

## Unit 304: Effective communication in health and care settings

### Sample scheme of learning

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This sample scheme of learning covers both classroom and workshop-based learning for Unit 304. It is based on three hours per session for 10 sessions plus additional hours for independent learning. Some suggestions of independent learning are made in the session plans.

**This is only an example of a possible scheme of learning. You can use it as it is, adjust it or extract content to suit your delivery needs, or the needs of individual learners. We have endeavoured to make the schemes of learning as flexible as possible. Where sessions may be taught out of order, this has been signposted. You may find it useful to use our lesson plan template to translate and adapt the sessions.**

The schemes of learning are intended to be learner-focused, and they embrace current pedagogical methodology such as flipped and blended learning. They include the following types of learning tasks:

- **Pre-learning** – tasks for the learner to complete in advance of the session to allow for flipped learning
- **Active learning** – active, experiential and discovery learning approaches
- **Challenge focus** – stretching tasks to challenge more able learners
- **Independent learning** – tasks that learners can complete individually or collaboratively without tutor supervision. These tasks may be given as homework.

Reference is made within the scheme of learning to learning materials and other resources required for each session. A version of this scheme of learning with **full supporting materials** is also available to purchase on **SmartScreen.co.uk**. Resources consist of physical equipment required, as well as any technologies needed. Where possible we have included blended learning activities that make good use of technology so as to help centres fulfil the minimum amount of digital teaching recommended by government.

The scheme of learning also signposts opportunities within the unit content to introduce the following wider skills and government initiatives:

- English, mathematics and ICT
- employability skills and behaviours
- British values (including the Prevent strategy).

Centres should also incorporate the following themes, where appropriate. Although they are not specifically referred to in the scheme of learning, City & Guilds regards these as essential in the teaching of the qualification:

- spiritual, moral, social and cultural issues.
- health and safety considerations, in particular the need to impress upon learners the fact that they must preserve the health and safety of others as well as themselves
- environmental education and related European issues.

## Unit 304: Effective communication in health and care settings

### Sample scheme of learning

Course/qualification: \_\_\_\_\_ Tutor's name: \_\_\_\_\_

Number of sessions: 10 Delivery hours: 30 Venue: \_\_\_\_\_ Group: \_\_\_\_\_

**By the end of this unit, learners will need to:**

- understand interpersonal communication and interaction
- understand factors that influence interpersonal communication and interaction
- apply communication skills and strategies to interpersonal care in work practice.

**To enable learners to:**

- describe factors for consideration with written communication
- explain how different theories have contributed to current understanding of interpersonal communication
- explain how and why non-verbal and verbal communication impacts on effective interpersonal interaction with others
- explain with examples how verbal and non-verbal communication may be misinterpreted
- describe factors for consideration with communication and the use of emerging technologies in providing health and care support
- explain factors which influence interpersonal communication
- explain external factors which have an impact on interpersonal communication and interaction and describe how such factors are linked to professional standards and expected working practices
- describe potential barriers to effective communication
- explain strategies for overcoming barriers and meeting communication needs
- identify ways in which individuals may be supported to communicate their needs and wishes through the intervention of a third party
- identify different types of current specialist support, equipment and technologies which may assist individuals with specific communication needs.
- explain how interpersonal communication skills contribute to person-centred care
- demonstrate the use of relevant interpersonal communication in a health or care setting

