*This is guidance for supervisors to assess the competency of staff who have been trained using the training package.*

#### Your role

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| --- | --- |
| **Suggested questions to ask** | **Notes from discussions** |
| * Do you feel confident carrying out all your duties? |  |
| * Are there any duties you tend to avoid or would prefer not do? |  |
| * Is there anything you would like to do better, but would need support to do? |  |

#### The training

|  |  |
| --- | --- |
| **Suggested questions to ask** | **Notes from discussions** |
| * How did you find the training overall? (Good, bad, easy to get to, length of time, etc.) |  |
| * What do you think you learnt? What was the main point that stood out for you? |  |
| * Have you used the learning in your work? |  |

#### Assessment of competence

| **Suggested questions to ask** | **Suggested answers:** |
| --- | --- |
| Can you tell me a few different ways of communicating and when they can be useful to support individuals? | Written communication: This method is used to send messages, keep records, or provide evidence.  Verbal communication: Differences in how you speak, including the tone, pitch and volume of your voice could change how your messages are taken in. Try to avoid using jargon or abbreviations and complicated words and terminology. Make sure you always speak in a respectful way, adjusting your speech to suit the individual.  Body language: This is a type of non-verbal communication. There are many different aspects of body language, including gestures, facial expressions (showing reactions and feeling), eye contact, body positioning and body movements. Each of these will communicate information about an individual or a worker often without them realising it. The way that we stand, sit or hold our arms when we are talking will provide others with clues about our feelings, attitude and emotions.  Gestures: These are hand or arm movements that emphasise what is being said or used as an alternative to speaking.  Eye contact: Maintaining good eye contact is an important way for a health and social care worker to show that they are engaged and listening.  Sign language: This is a recognised language throughout the world. British Sign Language (BSL) is used by individuals in this country and there are variations of sign language in different regions.  Makaton: This is a form of language that uses a large collection of signs and symbols. It is often used with those who have learning and physical disabilities, or hearing impairment.  Braille: Is a code of raised dots that are ‘read’ using touch. For people who are visually impaired or who are blind, the system supports reading and writing. |
| Can you give me some examples of things that make it difficult to communicate effectively and some ways to reduce each of these barriers? | Attitude: When a health and social care worker is abrupt due to time limits, not having enough resources or their mood, the person they are speaking to may feel intimidated or frustrated and not want to communicate. Allow enough time for each meeting and never let a bad mood affect the standard of care and support provided.  Limited use of technology: When the technological aids known to be the best way for someone to communicate are not available. Find alternative ways to support communication and raise the issue with a manager or supervisor if necessary.  Body positioning: Sitting too close could be intimidating and would make an individual feel uncomfortable. Sitting too far away could show lack of interest or concern. Respect the individual’s personal space but ensure that you are close enough for them to see and hear you.  Emotions: When someone is depressed, angry or upset their emotions may affect their ability to think and communicate in a sensible way. Consider whether there would be a better time to communicate or leave information in a different format to consider when they are less upset.  Physical: When someone has physical conditions that create communication difficulties, for example, being breathless, not having any teeth or being in pain. Ensure that they are receiving the care and support they need to alleviate pain and manage their condition, communicate in ways that enable them to express themselves, allow plenty of time for the person to communicate, find out if they feel better at a particular time of day.  Not enough time: Not giving individuals time to say what they want to may make them feel rushed and reluctant to express their true wishes. Allow plenty of time. If you run out of time it is better to arrange another meeting than to rush.  Poor or negative body language: Crossed arms or legs, poor facial expressions, poor body positioning, constant fidgeting or looking at a watch or mobile phone can all make someone less likely to communicate.  Lack of privacy: Think carefully about where and when private and confidential conversations should take place. Find a private location to discuss issues which are personal or sensitive. Remember, speaking quietly can be a barrier for individuals with impaired hearing.  Stereotyping: Generalisations about a group of people that are wrong and misleading. An example would be that ‘all older people are hard of hearing’. Work in ways that meet the communication needs of the individual- their care plan will tell you the most effective ways of communicating with them.  Sensory impairments: Health and social care workers should think about whether the individual can see and hear them when they are communicating. Not being able to see or hear the person speaking can be a barrier to effective communication. When you are communicating with individuals who have impaired hearing, make sure the individual can see your face, speak clearly and think about providing written information to help them understand. Consider using large text documents for individuals with impaired vision.  Language: This could mean the style of language that the health and social care worker chooses (for example technical terminology and jargon) or could refer to the health and social care worker and individual having different preferred languages. Avoid using jargon. Consider interpreters and translators.  Environmental factors: Noise can make it difficult to hear what the other person is saying. Lighting can mean that a person cannot see the communicator’s face which can affect lip-reading and mean that they are not able to read facial expressions. Ensure the light is not behind you when talking to a person. Move to a quieter area.  Substance misuse: Substance misuse can affect a person’s ability to understand and to retain information. Provide information which can be accessed when the person is not affected by substances. Reschedule the meeting when a person is less affected by the substances. |
| Can you give me some examples of confidentiality in practice? | Examples should include:   * Sharing relevant information with other workers who ‘need to know’ * Storing information securely; filing cabinets and cupboards should be kept locked and electronic files should be password protected. * Information should not usually be disclosed without the person’s informed consent. * Private and sensitive information about individuals should not be discussed where others can overhear. |

