

Level 1/2

OCR Cambridge National

Health and Social

RO22

Communicating and working with individuals in health, social care and early years settings



Name: _____

Form: _____

Teacher: _____

Assignment	1 st draft		Final draft	
	Due date	Mark	Due date	Mark
Lo1				
Lo2				
Lo3				
Lo4				

Unit GLH	Max Unit Uniform Mark	Unit Grade							
		L2 D*	L2 D	L2 M	L2 P	L1 D	L1 M	L1 P	U
30	60	54	48	42	36	30	24	18	0

Assignment

Setting the scene – good communication is everything

In your local area there has been a recent review of the care given in health, social care and early years settings. One recommendation of the review is that communication needs to be improved when working in these settings.

Care workers will attend three workshops where they will learn about best practice in effective communication. You must produce a slide presentation and fact sheets which will give clear guidance on how a care worker should communicate in health, social care and early years settings.

- Workshop 1 - the focus is on the different types of communication care workers should use and the factors that positively influence communication.
- Workshop 2 - the focus is on what can make communication difficult between care workers and service users and how the difficulties could be overcome.
- Workshop 3 - the focus is on the personal qualities that help care workers to provide effective care.

Therefore your slide presentation and fact sheets must cover the topics below:

- Different types of communication
- Factors that positively influence communication
- Barriers to communication and ways of overcoming these
- The personal qualities that contribute to effective care.

After the workshops you will demonstrate how to communicate effectively in a health, social care or early years setting with:

- One person
- and
- A group of people.

You will need to produce a plan for both interactions.

Read through all of the tasks carefully, so that you know what you will need to do to complete this assignment.

LO1: Understand how to communicate effectively

You must include the different types of communication that care workers should use:

Verbal communication

- ☐ Empathy
- ☐ Clarity
- ☐ Para verbal
- ☐ Tone
- ☐ Pace

Non-verbal communication

- ☐ Body language
- ☐ Gestures
- ☐ Facial expressions

Writing a care plan

- ☐ Care report
- ☐ Or instructions for medical procedures/operational activity

Specialist communication

- ☐ Braille
- ☐ Sign language
- ☐ Voice activated software
- ☐ Advocates
- ☐ Interpreters
- ☐ Makaton

Mark Scheme

	To achieve the criteria you must show that you are able to:	1 st draft	2 nd draft
MB1 1-4 marks	Demonstrates a basic understanding of effective communication. Produces a basic explanation of some of the different types of communication methods related to a health, social care and early years setting. This may be a list of points with only partly relevant examples given.		
MB2 5-8 marks	Demonstrates a sound understanding of effective communication. Produces a sound explanation of most of the different types of communication methods related to a health, social care and early years setting. Examples given are clear and mostly relevant to a health, social care and early years setting.		
MB3 9-11 marks	Demonstrates a thorough understanding of effective communication. Produces a thorough explanation of all the different types of communication methods related to a health, social care and early years setting. Examples given are detailed and wholly relevant to a health, social care and early years setting and link theory to practice.		

Date	Feedback (Teacher/SA/PA)	Actioned

Verbal Communication

Why is verbal communication important?

Tone

Pace:

Empathy

Clarity

Para Verbal:

Provide a **health, social care and early years settings** example for each different type of verbal communication

Tone	
Pace	
Empathy	
Para verbal	
Clarity	

SA/PA assessment

WWW

EBI



LO1: Understand how to communicate effectively

Describe the factors that positively influence communication.

Environmental Factors

- ☐ Heating and ventilation
- ☐ Room Layout
- ☐ Light
- ☐ Noise

Interpersonal Factors

- ☐ Relationship
- ☐ Active listening
- ☐ Body language
- ☐ Personal pace
- ☐ Respecting differences in culture.

