

UNIT 5: COMMUNICATION - Assessment Plan

TQUK Level 3 Diploma in Adult Care (RQF)

Qualification Number: 610/0103/6

Centre: T21 Services UK

Centre Number: #36257481088

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UNIT 5: COMMUNICATION IN HEALTH, SOCIAL CARE OR CHILDREN'S AND YOUNG PEOPLE'S SETTINGS

Guided Learning Hours (GLH): 20 hours

LEARNING OUTCOMES & ASSESSMENT CRITERIA

Learning Outcome 1: Understand why effective communication is important in the work setting

- 1.1 Identify the different reasons people communicate
- 1.2 Explain how communication affects relationships in the work setting

Learning Outcome 2: Be able to meet the communication and language needs, wishes and preferences of individuals

- 2.1 Demonstrate how to establish the communication and language needs, wishes and preferences of individuals
- 2.2 Describe the factors to consider when promoting effective communication
- 2.3 Demonstrate a range of communication methods and styles to meet individual needs
- 2.4 Demonstrate how to respond to an individual's reactions when communicating

Learning Outcome 3: Be able to overcome barriers to communication

- 3.1 Explain how people from different backgrounds may use and/or interpret communication methods in different ways
- 3.2 Identify barriers to effective communication
- 3.3 Demonstrate ways to overcome barriers to communication
- 3.4 Demonstrate strategies that can be used to clarify misunderstandings
- 3.5 Explain how to access extra support or services to enable individuals to communicate effectively

Learning Outcome 4: Be able to apply principles and practices relating to confidentiality

- 4.1 Explain the meaning of the term confidentiality
- 4.2 Demonstrate ways to maintain confidentiality in day-to-day communication
- 4.3 Describe the potential tension between maintaining an individual's confidentiality and disclosing concerns

GLH DELIVERY BREAKDOWN (20 HOURS)

ASSESSMENT METHODS & EVIDENCE REQUIREMENTS

Assessment Method 1: Observation (Minimum 4 hours)

Activity	Hours	Delivery Method
Self-directed study of learning materials	8	Online platform + PDF resources
Workplace observation by assessor	5	Direct observation in care setting
Professional discussion with assessor	2	Face-to-face/video call
Communication methods practical activity	3	Hands-on practice
Reflective account writing	1	Written assignment
Tutorial support & feedback	1	One-to-one session
TOTAL	**20**	**Blended approach**

Covers: LO2.1, LO2.3, LO2.4, LO3.3, LO3.4, LO4.2

Observation Focus:

Assessor observes learner:

- Establishing communication needs of individuals
- Using different communication methods (verbal, non-verbal, written, visual)
- Adapting communication style to individual needs
- Responding to reactions during communication
- Overcoming communication barriers
- Clarifying misunderstandings
- Maintaining confidentiality in conversations

Examples of Activities Observed:

- Morning handover (confidentiality)
- Communicating with service user with dementia
- Using communication aids (hearing aid, picture cards, etc.)
- Responding to distressed service user
- Communicating with family members
- Recording information confidentially

Evidence Generated:

- Detailed observation record
- Multiple examples documented
- Assessment criteria referenced
- Signed by assessor and learner

Assessment Criteria Met:

- ✓ 2.1, 2.3, 2.4, 3.3, 3.4, 4.2

Assessment Method 2: Professional Discussion (30-45 minutes)

Covers: LO1.1, LO1.2, LO2.2, LO3.1, LO3.2, LO3.5, LO4.1, LO4.3

Questions Asked:

1. Why do people communicate in care settings?
2. How does communication affect relationships with service users and colleagues?
3. What factors do you consider when communicating with individuals?
4. How might people from different backgrounds interpret communication differently?
5. What barriers to communication have you encountered?
6. How can you access extra support for communication needs?
7. What does confidentiality mean in your role?
8. Describe a situation where confidentiality conflicted with safeguarding

Evidence Generated:

- Professional discussion record
- Assessor notes
- Audio/video recording (optional)