**Session 1:** The impact of non-verbal and verbal communication

**Suggested Teaching Time:** 3 hours

**Learning Outcome:** 1 – Understand interpersonal communication and interaction

**Topic 1.3** Non-verbal and verbal interpersonal communication components

Key learning activity/approach	Suggested materials and resources	Skills check
<p><b>Pre-learning:</b> Learners to complete the following activity to open discussion about the impact of verbal communication. Read the Richard Nixon quote below and summarise what you think it means and what this says about communication:</p> <p><i>"I know you think you believe you understand what you thought I said, but I am not sure you realise that what you heard is exactly what I meant."</i></p> <p><b>Active learning:</b></p> <ol style="list-style-type: none"> <li>Learners to research, identify and record types of verbal communication and discuss examples of these with others.</li> <li>Learners to research, identify and record types of non-verbal and specialist communication and discuss examples of these with others.</li> <li>Learners to discuss how these types of communication might impact on effective interpersonal interaction, considering both positive and negative outcomes.</li> <li>Learners to use stimulus information provided by tutor (case studies on service users with communication difficulties) to research communication barriers and record information on how care workers might communicate effectively with individuals who have communication impairments.</li> <li>Learners to prepare for and carry out a short simulated interaction with a partner and discuss how they used their skills.</li> </ol>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Interactive WB</li> <li>Computers</li> <li><a href="http://www.skillsyouneed.com/ips/nonverbal-communication">http://www.skillsyouneed.com/ips/nonverbal-communication</a></li> <li>RNIB – Learning Braille: <a href="http://www.rnib.org.uk/braille-and-moon-%E2%80%93-tactile-codes/learning-braille">http://www.rnib.org.uk/braille-and-moon-%E2%80%93-tactile-codes/learning-braille</a></li> <li>Makaton – the Makaton charity website: <a href="https://www.makaton.org/">https://www.makaton.org/</a></li> </ul>	<p>Tutor to facilitate activity of choice and check learning.</p> <ul style="list-style-type: none"> <li>Generate ideas and open discussion about the importance of clear communication in practice.</li> <li>Open group discussion about the use and impact of verbal communication.</li> <li>Have a discussion about communication with individuals who have a communication impairment and prepare their guide for staff.</li> <li>Prepare for and carry out role-plays to demonstrate skills in communicating with an individual with a communication impairment.</li> </ul>

## Unit 304 Sample scheme of learning

Key learning activity/approach	Suggested materials and resources	Skills check
<p><b>Challenge focus:</b> Learners could create a written guide with information on strategies that a staff member might use to communicate with an individual who has more complex communication needs, eg multiple impairments.</p> <p><b>Independent learning:</b> Learners who wish to extend their learning could look at websites suggested (see links in Resources column) to find out more about non-verbal and verbal communication and their influence and importance in interpersonal interactions.</p>		

**Opportunities to develop maths, English, ICT and wider skills:**

<p><b>English:</b> Learners can write clearly and coherently, including an appropriate level of detail in the written guide on effective communication.</p> <p><b>ICT:</b> Learners can use search techniques to locate and select relevant information (eg online research and search engines with advanced techniques) when researching types of non-verbal communication.</p>	<p><b>British values:</b> Learners can demonstrate the values of respect and personal choice of communication.</p> <p><b>Employability:</b> Learners can communicate effectively with different individuals and experience the types of situation which may be encountered in practice.</p>
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**Session 2:** The misinterpretation of verbal and non-verbal communication

**Suggested Teaching Time:** 3 hours

**Learning Outcome:** 1 – Understand interpersonal communication and interaction

**Topic 1.4** Misinterpreting communication

Key learning activity/approach	Suggested materials and resources	Skills check
<p><b>Pre-learning:</b> Learners to use appropriate sources (see link in Resources column) to identify terminology and acronyms regularly used by health and care professionals.</p> <p><b>Active learning:</b></p> <ol style="list-style-type: none"> <li>1. Tutor to explain about how use of voice impacts on communication. Learners to demonstrate their use of voice by giving a spoken reflective account of a learning/critical experience of their choice.</li> <li>2. Learners to identify own knowledge of culturally specific behaviours and research and record those factors which are unknown or unclear. Discuss findings with others.</li> <li>3. Learners to consider how communication might be misinterpreted for individuals who have cognitive impairment and/or are elderly. Use the suggested source for information on slang (see Resources column).</li> <li>4. Learners to create an information poster to inform PWUS of 10 of the most commonly used social care acronyms or terms. Use the suggested links (see Resources column) for information.</li> </ol> <p><b>Challenge focus:</b> Learners could research and prepare an information poster for a staff noticeboard on the uses of different language and developing vocabularies and the possible impact on accurate communication with others.</p> <p><b>Independent learning:</b> Learners to select one type of communication impairment to research more fully, and produce a staff guide which indicates how communication is impaired and identify strategies which might be used to communicate effectively. (See links in Resources column for examples.)</p>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Terminology and acronyms: <a href="http://www.theguardian.com/healthcare-network/2011/aug/22/glossary-nhs-healthcare-jargon-acronyms">http://www.theguardian.com/healthcare-network/2011/aug/22/glossary-nhs-healthcare-jargon-acronyms</a></li> <li>• Slang: <a href="http://www.britishcouncil.org/learnenglish/eens">www.britishcouncil.org/learnenglish/eens</a></li> <li>• Resource for tutor presentation on use of voice: <a href="http://www.skillsyouneed.com/ips/effeactive-speaking.html">http://www.skillsyouneed.com/ips/effeactive-speaking.html</a></li> <li>• Acronyms and terms: <a href="http://www.thinklocalactpersonal.org.uk/library/AIJargonBusterFINAL.pdf">http://www.thinklocalactpersonal.org.uk/library/AIJargonBusterFINAL.pdf</a> <a href="http://www.thinklocalactpersonal.org.uk/Browse/Informationandadvice/CareandSupportJargonBuster/">http://www.thinklocalactpersonal.org.uk/Browse/Informationandadvice/CareandSupportJargonBuster/</a></li> <li>• Examples of staff guides: Stroke Association</li> </ul>	<p>Tutor to facilitate activity of choice and check learning.</p> <ul style="list-style-type: none"> <li>• Presentation to introduce use of voice as a communication tool.</li> <li>• Generate discussion about culturally specific communication.</li> <li>• Generate discussion about misinterpreting communication due to cognitive impairment or older age.</li> </ul>