Barriers to communication

Barriers to communication

- ☐ Patronising language
- ☐ Tiredness
- ☐ Inappropriate body language
- ☐ Inappropriate use of language
- ☐ Aggression
- ☐ Difference in language spoken
- ☐ Speech difficulties due to disabilities or illness
- ☐ Noisy environment
- ☐ Inadequate space
- ☐ Poor lighting
- ☐ Damaged or unsuitable furniture

Ways to overcome the barriers

- ☐ Adapting the environment
- ☐ Calm tone
- ☐ Training staff

Mark Scheme

	To achieve the criteria you must show that you are able to:	Marks	Completed
MB1	Demonstrates a basic understanding of effective communication. Produces a basic explanation of some of the different types of communication methods related to a health, social care and early years setting. This may be a list of points with only partly relevant examples given.	1-4	
MB2	Demonstrates a sound understanding of effective communication. Produces a sound explanation of most of the different types of communication methods related to a health, social care and early years setting. Examples given are clear and mostly relevant to a health, social care and early years setting.	5-8	
MB3	Demonstrates a thorough understanding of effective communication. Produces a thorough explanation of all the different types of communication methods related to a health, social care and early years setting. Examples given are detailed and wholly relevant to a health, social care and early years setting and link theory to practice.	9-11	

Date	Feedback (Teacher/SA/PA)	Actioned

Interpersonal Factors

Describe

Example in a health and care setting

Relationship

Body language

Active
listening

Personal
space

Respecting
difference in culture

Environmental Factors

Environment factors...

Describe

Noise

Room
layout

Lighting

Heating &
ventilation

Example in a health and
care setting

Barriers to communication

Barriers	Why is it a barrier?	How to overcome the barrier
Inappropriate use of language.		
Patronising language		
Difference in language spoken.		
Inappropriate body language.		

Barriers	Why is it a barrier?	How to overcome the barrier
Tiredness		
Aggression		
Speech difficulties due to disabilities or illness		

LO3: What personal qualities and behaviours contribute to effective care in health, social care and early years settings?

The qualities that contribute to effective care:

- ☐ Patience
- ☐ Respect
- ☐ Understanding
- ☐ Willingness
- ☐ Sense of humour
- ☐ Empathy
- ☐ Cheerfulness

- ☐ How the qualities contribute to effective care?

Mark Scheme

	To achieve the criteria you must show that you are able to:	Marks	Completed
MB1	Produces a basic description of the different personal qualities that contribute to care. Basic connections are made between personal qualities and effective care and there are limited links to how these are used when caring for an individual in a health, social care or early years setting.	1-3	
MB2	Produces a sound description of the different personal qualities that contribute to care. Clear connections are made between personal qualities and effective care and there are some links to how these are used when caring for an individual in a health, social care or early years setting.	4-5	
MB3	Produces a thorough description of the different personal qualities that contribute to care. Detailed and in-depth connections are made between personal qualities and effective care and there are many links to how these are used when caring for an individual in a health, social care or early years setting.	6-7	

Date	Feedback (Teacher/SA/PA)	Actioned

LO2 – Understand the Personal Qualities that Contribute to Effective Care

You need to research and create a Power point on the personal qualities that health, social care and early years practitioners should show. Include:

- A definition for each one
- Describe what each one is and how it helps to promote effective care using examples from each of the sectors
- Describe what could happen if these qualities are not shown and the impact on service users

For example

Empathy is an important quality for a care worker to have as they will be interacting with individuals who have a range of experiences that the care worker has no personal experience of. They need to put themselves into their service users shoes and imagine how it would feel to be them dealing with their condition/situation. In a nursery a child may have been bitten by another child the care worker needs to speak to the child and show that they understand that being bitten is not nice and that it hurts but explain to the child that it is important to tell someone and not bite back etc.

Personal Qualities	Patience	Understanding
Definition		
How can it contribute to effective care?		
What will happen if care workers don't show that particular personal quality?		

Personal Qualities	Definition	How can it contribute to effective care?	What will happen if care workers don't show that particular personal quality?
Cheerfulness			
Sense of humour			
Empathy			

Personal Qualities	Definition	How can it contribute to effective care?	What will happen if care workers don't show that particular personal quality?
Respect			
Willingness			

SA/PA assessment

[www](#)

[EBI](#)



Task 4: Communicating in one-to-one and group settings

How to plan a one-to-one and group interaction

- ☐ Time
- ☐ Environment factors
- ☐ Activity or topic conversation
- ☐ Communication skills (non-verbal, verbal, written and specialist)
- ☐ To ensure the comfort of the individual
- ☐ To show value and respect for the individual
- ☐ The reasons why practitioners and individuals who uses the service need to communicate clearly

How to communicate effectively in a one-to-one and group interaction

- ☐ By active listening
- ☐ Appropriate body language
- ☐ Adapting/ using appropriate language

