

Sample Scheme of Work – Promoting Communication

Course / Programme: Level 3 Health & Social Care

Unit/Module/Course: Promoting Communication

UAN Y/601/1437

Unit SHC33

Topic: Communication and Confidentiality
Communication Barriers

How will Students Develop Personal, Social, Industry and Employability skills?

- Make significant contributions to discussions to help move forward
- Practice writing skills when taking notes
- Development of active listening skills
- Development of problem solving skills
- Self-study reading skills

Health and Safety

Activities that involve large or potentially hazardous equipment should be documented and measured against the standard college risk assessment policies. Please ensure that you date this section to show that it is current.

How is Equality and Diversity Promoted in the Learning?

- Language used in class that is not specific gender orientated
- All learners to have access to books and IT equipment
- Different genders and races used in lesson examples and pictures

Week	Guided Learning Hours per SESSION	Objectives	Tutor Activity and Resources	Student Activity and Resources	Assessment	How will students develop their English and maths skills
1	6 Tutor : Student ratio (GLH)	<p>What is the objective of the session? What do you want your students to be able to learn by the end of the lesson? This is what you intend to use to check learning against at the end of the lesson.</p> <p>HSC1.1 Communication and Confidentiality</p> <p>Understand the importance of effective communication</p> <p>Describe the different ways that people communicate</p> <p>Know the difference between formal and informal methods of communication</p>	<p>List all the tasks and activities you will be doing to help them meet their outcomes, practice their skills be stretched and challenged and develop independent skills of learning.</p> <p>Resources: List the resources you plan to use in this lesson.</p> <ul style="list-style-type: none"> • Tutor led i-Ask: Communication Types and Using Effective Communication to Support Service Users • Tutor led i-Ask: Interpersonal Interaction to include: speech, language, visual cues, proximity, voluntary body language, involuntary body language, cultural variation, verbal versus non-verbal and facial expressions. 	<p>List all the tasks and activities your students will be doing to help them meet their outcomes, practice their skills be stretched and challenged and develop independent skills of learning.</p> <p>Resources: List the resources you plan to use in this lesson.</p> <p>Learners to investigate various types of communication using i-Ask: Communication types interactive tabs</p> <p>Learners to take notes and provide examples of each type. To include: One to one, Group, Formal and Informal communication.</p> <p>Learners to use i-Ask: Interpersonal Interactions to investigate and take notes on interpersonal interaction.</p>	<p>How will you assess whether students have met the learning outcomes during and at the end of the lesson?</p> <ul style="list-style-type: none"> • Correct identification of types of communication • Tutor led questioning • In class check i-Check: Types of communication learners to map pictures to text • Tutor led questioning and in class check on understanding of interpersonal interactions 	<p>How will the lesson help to develop individual student's English and maths skills?</p> <ul style="list-style-type: none"> • Students to be set i-Tests and assessments to be complete in their own time This will be checked in the next lesson. • Developing their reading skills using text books and online resources and understand sector specific, technical and complex words
2	4:2					

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			<ul style="list-style-type: none"> Tutor led i-Ask: Types of Communication 			
3	10	<p>Support service users to help them communicate more effectively</p> <p>Understand the principles, legislation and practices relating to confidentiality</p>	<ul style="list-style-type: none"> Tutor led i-Ask: Communication Types and Using Effective Communication to Support Service Users Tutor led i-Ask: Confidentiality to include: trust; informed consent; legislation; New Data Protection Act 2015; Human Rights Act 1998; Freedom of Information Act 2005; Caldicott Principle; Exceptions and social media Tutor led overview of i-Ask: Communication and Language Needs and Preferences to include: literacy level; preferred language; signs and symbols; objects of reference; Personal Communication Passports; Communication Aids; Visual Aids and Human Aids. 	<p>Learner to investigate and take notes on how to Support Service Users. To include: Helping the client speak; Establishing needs, wishes and preferences; Learned helplessness; Care Value Base; Empowerment and Promotion of Rights</p> <p>Learners to use i-Ask: Confidentiality and work through interactive tabs and take notes</p> <p>Learners to use i-Ask: Communication and language needs and preferences and work through the interactive tabs making notes</p>	<ul style="list-style-type: none"> In class check i-Check: Communication and Confidentiality learners to sort under correct headings Tutor led questioning and in class check on understanding of factors influencing communication in health and social care environments <p>In class check i-Check: Communication Aids and Barriers learners to work through interactive tabs and take notes</p>	<ul style="list-style-type: none"> Students to be set i-Tests and assessments to be complete in their own time. This will be checked in the next lesson. Developing their reading skills using text books and online resources and understand technical and complex words
4	6:4	<p>Understand factors that influence communication and interpersonal interaction in health and social care environments</p>				
5						
6	10	<p>HSC 1.2 Communication Barriers</p> <p>Identify barriers to communication to include:</p>	<p>Tutor led i-Ask: Physical Barriers to Communication to include environmental barriers (e.g. lighting, seating, external noise, lack of space) and physical barriers (e.g. sensory deprivation, physical and mental illness)</p>	<p>Learners to take notes and provide examples of each type of barrier to communication.</p> <p>Learners to use i-Ask: Physical Barriers to communication and work through the interactive scheme and take notes.</p> <p>Learners to use i-Ask: Barriers to communication and work through the interactive tabs and take notes.</p>	<p>In class check i-Check: Communication Aids and Barriers learners to work through interactive tabs and take notes (refresher activity)</p> <ul style="list-style-type: none"> Tutor led questioning 	<ul style="list-style-type: none"> Students to be set i-Tests and assessments to be complete in their own time. This will be checked in the next lesson. Developing their reading skills using text books and online resources and understand technical and complex words

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7	Tutor : Student ratio (GLH) 5:5	Be able to suggest strategies to reduce barriers to communication to include:	Tutor led <i>i-Ask: Barriers to Communication</i> to include language barriers (e.g. English as an additional language, speech difficulties, slang, acronyms, colloquialisms, jargon); Social isolation (e.g. lack of confidence, following intimidation, abuse or trauma) and Effects of barriers on individuals (e.g. reduced access to health and social care issues, increased ill health) Tutor led overview of strategies to reduce barriers to communication	Learners to use multi media resources to identify strategies to reduce barriers to communication. To include: Preferred method of communication; Preferred language; Adaptations to the physical environment – changes to seating, lighting, sound proofing of rooms/windows and the use of Effective non-verbal communication – positive posture, facial expressions, appropriate gestures	In class check <i>i-Check: Aids and Barriers to Communication</i> learners to work through mapping pictures to text and take notes	
8	6 Tutor : Student ratio (GLH) 2:4	Explain the role of technological aids in promoting effective communication	Tutor led overview of the role of alternative forms of communication and technological aids in promoting effective communication to include: Braille and Braille software; British Sign Language (BSL); finger spelling; text messaging; interpreters; translators; Makaton; Bliss symbols; hearing aids and cochlea implants.	Learners take notes then to use multimedia resources to research alternative forms of communication and the role of technological aids to communication. Learners to produce a guide to alternative communication and the role of technological aids for new members of staff.	<ul style="list-style-type: none"> Tutor led questioning In class check <i>i-Test: Aids and Barriers to Communication</i> learners to complete multiple answer test Tutor led questioning and in class check of understanding of alternative forms of communication and the role of technological aids 	<ul style="list-style-type: none"> Students to be set <i>i-Tests</i> and assessments to be complete in their own time. This will be checked in the next lesson. Developing their reading skills using text books and online resources and understand technical and complex words