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Key learning activity/approach	Suggested materials and resources	Skills check
	<a href="http://stroke.org.uk">http://stroke.org.uk</a> The National Autistic Society <a href="http://www.autism.org.uk/">http://www.autism.org.uk/</a> <ul style="list-style-type: none"> <li>• Interactive WB</li> <li>• Computers</li> </ul>	

**Opportunities to develop maths, English, ICT and wider skills:**

<p><b>English:</b> Learners will understand the main points and ideas and how they are presented in a variety of texts when researching culturally specific information.</p> <p><b>ICT:</b> Learners will use ICT-based communication.</p>	<p><b>British values:</b> Learners will acquire an appreciation of and respect for their own and other cultures.</p> <p><b>Employability:</b> Learners will demonstrate that they can identify a problem and offer a solution.</p>
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**Session 3:** The contribution of different theories to understanding of interpersonal communication

**Suggested Teaching Time:** 3 hours

**Learning Outcome:** 1 – Understand interpersonal communication and interaction

**Topic 1.2** Theories relating to interpersonal communication

Key learning activity/approach	Suggested materials and resources	Skills check
<p><b>Pre-learning:</b> Learners to independently research information on one chosen theory (psychoanalytical, humanistic, behaviourist, cognitive), identifying how it contributes to current understanding of interpersonal communication.</p> <p><b>Active learning:</b></p> <ol style="list-style-type: none"> <li>Research and presentation activity: learners will work in groups, with each group researching and creating a presentation consisting of delivery aids and visual aids of a given theory from those identified below: <ul style="list-style-type: none"> <li>psychoanalytical – personal experience of communication, eg Sigmund Freud</li> <li>humanistic – person-centred approach, self-concept, congruence, self-actualisation, eg Carl Rogers, Gerard Egan, Abraham Maslow</li> <li>behaviourist – environmental influences and response to stimuli, eg Ivan Pavlov, B.F. Skinner, R. M Gagné</li> <li>cognitive – development of thought and mental processes, eg Leon Festinger, Jean Piaget, Lev Vygotsky.</li> </ul> </li> <li>Learners to take the opportunity to clarify understanding of the theories presented and ask questions of the presenting group.</li> <li>Tutor to compile a quiz to ask learners to answer formative questions on the key points of the theories presented.</li> </ol>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>Quiz (tutor to devise)</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Interactive WB</li> <li>Computers</li> <li>Textbooks</li> </ul>	<p>Tutor to facilitate activity of choice and check learning.</p> <ul style="list-style-type: none"> <li>Consolidate learning with a formative quiz (with teacher answers).</li> </ul>

## Unit 304 Sample scheme of learning

Key learning activity/approach	Suggested materials and resources	Skills check
<p><b>Challenge focus:</b> Learners could choose one theory and create their own case study to illustrate how this theory explains the communication methods used by one individual.</p> <p><b>Independent learning:</b> Learners to extend their knowledge by conducting further independent reading about each of the theories and adding to the information noted in the class presentations. Learners could identify the criticisms of the theoretical explanations.</p>		

