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City & Guilds

The City & Guilds textbook

SAMPLE MATERIAL

Level 2

Diploma in Care
FOR THE ADULT CARE WORKER APPRENTICESHIP

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Contents

How to use this book

This textbook covers all nine mandatory units for the City & Guilds Level 2 Diploma in Care.

Key features of the book

Learning outcomes

LO1: Understand why communication is important in the work setting

LO2: Be able to meet the communication and language needs, wishes and preferences of individuals

Learn about what you are going to cover in each unit.

AC 1.1 Identify different reasons why people communicate

What is communication?

When you communicate, you are:

Learning outcomes and assessment criteria are clearly stated and fully mapped to the specification.

Getting started

Think about a time when you have been outside your care setting, perhaps at a party or in a noisy environment when you were with a friend? How did the environment affect your communication?

Short activity or discussion to introduce you to the topic.

Key terms

RNIB stands for the Royal National Institute of Blind People. This is a UK charity that provides information, advice, practical and emotional support to people affected by sight loss.

Understand important terms and concepts.

Reflect on it

3.1 Barriers

Reflect on the different people you communicate with in your work setting. What barriers are there to communicating effectively?

Learn to reflect on your own experiences, skills and practice, and develop the skills necessary to become a reflective practitioner.

Enhance your understanding of topics with research-led activities encouraging you to explore an area in more detail.

Test your understanding of the assessment criteria, apply your knowledge and generate evidence.

Useful advice and tips for best practice.

Understand how each of the 6Cs (care, compassion, competence, communication, courage and commitment) can be applied in each unit.

Learn about real-life scenarios and think about issues you may face in the workplace.

LO3 Knowledge, skills, behaviours	
Knowledge: do you know how to identify barriers to communication?	
Do you know the reasons why you may be having difficulties communicating with an individual? Do you know how to reduce any barriers?	
Why is it important to check that communication has been understood by an individual?	
Do you know what sources of information are available if you are finding it difficult to communicate with an individual in the care setting where you work?	
Did you know that you have just answered questions about how to identify barriers and where to find support available in relation to communication?	

Test your understanding of some of the knowledge, skills and behaviours you need at the end of each learning outcome.

Reflective exemplar	
Introduction	I work as a personal assistant with Jo, a young man who has learning disabilities and lives on his own in a flat. My duties involve supporting Jo to use public transport to travel to and from his workplace and go shopping every week for food and household goods.
What happened?	Last week when I was supporting Jo with food shopping in the supermarket, one of the cashiers

Explore examples of reflective accounts tailored to the content of the unit and understand how you can write your own accounts.

Suggestions for using the activities	
LO4 Be able to apply principles and practices relating to confidentiality at work	
4.1 Evidence opportunity (page 31)	Tell your assessor about your understanding of the term 'confidentiality'. You could also write a personal statement or reflective account about your experience of the meaning of the term 'confidentiality' in relation to your work role and setting.

Summaries of all the activities in the unit that can be used to show your knowledge and skills for the assessment criteria. This also includes other suggestions for using the activities and presenting your knowledge and skills. These are suggestions and your assessor will be able to provide more guidance on how you can evidence your knowledge and skills.

Legislation	
Relevant Act	**It states that:**
Data Protection Act 1998	information and data must be: processed fairly and lawfully; used only for the purpose it was intended to be used for; be adequate, relevant, accurate and up to date; held for no longer than is necessary; used in line with the rights of individuals; kept secure; and not transferred to other countries without the individual's permission.
General Data Protection Regulation (GDPR)	In May 2018 the General Data Protection Regulation came into force. It provides detailed guidance to organisations on how to govern and manage people's personal information.

Summaries of legislation relevant to the study of each unit.

Resources for further reading and research

Books
Butler, S.J. (2004) *Hearing and Sight Loss – A Handbook for Professional Carers*, Age Concern
Caldwell, P. and Stevens, P. (2005) *Creative Conversations: Communicating with People with*

Weblinks
www.actiononhearingloss.org.uk Action on Hearing Loss – information and factsheets on communicating and supporting people who are deaf, deafblind or have a hearing loss

Includes references to books, websites and other sources for further reading and research.

