difference between fact, opinion and judgement and why it is important when recording and reporting information about individuals
 19. how to, and why you need to complete records accurately, completely and in ways that can be understood by those who need to access and use the records and reports