## Opportunities to develop maths, English, ICT and wider skills:

<p><b>English:</b> Learners will understand and follow the main points of explanations, instructions and discussions in the course of each of the presentations.</p> <p><b>ICT:</b> Learners will use communications software to present information to others.</p>	<p><b>British values:</b> Learners will give a presentation and listen to others, in order to develop their self-knowledge, self-esteem and self-confidence.</p> <p><b>Employability:</b> Learners will demonstrate team-working skills in researching, planning and presenting information to others.</p>
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**Session 4:** Factors which affect communication (a)

**Suggested Teaching Time:** 2.5 hours

**Learning Outcome:** 2 – Understand factors that influence interpersonal communication and interaction

**Topic 2.1** Positive and negative factors influencing communication

Key learning activity/approach	Suggested materials and resources	Skills check
<p><b>Pre-learning:</b> Learners will be given a stimulus question to consider and will discuss responses with others in the group.</p> <p><b>Active learning:</b></p> <ol style="list-style-type: none"> <li>Learners to be given a case study as stimulus material to identify and discuss how prejudicial, stereotypical attitudes and false assumptions influence interpersonal communication. See link in Resources column.</li> <li>Learners to take part in structured group discussion to establish the key points raised in the case study.</li> <li>Learners to take part in group work to research and identify how the following factors influence interpersonal communication. Learners will work in allocated groups to research and create an information sheet on a given factor: <ul style="list-style-type: none"> <li>values and beliefs, eg institutional</li> <li>self-concept/self-esteem, eg low self-esteem may affect interpretation of messages</li> <li>level of understanding, eg communicating with a child vs adult.</li> <li>modelling appropriate behaviour.</li> </ul> </li> <li>Learners to work in groups, with each group collaborating on a news panel to inform peers of their research findings.</li> </ol> <p><b>Challenge focus:</b> Learners could each write a structured account to reflect on understanding of the ideas presented.</p> <p><b>Independent learning:</b> Learners to research news articles which report examples of any three of the factors that have been explored this week.</p>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Case study activity <a href="http://www.youthspace.me/assets/00/0149/LAC_Ofstead_Care_and_prejudice1.pdf">http://www.youthspace.me/assets/00/0149/LAC_Ofstead_Care_and_prejudice1.pdf</a></li> <li>Care and Prejudice Report: <a href="http://www.youthspace.me/assets/00/0149/LAC_Ofstead_Care_and_prejudice1.pdf">http://www.youthspace.me/assets/00/0149/LAC_Ofstead_Care_and_prejudice1.pdf</a></li> <li>Interactive WB</li> <li>Computers</li> <li>Cue cards</li> </ul>	<p>Tutor to facilitate activity of choice and check learning.</p> <ul style="list-style-type: none"> <li>Have a discussion about prejudice.</li> <li>Use the care and prejudice report by the Children's Rights Director for England to identify and discuss how the children experienced prejudice and stereotyping.</li> </ul>

**Opportunities to develop maths, English, ICT and wider skills:**

**British values:** Learners will gain an understanding of the importance of identifying and combatting discrimination.

**Employability:** Learners will gain the skills and knowledge required to adjust their communication style when communicating with different individuals.

**Session 5:** Factors which affect communication (b)**Suggested Teaching Time:** 2.5 hours**Learning Outcome:** 2 – Understand factors that influence interpersonal communication and interaction**Topic 2.1** Positive and negative factors influencing communication

Key learning activity/approach	Suggested materials and resources	Skills check
<p><b>Pre-learning:</b> Learners to research and bring to the lesson information which can be shared about how the physical environment may affect communication positively and negatively.</p> <p><b>Active learning:</b></p> <ol style="list-style-type: none"> <li>Learners to think/pair/share ideas on the effects of illness on communication, eg people with dementia, people with systematic drug or alcohol misuse, people in pain. Discuss and record answers.</li> <li>Learners to consider the following factors, and give examples of where they have experienced these or observed them in practice: <ul style="list-style-type: none"> <li>trust and mistrust</li> <li>language differences</li> <li>cultural differences</li> <li>elements of power and/or empowerment in health and care delivery.</li> </ul> </li> </ol> <p><b>Challenge focus:</b> Learners could choose one of the factors listed above and write a report of the potential long- and short-term effects of poor communication.</p> <p><b>Independent learning:</b> Learners to identify and give an account of two examples from practice/news reports where these factors have been central.</p>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Interactive WB</li> <li>Computers</li> <li>Cue cards</li> </ul>	<p>Tutor to facilitate activity of choice and check learning.</p>

**Opportunities to develop maths, English, ICT and wider skills:**

**English:** Learners will be expected to use generally accurate punctuation and spelling and convey meaning clearly in the written report.