Communication in care settings (203)

About this unit

Credit value: 3
Guided learning hours: 20

Working in care involves making a positive impact on the lives of young people, adults, their families and carers. Good communication is essential for developing caring relationships and working successfully as part of a team.

In this unit you will learn about why it is important to communicate effectively, and the different **methods** and technological aids you can use to do so. You will learn how to adapt the way you communicate so that you meet individuals' communication and language needs, their wishes and **preferences**. You will understand how to overcome and reduce **barriers** that may

get in the way of communicating effectively, for example cultural differences, to ensure that your communication is understood. You will be able to show how to communicate clearly and responsibly with people of different backgrounds, in ways that respect equality and diversity, and use a range of techniques while keeping information safe and confidential.

You will also have an opportunity to explore the personal qualities, values and behaviours that are expected of **adult care workers** and **personal assistants** when communicating with **individuals** and **others** at work.

Learning outcomes

LO1: Understand why communication is important in the work setting

LO2: Be able to meet the communication and language needs, wishes and preferences of individuals

LO3: Be able to reduce barriers to communication

LO4: Be able to apply principles and practices relating to confidentiality at work

Sets out clearly the objectives of each chapter

Features in the book

LO3 Be able to reduce barriers to communication

Getting started

Think about a time when you have been outside your care setting, perhaps at a party or in a noisy environment when you were with a friend? How did the environment affect your communication?

Could you hear each other speak and understand one another? Did you go somewhere else where you could hear each other?

AC 3.1 Identify barriers to communication

There are times when communications are not effective. Barriers are things that will get in the way of you being able to communicate effectively with individuals, or them being able to communicate with you.

It is important, therefore, that you think about what barriers could exist and learn what you can

do to overcome them. Put yourself in 'the shoes' of the individual and the difficulties they may have communicating. What barriers are there for the individual? What barriers are there for you?

Think about barriers like those mentioned in Table 1.2 but also think about things that you are doing that may present barriers. Thinking about the barriers that exist will mean you can then think about how you can overcome them.

Table 1.2 Barriers to communication

Reasons for ineffective communication	Examples of barriers to communication
The environment	• **Noise** – a room that is too noisy means that it is difficult to listen or hear properly and you can become distracted by others in the room. • **Distractions** such as other people being in the environment or telephones ringing can also hinder communication and may also mean individuals may not feel comfortable sharing their thoughts and feelings with interruptions and others around. • **No privacy** may prevent the safe sharing of information. • **Bad light** – poorly lit rooms prevent lip-reading or being able to make eye contact, see each other's body language and facial expressions. It may also mean that individuals are unable to read documents that they may need to look at. • **Cluttered** – a room with too much (or tall) furniture may prevent reading of facial expressions and making eye contact. It may also mean that people in wheelchairs, for example, may struggle to communicate if they cannot see over tall tables. You will need to think about all the different things in the environment that could be a barrier to effective communication between you, the people you care for, their families and friends as well as the people you work with.

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signing using British Sign Language. Individuals with learning disabilities can make use of Makaton, which is a way of communicating using signs and symbols, and individuals with sight loss can use Braille.

Communication with an individual who has had a poor experience of communication with others can be improved by reassuring the individual that you are a skilled and effective communicator and then encouraging them to experience positive communications with you.

Slowly building a trusting and respectful relationship with an individual is the basis of all good communication.

Case study

3.2 Reducing communication barriers

Sangan has been providing one-to-one support to Michael, a young man who has Asperger's syndrome. Asperger's affects Michael's ability to communicate and interact with other people. Michael has difficulties understanding what others are saying, following conversations with other people and finds it difficult to interpret other people's non-verbal communication such as their body language, including their sense of humour, feelings and emotions.

Michael has many interests and tends to tell people he meets what they are but avoids interacting with them fully. In addition, Michael prefers to avoid eye contact with others and appears to get anxious when eye contact is maintained with him and when he is being asked questions about himself.

Michael has been invited to a family gathering as it is one of his nephew's birthdays and he is anxious about attending this social occasion as he knows there will be lots of people there who know him.