Mark scheme for planning

	To achieve the criteria you must show that you are able to:	Marks	Completed
MB1	Creates a basic plan for the practical tasks of communicating with people who use the service, both in a one-to-one and in a group situation.	1-3	
MB2	Creates a sound plan for the practical tasks of communicating with people who use the service, both in a one-to-one and in a group situation.	4-5	
MB3	Creates a thorough plan for the practical tasks of communicating with people who use the service, both in a one-to-one and in a group situation.	6-7	

Mark scheme for the one-to-one and group interaction

	To achieve the criteria you must show that you are able to:	Marks	Completed
MB1	May need guidance and support when No. demonstrating basic communication skills, but relates positively to the service users and maintains, at a basic level, a conversation with them. Shows some application of theory into practice. Methods of communication used are sometimes appropriate to the individual circumstances, but people who use the service may not always feel comfortable.	1-6	
MB2	Demonstrates confident and competent communication skills requiring little support, relating positively to the people who use the service, effectively maintaining a conversation with them. Shows the ability to apply theory to practice. Methods of communication used are mostly appropriate to the individual circumstances, and people who use the service mainly feel comfortable.	7-13	
MB3	Demonstrates confident, clear and coherent communication skills independently, relating positively to the people who use the service, consistently maintaining a conversation with them. Clearly applies theory to practice. Methods of communication used are wholly appropriate to the individual circumstances, and people who use the service always feel comfortable.	14-17	

Case Studies

Case Study 1

Members of a youth club recently discussed the media focus on body image. A number of the 13 year olds have expressed concerns about their body image. As a peer counsellor you have been asked to meet with individuals and groups to discuss these concerns.

- You will have a one-to-one interaction with one of the youth club members to discuss their concerns.
- Discuss with a group of youth club members how body image is presented in the media.

Case Study 2: Peter

Peter is 85 years of age. He still lives in his own home but his mobility is getting worse and he is finding it more difficult to look after himself.

Social services have become involved and are trying to work with Peter to help him keep his independence and continue to live at home. They have arranged for a home help to visit daily. They have also suggested that Peter spends one day a week at a local care home. You have been asked to meet with Peter so he can discuss his needs.

- Have a one-to-one conversation with Peter to find out how best the home help can meet Peter's domestic needs in his home.
- Take part in a group interaction with people who use the local care home to discuss what the care home provides.

Case Study 3: Peska

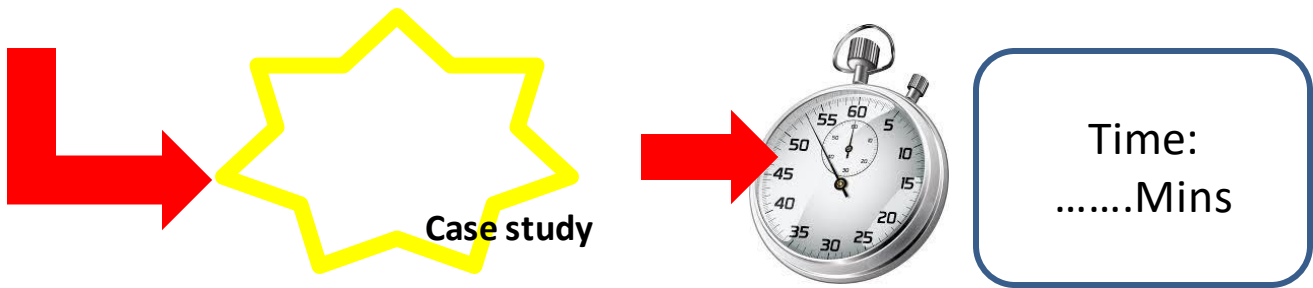
Peska is 4 years of age and has just moved into the area with her mother. She attends the local Rainbow Nursery School but is always distressed when her mother tries to leave.

You are Peska's key worker at the nursery and have noticed that Peska is unhappy and will not interact with other children.

- Have a one-to-one meeting with Peska's mother to discuss how best to support Peska to interact with other children.
- Take part in a group interaction with a small group of children to talk about what they like about the nursery.