**ICT:** Learners will manage information storage of the information in the report.

**British values:** Learners will be expected to accept that people have different languages and cultural backgrounds, and should be accepted without prejudicial or discriminatory behaviour.

**Employability:** Learners will gain an understanding of the factors affecting individuals who use services, and the ways in which they may communicate.

**Session 6:** Factors that influence interpersonal communication and interaction**Suggested Teaching Time:** 2.5 hours**Learning Outcome:** 2 – Understand factors that influence interpersonal communication and interaction**Topic 2.2** External influences on effective communication

Key learning activity/approach	Suggested materials and resources	Skills check
<p><b>Pre-learning:</b> Learners to identify and collect information on their placement or a service provider's communication procedures, bring this information to the session and explain how this system/procedure is implemented.</p> <p><b>Active learning:</b></p> <ol style="list-style-type: none"> <li>1. Learners to develop knowledge of storage and sharing systems in a chosen setting, and complete answers to a short question paper.</li> <li>2. Learners to participate in group discussion of similarities and differences in the methods of storage used.</li> <li>3. Learners to participate in group work, where they will be given information on relevant legislation and codes of practice to read and describe how these factors are linked to professional standards.</li> <li>4. Learners to undertake a case study applying external factors showing how the legislation/code of practice supports professional standards.</li> </ol> <p><b>Challenge focus:</b> Learners could research and record key points of an example where legislation/code of practice has not been used, and identify the main outcomes for staff/individuals who use the service.</p> <p><b>Independent learning:</b> Learners to use the Skills for Care website (see link in Resources column) to discover what health care workers must do in England. For each of the seven points, give an example of how you might do this in practice.</p>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Short question paper (tutor to devise)</li> <li>• Legislation information</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Case study</li> <li>• <a href="http://www.skillsforcare.org.uk/">http://www.skillsforcare.org.uk/</a></li> <li>• Interactive WB</li> <li>• Computers</li> <li>• Cue cards</li> </ul>	<p>Tutor to facilitate activity of choice and check learning.</p>

**Opportunities to develop maths, English, ICT and wider skills:**

**English:** Learners should be able to read and understand texts in different formats using strategies/techniques appropriate to the task (eg skimming, scanning, detailed reading) when using the information on legislation and codes of practice.

**ICT:** Learners can use ICT-based sources of information on the Skills for Care website.

**British values:** By considering legislation, learners will gain an appreciation that living under the law protects individual citizens and is essential for their wellbeing.

**Employability:** Learners will develop knowledge of current legislation, which is essential in work practice.

**Session 7:** Potential barriers to communication

**Suggested Teaching Time:** 2.5 hours

**Learning Outcome:** 2 – Understand factors that influence interpersonal communication and interaction

**Topic 2.3** Dealing with potential barriers to communication

Key learning activity/approach	Suggested materials and resources	Skills check
<p><b>Pre-learning:</b> Learners to bring written information to the session on how emotions and language might create barriers to communication.</p> <p><b>Active learning:</b></p> <ol style="list-style-type: none"> <li>Learners to participate in group discussion about the possible effects of emotions and language on communication.</li> <li>In 'jigsaw learning', learners to explore a range of potential barriers to effective communication. Learners will be required to work in groups to consider the following barriers: <ul style="list-style-type: none"> <li>attitude and behaviours</li> <li>stereotyping</li> <li>not enough time</li> <li>limited technology and skills to utilise it effectively</li> <li>culture</li> <li>physical and cognitive impairment, eg states of consciousness.</li> </ul> </li> <li>Learners to take part in reflective writing, giving a written answer to show their understanding of the ideas from the jigsaw learning activity.</li> <li>Learners to take part in group discussion to identify and explain strategies for overcoming barriers and meeting communication needs.</li> </ol> <p><b>Challenge focus:</b> Learners could read and research information on strategies used in practice, indicating the needs of the service user for whom they might be helpful.</p>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Braille: <a href="http://www.rnib.org.uk/">http://www.rnib.org.uk/</a></li> <li>Signing: <a href="http://www.nhs.uk/conditions/social-care-and-support-guide/pages/communication-problems-carers.aspx">http://www.nhs.uk/conditions/social-care-and-support-guide/pages/communication-problems-carers.aspx</a></li> <li>Cards and symbols: <a href="http://www.autism.org.uk">www.autism.org.uk</a></li> <li>Referencing objects: <a href="http://www.totalcommunication.org.uk/">http://www.totalcommunication.org.uk/</a></li> <li>Interactive WB</li> <li>Computers</li> <li>Cue cards</li> </ul>	<p>Tutor to facilitate activity of choice and check learning.</p>