Discussion points

1 How can Michael's communication needs make communications with others difficult?
2 What strategies can Sangan use to reduce these barriers to communication?
3 What are the benefits of effective communication when working with individuals?

> Uses real-world examples to help learners think about issues they may face in the workplace

Key term

Asperger's syndrome is a disability that affects how individuals interact with others, i.e. individuals may have difficulty understanding and relating to other people and taking part in day-to-day activities.

Reflect on it

3.2 Impact and consequences

Reflect on or think about the impact of not reducing barriers to communication. What are the consequences for each of the following:

- the individuals requiring care or support
- the adult care worker
- personal assistant
- the team?

Evidence opportunity

3.2 Reducing barriers to communication

Select three barriers to effective communication that exist in your work setting and that you included in your list for AC 3.1. For each one show two different methods that you can use to reduce these barriers. For example, you may seek support from a professional or specialist service or you may make changes to the environment. You will be observed demonstrating these methods in your work setting.

> Develops the skills necessary to become a reflective practitioner

Features in the book

Dos and don'ts for overcoming communication barriers	
Do	Speak clearly, repeat if necessary, paraphrase and reword. Give the individual time to respond – you need to show you can be patient and considerate.
Do	Actively listen – recap your learning for AC 3.3 for more information about this.
Do	Use appropriate language, address individuals by their first name only if they prefer to be addressed in this way.
Do	Show that you are genuinely interested by using appropriate body language and gestures such as leaning towards the individual and nodding.
Don't	Mumble, cover your mouth, use slang and acronyms because this may make understanding what you are communicating difficult.
Don't	Use complex or inappropriate language.
Don't	Invade the individual's 'personal space' as this may make them feel uncomfortable.
Don't	Impose your own experiences, values and beliefs on individuals. Be respectful of the experiences, values and beliefs of others.

AC 3.3 Demonstrate ways to check that communication has been understood

For this AC your work practices will be observed; you will need to be able to demonstrate that you know how to use different ways of checking with an individual that communication has been understood. You will need to identify and reduce barriers to communication, as this is an important part of your job's role when working with individuals. Being aware of an individual's ability to understand what is being communicated is also very important. You will need to make sure that the individuals in your care truly understand the things that you are communicating to them. You can do this by using a variety of different methods.

1. Ask the individual

Asking the individual if they have understood what has been communicated is one way of checking whether the communication methods you have used are effective and have been understood. If the individual does not respond or looks away this could be a sign that the communication has not been understood.

If it is not possible to ask the individual then those who know them well such as an advocate, a colleague or another health or social care professional could be useful sources of information. You will find out more about the range of information sources available to enable more effective communication in AC 3.4.

Use the right language and words

Open and closed questions: open questions encourage individuals to communicate and are used when you want to find out information such as 'Tell me about your day' or 'How did you feel about the support you received this morning when getting dressed?' Closed questions enable 'Yes' or 'No' answers, or encourage short, factual answers, for example 'Do you like your course?', 'What time is it?', 'Where are you going?'

Appropriate language: as you have learned, this will also improve understanding and avoid communications being misunderstood.

Ask the individual to recap: if the individual can repeat and explain what you have just communicated to them, then this is a good way to know that your communication has been understood.

Key term

Open questions usually begin with 'What?', 'Why?' or 'How?' in order to encourage the expression of opinions and feelings. This is different to 'closed questions' which normally start with 'Who?' or 'Where?' and encourage short, factual answers.

Figure 1.7 How do you ensure that you actively listen to individuals?

Figure 1.8 Why is it important to the well-being of individuals that they feel listened to and heard?

Provides opportunities for further independent research to consolidate understanding

Research it

3.3 Hearing loss

Research effective communication methods to use when communicating with an individual who has hearing loss.

Action on Hearing Loss, 'Communication Tips':

www.actiononhearingloss.org.uk/
your-hearing/ways-of-communicating/
communication-tips/tips-for-hearing-
people.aspx

Key terms

Paraphrasing is a way of repeating what has been said or heard using different words.

Active listening is a communication technique that involves understanding and interpreting what is being expressed through verbal and non-verbal communication.

