

Title:	Communication and Relationships in Adult Social Care
Level:	Entry Level 3
Credit value:	2
GLH:	20
Unique Reference Number:	J/652/0160
Sector Subject Area:	14.1 Foundations for Learning and Life
Aim:	The aim of this unit is to provide learners with the skills and knowledge to be able to understand communication skills and positive relationships when supporting adults in social care settings.
Assessment Type:	Assessment of this unit will be through an internally set and internally assessed portfolio of evidence.
Assessment Guidance:	Assessment decisions for skills-based learning outcomes must be made during the learner's normal work activity. Skills-based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time.

Learning outcomes

The learner will:

1. Be able to understand different ways people communicate.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to recognise different methods of communication used in adult social care.

The learner must:

- 1.1 Identify different ways people **communicate** in adult social care.
- 1.2 Identify ways communication may need to be **adapted**.

2. Be able to understand why communication is important in adult social care.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to understand the role communication plays in supporting adults.

The learner must:

<p>2.1 State why good communication is important in adult social care.</p> <p>2.2 Give examples of positive communication behaviours.</p>
<p>3. Be able to understand positive relationships in adult social care.</p>
<p>Delivery content:</p> <p>The aim of this learning outcome is to provide learners with the knowledge and skills to recognise how respectful relationships support adults in care.</p> <p>The learner must:</p> <p>3.1 Identify behaviours that help build positive relationships.</p> <p>3.2 Identify behaviours that may damage relationships.</p>

<p>Scope of Training</p> <p>The Scope of Training identifies areas that must be covered during the delivery of this unit. This is the minimum that is expected but tutors are expected to include other areas, knowledge of which will benefit their learners, based on location, types of work available and from the tutors own professional experience.</p>

<p>Requirements</p>	
<p>Communicate</p>	<p>Definition:</p> <p>Communication is how people share information, feelings, and ideas with each other.</p> <p>Teaching must include:</p> <p>Learners should identify different ways people communicate, such as:</p> <ul style="list-style-type: none"> • Speaking (verbal communication) • Listening • Body language (facial expressions, gestures) • Writing (notes, records, messages) • Visual communication (pictures, symbols, communication boards) <p>Learners must identify at least three ways people communicate.</p> <p>Teaching could include:</p> <ul style="list-style-type: none"> • Picture cards showing different communication methods

	<ul style="list-style-type: none"> • Short role-play activities • Matching communication types to examples
<p>Adapted</p>	<p>Definition: Adapting communication means changing how we communicate so another person can understand more easily.</p> <p>Teaching must include: Learners should identify ways communication can be adapted, such as:</p> <ul style="list-style-type: none"> • Speaking more clearly or slowly • Using simple language • Using pictures or visual aids • Giving extra time for someone to respond • Using gestures or signs <p>Learners must identify at least two ways communication may be adapted.</p> <p>Teaching could include:</p> <ul style="list-style-type: none"> • Scenarios involving people with hearing, speech, or language difficulties • Demonstrations of adapted communication methods
<p>Good Communication</p>	<p>Definition: Good communication helps people understand each other and work together safely and respectfully.</p> <p>Teaching must include: Learners should state reasons such as:</p> <ul style="list-style-type: none"> • Helps people understand needs and preferences • Supports safe and effective care • Helps build trust and respect • Reduces confusion or mistakes <p>Learners must state at least two reasons why good communication is important.</p> <p>Teaching could include:</p> <ul style="list-style-type: none"> • Simple case examples showing the effects of poor communication

	<ul style="list-style-type: none"> • Group discussion about good and bad communication
Positive Communication	<p>Definition: Positive communication behaviours are actions that help people communicate clearly and respectfully.</p> <p>Teaching must include: Learners should give examples such as:</p> <ul style="list-style-type: none"> • Listening carefully • Speaking politely and respectfully • Maintaining appropriate eye contact • Being patient and calm • Checking understanding <p>Learners must give at least two examples of positive communication behaviours.</p> <p>Teaching could include:</p> <ul style="list-style-type: none"> • Role-play demonstrating good communication • Identifying positive behaviours in short scenarios
Positive Relationships	<p>Definition: Positive relationships develop when people treat each other with kindness, respect, and understanding.</p> <p>Teaching must include: Learners should identify behaviours such as:</p> <ul style="list-style-type: none"> • Showing respect and kindness • Listening to others' views • Being patient and supportive • Being honest and trustworthy • Showing empathy <p>Learners must identify at least two behaviours that help build positive relationships.</p> <p>Teaching could include:</p> <ul style="list-style-type: none"> • Discussion about how care workers build trust with people they support • Scenario activities identifying helpful behaviours
Damage Relationships	<p>Definition:</p>

	<p>Some behaviours can harm relationships and make people feel upset, disrespected, or unsafe.</p> <p>Teaching must include:</p> <p>Learners should identify behaviours such as:</p> <ul style="list-style-type: none">• Being rude or disrespectful• Ignoring someone's views or needs• Interrupting or not listening• Using inappropriate language or tone• Being impatient or dismissive <p>Learners must identify at least two behaviours that may damage relationships.</p> <p>Teaching could include:</p> <ul style="list-style-type: none">• Scenario discussions comparing positive and negative behaviours• Group activity: "Which behaviours help or harm relationships?"
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