Key learning activity/approach	Suggested materials and resources	Skills check
<b>Independent learning:</b> Learners can, with reference to the links in the Resources column: <ul style="list-style-type: none"><li>• use Braille to support reading and writing</li><li>• communicating through signing</li><li>• use picture/story cards/symbols</li><li>• reference objects.</li></ul>		

**Opportunities to develop maths, English, ICT and wider skills:**

<b>English:</b> Speaking and listening skills can be demonstrated in developing the discussion about strategies for overcoming barriers to communication, giving a point of view as well as allowing and responding to others' opinions.	<b>British values:</b> Introduce and talk about the importance of identifying and combatting discrimination in the workplace a result of communication needs.
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**Session 8:** Potential barriers to communication and preparation for practice**Suggested Teaching Time:** 2.5 hours

**Learning Outcome:** 2 – Understand factors that influence interpersonal communication and interaction  
 3 – Apply communication skills and strategies to interpersonal care in work practice

**Topic 2.3** Dealing with potential barriers to communication**Topic 3.2** Demonstrating good work practice

Key learning activity/approach	Suggested materials and resources	Skills check
<p><b>Pre-learning:</b> Learners to research ways in which individuals may be supported to communicate their needs and wishes through the intervention of a third party.</p> <p><b>Active learning:</b></p> <ol style="list-style-type: none"> <li>Learners to take part in group discussion of ways in which the following support individuals:               <ul style="list-style-type: none"> <li>independent advocate</li> <li>personal assistant/direct carer</li> <li>interpreter/translator</li> <li>partner and/or family.</li> </ul> </li> <li>Learners to take part in a think/pair/share activity to discuss specialist support equipment and technologies which may assist individuals with specific communication needs.</li> <li>Learners to respond to effective questioning after this activity which asks in specific terms about their knowledge and understanding of specialist support.</li> <li>Learners to identify and plan their demonstration of the use of relevant interpersonal communication in a health or care setting.</li> </ol> <p><b>Challenge focus:</b> Learners could write an evaluation of the use of specialist support, equipment or technologies to support communication.</p>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Text to speech software: <a href="http://elearningindustry.com/">http://elearningindustry.com/</a></li> <li>'Induction Loop System': <a href="https://www.youtube.com/watch?v=O9UpjV2ii1Y">https://www.youtube.com/watch?v=O9UpjV2ii1Y</a></li> <li>Guide dogs: <a href="http://www.guidedogs.org.uk/">http://www.guidedogs.org.uk/</a></li> <li>Interactive WB</li> <li>Computers</li> <li>Cue cards</li> </ul>	<p>Tutor to facilitate activity of choice and check learning.</p>

Key learning activity/approach	Suggested materials and resources	Skills check
<p><b>Independent learning:</b> Learners can, with reference to the links in the Resources column:</p> <ul style="list-style-type: none"> <li>• read about text to speech software</li> <li>• watch the YouTube video 'Induction Loop System'</li> <li>• learn about guide dogs.</li> </ul>		

#### Opportunities to develop maths, English, ICT and wider skills:

<p><b>English:</b> Speaking and listening skills can be demonstrated in developing the discussion about supporting individuals with specific communication needs, giving a point of view as well as allowing and responding to others' opinions.</p> <p>Learners demonstrate the writing skills of planning and drafting in preparing their demonstration of the use of relevant interpersonal communication in a health or care setting.</p> <p><b>ICT:</b> Learners have the opportunity to use advanced search techniques to locate, select and evaluate relevant online sources that provide suitable information about assistive technology.</p>	<p><b>British values:</b> Introduce and talk about the importance of identifying and combatting discrimination in the workplace a result of communication needs.</p>
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**Session 9:** Written communication and emerging technologies