Provides explanations of important concepts and words

2. Observe the individual

Observing individuals when communicating with them is a useful way of checking whether they have understood what has been communicated to them. For example, if a personal assistant is communicating with a young person who has hearing loss and the young person does not respond to their questions being signed or begins to lose interest then this could be an indicator that the individual has not understood what is being communicated to them.

3. Practise active listening

Actively listening to individuals when communicating with them enables communication to be fully understood by identifying the true meaning behind the words and gestures used. As you will have learned, this involves observing and checking the messages that are being communicated both verbally and non-verbally. For example, you (or the 'active

listener' in this case) could **paraphrase** what an individual has told them, to ensure that they have fully understood what is being communicated. You could ask them open questions to clarify their understanding, for example using questions that begin with 'How' or 'Tell me'. This will also help you to obtain more information and gain a better insight into the individual's opinions and feelings. You could sit forward to show them you are interested in what they are saying and let them finish what they are saying to you. You can make sure that your facial expressions show that you are interested by smiling when appropriate and maintaining eye contact.

If the individuals feel that you are truly listening to them, they are more likely to trust you and tell you confidential and sensitive information that will, in turn, benefit them and better inform the care that you offer them. Think about how you would feel if you were explaining something important and your carer was not listening.

SOLER, a theory developed by Gerard Egan, can be used to describe key techniques that are essential for **active listening**:

Features in the book

Helps learners and assessors to generate evidence in their portfolio

Figure 1.9 What messages are being communicated?

- **S**it squarely: think about how to position yourself in relation to the individual you are communicating with to show you have a genuine interest.
- **O**pen posture: think about how to maintain an open posture, for example do not cross your arms.
- **L**ean: think about the way you can lean towards the individual you are communicating with to show your interest, but take care not to invade their personal space.
- **E**ye contact: think about how and when to maintain eye contact to show you are listening i.e. not too little this may show you are not interested, or too much as this may make the individual feel uncomfortable.
- **R**elax: think about what effect *you* being relaxed can have on the individual, for example it can show that you have time for them.

All these methods for checking that communication is understood require sufficient time being made available. You will also require a good knowledge and understanding of the individual's specific communication and language needs and preferences. You will need to know which methods are most effective with different individuals, and this is a skill that you will develop over time. It is important that you remember to use the right approach when putting these methods into practice, then to follow up with any individuals where communication was not fully understood the first time. Be aware that there are cultural differences when it comes to body language. Always keep this in mind when communicating with individuals, to avoid causing offence or misunderstanding.

Evidence opportunity

3.3 Checking communication has been understood

Show two different methods that you use to check that communication has been understood. Remember that you will be observed. You could also support this by listing the different methods you use to check that communication with a diverse range of individuals in your work setting has been understood. Which methods work well? Which methods could be improved?

Reflect on the consequences of you not checking that communication has been understood by an individual. How could this impact on your working relationship with the individual? Could this affect other people in your work setting?

AC 3.4 Identify sources of information, support and services to enable more effective communication

Adult care settings contain a range of sources of information and support to enable more effective communications to take place, for example:

- people who know the individual well such as the individual's **key worker**
- records such as the individual's care/support plan and communication profile.

Sometimes when there is a change in an individual's needs, perhaps due to the onset of a health condition such as a stroke, then additional information and expert support may be required from external organisations. Specialist communication professionals and services can be useful sources of information, support and advice and can help with reducing barriers to communication and enabling effective communication to take place. These include:

- Professionals such as **translators** and **interpreters** where there are barriers around language, for example when an individual's first language is not English, and you are