Group Task: Understand the personal qualities that contribute to effective care

You have been asked to give a practical demonstration which will be used as part of the training of care workers to show how to interact effectively in a one-to-one setting.
Select **one** one-to-one interaction and **one** group interaction from the case studies provided.
You must provide:
☐ One plan for a one-to-one interaction with a person who uses the service



Activity/ topic of conversation	
---------------------------------	--

Showing value and respect for the individual	
----------------------------------------------	--

Set the Scene
Seating arrangements and room plan for the interaction (include annotations)

Describe the room layout

		Environment factors	

Structure of the interaction

Introduction	
Main content	
Reflection	



Communicating skills I use

Active listening	
Non-Verbal communication skills	
Verbal communication skills	
Written/specialist communication skills	

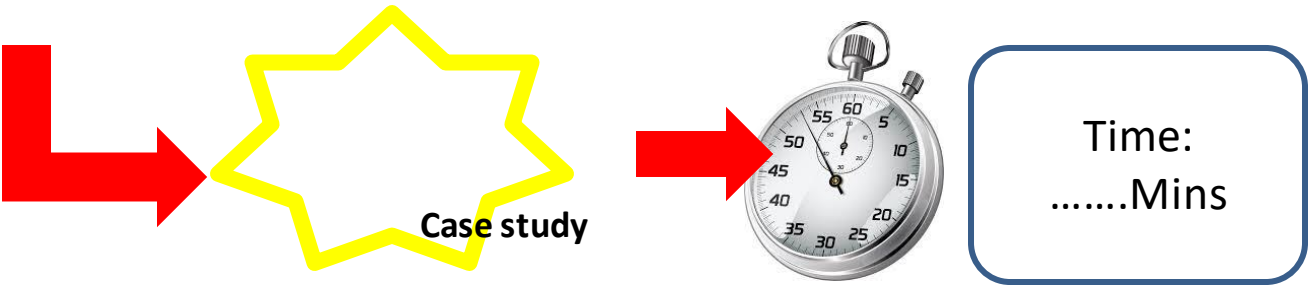
One-to-one Task: Understand the personal qualities that contribute to effective care

You have been asked to give a practical demonstration which will be used as part of the training of care workers to show how to interact effectively in a one-to-one setting.

Select **one** one-to-one interaction and **one** group interaction from the case studies provided.

You must provide:

- ☐ One plan for a one-to-one interaction with a person who uses the service



Activity/ topic of conversation	
---------------------------------	--

Showing value and respect for the individual	
----------------------------------------------	--

Set the Scene

Seating arrangements and room plan for the interaction (include annotations)

Describe the room layout

Environment factors	
---------------------	--

Structure of the interaction

Introduction	
Main content	
Reflection	



Communicating skills I use

Active listening	
Non-Verbal communication skills	
Verbal communication skills	
Written/specialist communication skills	

VERBS

ACCOUNT FOR	Requires more than a description. An explanation of the topic is needed, giving reasons why.
ANALYSE	Break down a complex topic into simpler parts, exploring patterns and explaining significance.
ASSESS	See evaluate.
COMPARE	Identify and explain the similarities and differences.
CONTRAST	Identify and explain the differences.
DEMONSTRATE	Show awareness and understanding.
DESCRIBE	Paint a picture in words
DISCUSS	Present and examine clearly the various views on a topic or issue.
EVALUATE	Examine the strengths and weaknesses and judge the merits of particular perspectives.
EXAMINE	Lay out the essential elements of an issue and investigate in detail.
EXPLAIN	Show clearly knowledge and understanding of a topic. Give reasons
EXPLORE	Examine or investigate a topic or issue, often in an imaginative way.
IDENTIFY	See state or to produce a list
ILLUSTRATE	Give examples to clarify the argument or answer.
INTERPRET	Clarify or explain the meaning.
INVESTIGATE	A careful and systematic inquiry into a topic or issue.
JUSTIFY	Provide reasons why something is valid.
OUTLINE	Identify the main features.
RESEARCH	Use a variety of sources to establish facts or collect information.
REVIEW	Write a critical assessment.
SIGNIFICANCE	Consequence or importance.
SPECIFY	Identify clearly and definitely.
STATE	Provide information in a brief uncomplicated form. See list and identify
SUMMARISE	Give an account of the main points.

LEVEL 2 OCR CAMBRIDGE HEALTH AND SOCIAL – FEEDBACK FORM

[illegible]