Assessment Criteria Met:

- ✓ 1.1, 1.2, 2.2, 3.1, 3.2, 3.5, 4.1, 4.3

Assessment Method 3: Reflective Account (500-800 words)

Covers: LO2.1, LO2.3, LO2.4, LO3.3, LO3.4

Task:

Reflect on a communication challenge you faced:

- Describe the individual's communication needs
- What barriers existed?
- What communication methods did you use?
- How did you adapt your approach?
- How did the individual react?
- How did you overcome barriers?
- How did you clarify misunderstandings?
- What was the outcome?

Evidence Generated:

- Written reflective account
- Signed and dated

Assessment Criteria Met:

- ✓ 2.1, 2.3, 2.4, 3.3, 3.4

Assessment Method 4: Communication Methods Portfolio

Covers: LO2.3, LO3.3

Task:

Create a portfolio demonstrating use of different communication methods:

Evidence to Include:

- Photos/videos of using communication aids (with consent)
- Examples of written communication (care notes, letters)
- Examples of visual communication (picture cards, symbols)
- Examples of non-verbal communication (body language, gestures)
- Examples of technology (tablets, apps, hearing loops)
- Evidence of adapting communication for different needs

Evidence Generated:

- Portfolio with multiple examples
- Learner annotations explaining each method
- Consent forms for photos/videos

Assessment Criteria Met:

- ✓ 2.3, 3.3

Assessment Method 5: Witness Statement

Covers: LO2.1, LO2.3, LO2.4, LO4.2

Witness: Line manager, senior care worker, or colleague

Statement Confirms:

- Learner establishes communication needs effectively
- Learner uses range of communication methods
- Learner adapts communication to individual needs
- Learner responds appropriately to reactions
- Learner maintains confidentiality

Evidence Generated:

- Witness statement on letterhead
- Specific examples provided
- Signed and dated

Assessment Criteria Met:

- ✓ 2.1, 2.3, 2.4, 4.2

Assessment Method 6: Case Study Analysis

Covers: LO3.1, LO3.2, LO3.3, LO3.5

Scenarios:

1. Service user with hearing impairment
2. Service user who speaks limited English
3. Service user with dementia and confusion
4. Service user with learning disability
5. Service user from different cultural background

Task:

For each scenario:

- Identify communication barriers
- Explain how backgrounds affect communication
- Describe methods to overcome barriers
- Identify extra support services available

Evidence Generated:

- Written case study responses (200-300 words each)

Assessment Criteria Met:

- ✓ 3.1, 3.2, 3.3, 3.5

Assessment Method 7: Confidentiality Scenarios

Covers: LO4.1, LO4.2, LO4.3

Scenarios:

1. Colleague asks about service user's medical information
2. Family member wants to know about another resident
3. Service user discloses abuse
4. Discussing care in public area

Task:

For each scenario:

- Explain confidentiality principles

- Describe how to maintain confidentiality
- Explain any tensions between confidentiality and disclosure
- Describe appropriate actions

Evidence Generated:

- Written scenario responses

Assessment Criteria Met:

- ✓ 4.1, 4.2, 4.3

ASSESSMENT PLAN SUMMARY

ASSESSMENT TEMPLATES PROVIDED

Assessment Method	1.1	1.2	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	3.5	4.1	4.2	4.3
Observation			■		■	■			■	■			■	
Professional Discussion	■	■		■			■	■			■	■		■
Reflective Account			■		■	■			■	■				
Communication Portfolio					■				■					
Witness Statement			■		■	■							■	
Case Study Analysis							■	■	■		■			
Confidentiality Scenarios												■	■	■

1. ✓ Observation Record Template
2. ✓ Professional Discussion Record Template
3. ✓ Reflective Account Template
4. ✓ Communication Portfolio Template
5. ✓ Witness Statement Template
6. ✓ Case Study Scenarios & Response Template
7. ✓ Confidentiality Scenarios & Response Template

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