Reflective exemplar	
Introduction	I work as a personal assistant with Jo, a young man who has learning disabilities and lives on his own in a flat. My duties involve supporting Jo to use public transport to travel to and from his workplace and go shopping every week for food and household goods.
What happened?	Last week when I was supporting Jo with food shopping in the supermarket, one of the cashiers recognised Jo, approached him and standing very close to him said 'Hello' loudly. Jo jumped back and shouted, 'No, no' and then placed his hands over his ears.
	I supported Jo to move to a quieter area away from the till and asked him if he was all right. Jo kept his head down and shouted out again, 'No, no'. I reassured Jo and explained that we could remain in this quiet area until he was ready to continue to shop. Jo kicked the shopping basket over and ran out of the supermarket.
	When I returned to the office I discussed the situation with my manager and sought her advice about how this communication could have been improved; including the different communication methods I could have used.
What worked well?	I read Jo's body language and supported him to move to a quieter area; this removed him from the situation and gave him time and space to calm down.
	I reassured Jo; this ensured Jo felt supported.
What did not go as well?	I used a lot of verbal communication and mentioned the words 'continue to shop' – perhaps Jo may have misunderstood what I was saying, perhaps he was distressed, he may have thought that I wanted him to continue to shop.
	I did not explain to the cashier how she could have communicated with Jo more effectively; this could prevent this situation from occurring again.
What could I do to improve?	As I could see Jo was distressed, I should have communicated with him by using non-verbal communication methods only. I need to read through Jo's communication profile and support plan again and ensure I understand the full range of communication methods he uses and prefers in different situations. I will ask my manager if I am unsure about anything.
	I should have demonstrated to the cashier how to communicate with Jo quietly, by observing her space and positioning and by using non-verbal communication methods.
Links to unit assessment criteria	ACs 2.3, 3.1, 3.2

L03 Knowledge, skills, behaviours
Knowledge: do you know how to identify barriers to communication?
Do you know the reasons why you may be having difficulties communicating with an individual? Do you know how to reduce any barriers?
Why is it important to check that communication has been understood by an individual?
Do you know what sources of information are available if you are finding it difficult to communicate with an individual in the care setting where you work?
Did you know that you have just answered questions about how to identify barriers and where to find support available in relation to communication?
Skills: how can you ensure that your communications are effective?
How do you ensure that you treat each person you communicate with in your work setting as an individual?
Do you know how to reduce barriers that arise in relation to communications?
Do you know how to check that your communications have been understood?
Did you know that you have just shown some of the skills that are required by effective communicators?

Features in the book

Suggestions for using the activities

This table summarises all the activities in the unit that are relevant to each assessment criterion.

Here, we also suggest other, different methods that you may want to use to present your knowledge and skills by using the activities.

These are just suggestions, and you should refer to the Introduction section at the start of the book, and more importantly the City & Guilds specification, and your assessor who will be able to provide more guidance on how you can evidence your knowledge and skills.

When you need to be observed during your assessment, this can be done by your assessor, or your manager can provide a witness testimony.

Assessment criteria and accompanying activities	Suggested methods to show your knowledge/skills
LO3 Be able to reduce barriers to communication	
3.1 Reflect on it (page 23)	Discuss with a colleague the different people you communicate with and what barriers you have come across. Provide a short reflective account to evidence your discussion or a reflective account addressing the questions in the activity.
3.1 Evidence opportunity (page 23)	List the different barriers to effective communication. You could also tell your assessor about the barriers to communication that exist. Or complete a spider diagram of the different barriers to communication.
3.2 Research it (page 24)	Make notes detailing what you found out from your research.
3.2 Case study (page 25)	Read through the case study and provide a written account detailing the answers. Discuss the points with your assessor.
3.2 Reflect on it (page 25)	You might like to write a short reflective account about the impact of not reducing barriers to communication and what this might mean for individuals, you as an adult care worker, someone in a personal assistant role or your team.
3.2 Evidence opportunity (page 25)	Select three barriers to effective communication that exist in your work setting and that you included in your list for AC 3.1. For each one, show two different methods that you could use to reduce these barriers. Show your assessor through your work practices how you reduce barriers to communication that arise. Remember, the observation could be a generic observation by your assessor of your practice to reduce barriers, or be an account in a witness statement from your manager.
3.3 Research it (page 27)	You might like to write notes to document the findings from your research about tips for communicating with individuals with hearing loss. You could share these with a colleague.
3.3 Evidence opportunity (page 28)	Show two different methods that you use to check that communication has been understood. You will need to show your assessor through your work practices how you use different methods to check that communication has been understood. You could also support this with a written account listing the different ways you use to check communication has been understood. You could then reflect on the consequences of not checking that communication has been understood.
3.4 Evidence opportunity (page 29)	Find out from your work setting three internal and three external sources of information, support and services that are available to enable effective communication. Discuss with your manager the procedure you must follow to access these. Ensure you record all of this as evidence in your portfolio. You could also complete a spider diagram of the different sources that exist both within and outside of your work setting.
3.4 Reflect on it (page 29)	Write down your thoughts on the statistics that you have read, and record your reactions. Explain why it is important that you are aware of the range of information, support and services that can enable more effective communication and how you can access these. What would be the consequences of not doing so? You could also explain this to your assessor.