#### Keeping people safe

| **Suggested questions to ask** | **Notes from discussions** |
| --- | --- |
| * What new things have you found out about the people you support recently? |  |
| * Have there been any situations you couldn’t deal with? |  |
| * What do you think the people you support need, or want more of, or would like to change? |  |
| * What do you think is the best way of making this happen? |  |
| * What support or training would you need to be able to do this? |  |

#### Your next steps

| **Suggested questions to ask** | **Notes from discussions** |
| --- | --- |
| * As a result of our discussions, what do you think is the most important thing to change, or improve or develop? |  |
| * How do you think it would be best to make these changes to your work? |  |
| * What would these changes bring to the people who use the service, and to the organisation? |  |

Assessment of competence

**Date attended training:**

|  |  | How would you rate the learner’s current ability? | | | |
| --- | --- | --- | --- | --- | --- |
| Good | Adequate | Needs refresher | New to them |
| 6.1 Understand the importance of effective communication at work | **6.1a** Describe the different ways that people communicate | ⬜ | ⬜ | ⬜ | ⬜ |
| **6.1b** Describe how communication affects relationships at work | ⬜ | ⬜ | ⬜ | ⬜ |
| **6.1c** Describe why it is important to observe and be receptive to an individual’s reactions when communicating with them | ⬜ | ⬜ | ⬜ | ⬜ |
| 6.2 Understand how to meet the communication and language needs, wishes and preferences of individuals | **6.2a** Describe how to establish an individual’s communication and language needs, wishes and preferences | ⬜ | ⬜ | ⬜ | ⬜ |
| **6.2b** List a range of communication methods and styles that could help meet an individual’s communication needs, wishes and preferences | ⬜ | ⬜ | ⬜ | ⬜ |
| 6.3 Understand how to promote effective communication | **6.3a** List barriers to effective communication | ⬜ | ⬜ | ⬜ | ⬜ |
| **6.3b** Describe ways to reduce barriers to effective communication | ⬜ | ⬜ | ⬜ | ⬜ |
| **6.3c** Describe how to check whether they (the HCSW/ASCW) have been understood | ⬜ | ⬜ | ⬜ | ⬜ |
| **6.3d** Describe where to find information and support or services, to help them communicate more effectively | ⬜ | ⬜ | ⬜ | ⬜ |
| 6.4 Understand the principles and practices relating to confidentiality | **6.4a** Describe what confidentiality means in relation to their role | ⬜ | ⬜ | ⬜ | ⬜ |
| **6.4b** List any legislation and agreed ways of working to maintain confidentiality in day-to-day communication | ⬜ | ⬜ | ⬜ | ⬜ |
| **6.4c** Describe situations where information, normally considered to be confidential, might need to be passed on | ⬜ | ⬜ | ⬜ | ⬜ |
| **6.4d** Describe who they should ask for advice and support about confidentiality | ⬜ | ⬜ | ⬜ | ⬜ |
| 6.5 Use appropriate verbal and non-verbal communication | **6.5a** Demonstrate the use appropriate verbal and non-verbal communication. | ⬜ | ⬜ | ⬜ | ⬜ |
| 6.6 Support the use of appropriate communication aids/ technologies | **6.6a** Ensure that any communication aids/ technologies are: clean, work properly and in good repair. | ⬜ | ⬜ | ⬜ | ⬜ |
| **6.6b** Report any concerns about the communication aid/ technology to the appropriate person. | ⬜ | ⬜ | ⬜ | ⬜ |

**Declaration of completion**

I confirm that the evidence provided by the employee meets the full requirements for Standard 6: Communication.

Employee signature:

Name of assessor:

Assessor signature:

Completion date:

**Please photocopy these last 2 pages and send to [insert name of your data lead for the project]**