**Suggested Teaching Time:** 2.5 hours

**Learning Outcome:** 1 – Understand interpersonal communication and interaction

**Topic 1.1** Written communication

**Topic 1.5** Technologies supporting communication

Key learning activity/approach	Suggested materials and resources	Skills check
<p><b>Pre-learning:</b> Learners to research what we mean by ‘assistive technologies’ and to look at examples such as <a href="http://www.scie.org.uk/socialcaretv/video-player.asp?guid=9be2764a-d81e-4c5f-8a83-b15eedffa7e">http://www.scie.org.uk/socialcaretv/video-player.asp?guid=9be2764a-d81e-4c5f-8a83-b15eedffa7e</a></p> <p><b>Active learning:</b></p> <ol style="list-style-type: none"> <li>Learners to brainstorm: consider how technology is used in health and care practice to communicate with individuals. Record ideas from whole class.</li> <li>Learners to take part in a think/pair/share activity – consider a wide range of possible resource restraints in providing health and care support. Discuss ideas with a partner, and then with the whole group.</li> <li>Learners to hold a debate – in groups of two or more learners, research and prepare for debate on using technology in rural locations. One side to support, and one side to identify potential problems and barriers. Plan a valid discussion supporting their given viewpoint. Rest of group to have notes and have identified questions about each viewpoint.</li> <li>Learners to take a quiz – tutor to devise a quiz for learners to complete questions about current data protection requirement, with an opportunity to discuss results at the end of the quiz.</li> <li>Learners to use a case study to show how different types of written communication might be used within health and care practice.</li> </ol> <p><b>Challenge focus:</b> Learners could design an information leaflet on how online diagnosis and treatment might be used by a health or care professional who is supporting them.</p>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>Quiz on data protection (tutor to devise)</li> <li>Case study on written communication (tutor to source)</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Interactive WB</li> <li>Computers</li> <li>Cue cards</li> <li><a href="http://www.scie.org.uk">www.scie.org.uk</a></li> </ul>	<p>Tutor to facilitate activity of choice and check learning.</p>

Key learning activity/approach	Suggested materials and resources	Skills check
<b>Independent learning:</b> Learners to investigate the potential uses/misuses of systems and developing technologies that staff and individuals who use services should be aware of.		

**Opportunities to develop maths, English, ICT and wider skills:**

<b>English:</b> Learners will present information and ideas clearly and persuasively to others in the debate and when asking questions. <b>ICT:</b> Learners will bring together different types of information.	<b>British values:</b> By being aware of factors involved in written communication, learners will be supported to contribute positively to the lives of others. <b>Employability:</b> An awareness and understanding of written communication forms is useful to indicate to employers that knowledge is current and that appropriate forms of communication can be selected.
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**Session 10:** Reflection on work practice skills**Suggested Teaching Time:** 2.5 hours**Learning Outcome:** 3 – Apply communication skills and strategies to interpersonal care in work practice**Topic 3.2** Demonstrating good work practice

Key learning activity/approach	Suggested materials and resources	Skills check
<p><b>Pre-learning:</b> Learners to have completed the demonstration of interpersonal communication in a health or care setting and used the reflective workbook to record the activity.</p> <p><b>Active learning:</b></p> <ol style="list-style-type: none"> <li>Learners to participate in a group discussion with peers, focusing on: <ul style="list-style-type: none"> <li>how they applied communication theory to practice</li> <li>the impact of verbal and non-verbal communication and how they were effective</li> <li>personal factors that influenced their interactions with others</li> <li>the knowledge factors that influenced their interactions with others</li> <li>external factors that influenced interactions with others</li> <li>the specific communication needs of the individuals and how they were met</li> <li>how the learners' effective communication contributed to person-centred support.</li> </ul> </li> </ol> <p><b>Challenge focus:</b> Learners could complete a self-assessment activity of their performance.</p>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>Self-assessment checklist (tutor to provide)</li> <li>Workbook (available on <a href="http://www.cityandguilds.com">www.cityandguilds.com</a> – search for 3,625 supporting documents)</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Interactive WB</li> <li>Computers</li> <li>Cue cards</li> </ul>	<p>Tutor to facilitate activity of choice and check learning.</p>

**Opportunities to develop maths, English, ICT and wider skills:**

**English:** Speaking and listening skills can be demonstrated in developing the discussion about supporting individuals with specific communication needs, giving a point of view as well as allowing and responding to others' opinions.

**British values:** Learner to develop their self-knowledge, self-esteem and self-confidence when undertaking self-assessment.

**Employability:** Learners should demonstrate self-analysis by assessing their performance in the technology demonstration and using this to evaluate and prioritise their own strengths and skill gaps for development.