Legislation	
Relevant Act	**It states that:**
Data Protection Act 1998	information and data must be: processed fairly and lawfully; used only for the purpose it was intended to be used for; be adequate, relevant, accurate and up to date; held for no longer than is necessary; used in line with the rights of individuals; kept secure; and not transferred to other countries without the individual's permission.
General Data Protection Regulation (GDPR)	In May 2018 the General Data Protection Regulation came into force. It provides detailed guidance to organisations on how to govern and manage people's personal information.
Freedom of Information Act 2000	individuals have the right to apply for access to information held by a wide range of public bodies, such as local authorities and hospitals.
Care Act 2014	local authorities must provide comprehensive information and advice about care and support services in their local area. This information and advice must be provided using methods and formats that meet individuals' needs and can be understood.
Equality Act 2010	employers and providers of services for individuals with disabilities have to make reasonable adjustments when these are required. For example, by making information available in large print for individuals with sight loss and installing a hearing loop system in a meeting room.
Human Rights Act 1998	individuals' human rights, such as the right to security and freedom of expression, are protected.

Resources for further reading and research

Books

Butler, S.J. (2004) *Hearing and Sight Loss – A Handbook for Professional Carers*, Age Concern

Caldwell, P. and Stevens, P. (2005) *Creative Conversations: Communicating with People with Learning Disabilities*, Pavilion Publishers

Ferreiro Peteiro, M. (2014) *Level 2 Health and Social Care Diploma Evidence Guide*, Hodder Education

Moss, B. (2015) *Communication Skills in Health and Social Care* (3rd edition), Sage Publications Ltd

Weblinks

www.actiononhearingloss.org.uk Action on Hearing Loss – information and factsheets on communicating and supporting people who are deaf, deafblind or have a hearing loss

www.alzheimers.org.uk Alzheimer's Society – information on communication methods and strategies to use with individuals who have Alzheimer's disease

www.autism.org.uk The National Autistic Society (NAS) – information on communicating with individuals on the autistic spectrum

www.rnib.org.uk Royal National Institute of Blind People (RNIB) – information on communicating with individuals who have sight loss, are blind or partially sighted

www.scie.org.uk Social Care Institute for Excellence (SCIE) – e-learning resources on effective communication skills and how to apply them

www.stroke.org.uk The Stroke Association – information, support and services for individuals who have had strokes

Level 2

Diploma in Care

FOR THE ADULT CARE WORKER APPRENTICESHIP

❚ Maria Ferreiro Peteiro

Help learners excel in Adult Care with this essential companion for the Level 2 Diploma, published in association with City & Guilds and written by expert author in Health and Social Care, Maria Ferreiro Peteiro.

This brand new title enables learners to:

❚ perfect their portfolio, with essential advice and activities linked to assessment criteria, making it easier to demonstrate knowledge and skills

❚ manage the demands of the course, with assessment criteria translated into simple, everyday language and practical guidance

❚ understand what it means to reflect on practice with 'Reflect on it' activities, and guidance on how to write their own reflective accounts

❚ learn the core values of care, compassion, competence, communication, courage and commitment required as an Adult Care worker

❚ summarise and check understanding with 'Knowledge, Skills, Behaviours' tables at the end of each learning outcome

❚ successfully apply Adult Care theory in the workplace, using real-world case studies

❚ expand their learning with access to popular optional units available online at www.hoddereducation.co.uk/cityandguilds/adultcareextras