

<b>Title:</b>	Communicate Clearly in a Business Environment
<b>Level:</b>	Entry Level 3
<b>Credit value:</b>	2
<b>GLH:</b>	20
<b>Unique Reference Number:</b>	K/652/0530
<b>Sector Subject Area:</b>	14.1 Foundations for Learning and Life
<b>Aim:</b>	The aim of this unit is to provide learner with the knowledge and skills to communicate clearly and appropriately in a business environment using spoken, written, and digital communication methods.
<b>Assessment Type:</b>	Assessment of this unit will be through an internally set and internally assessed portfolio of evidence.
<b>Assessment Guidance:</b>	<p>Assessment decisions for skills-based learning outcomes must be made during the learner's normal work activity. Direct observation should form a primary source of evidence and be supported, where appropriate, by discussion, annotated screenshots or photographs, saved documents, or witness statements.</p> <p>Skills-based assessment must be carried out over an appropriate period of time to ensure consistency and independence of performance.</p> <p>Evidence must confirm that the learner can independently communicate clearly and appropriately in a business environment using spoken, written and digital methods.</p>

## Learning outcomes

*The learner will:*

1. Be able to communicate clearly with others in a business environment.

### Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to communicate clearly with others in a business environment.

The learner must demonstrate that they can:

- 1.1 **Use clear language** to share information with others.
- 1.2 **Listen** to others and **respond appropriately**.
- 1.3 Identify why **clear communication is important in a business environment**.

2. Be able to communicate information using written and digital methods.

**Delivery content:**

The aim of this learning outcome is to provide learners with the knowledge and skills to communicate information using written and digital methods.

The learner must demonstrate that they can:

- 2.1 Communicate information **using simple written methods**.
- 2.2 Communicate information **using simple digital methods**.
- 2.3 Use **appropriate tone and language** for the purpose of the communication.

3. Be able to follow instructions and confirm understanding.

**Delivery content:**

The aim of this learning outcome is to provide learners with the knowledge and skills to follow instructions and confirm understanding.

The learner must demonstrate that they can:

- 3.1 **Follow given instructions** for a task.
- 3.2 Ask questions to **confirm understanding**.
- 3.3 Identify when **clarification** is needed.

4. Understand appropriate behaviour when communicating in a business environment.

**Delivery content:**

The aim of this learning outcome is to provide learners with the knowledge and understanding to recognise appropriate behaviour when communicating in a business environment.

The learner must demonstrate that they can:

- 4.1 Identify **appropriate behaviour when communicating** with others.
- 4.2 **Work responsibly when communicating** in a business environment.
- 4.3 **Follow basic rules and procedures for business communication**.

<p><b>Scope of Training</b></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><b>Requirements</b></p>	
<p><b>Use clear language:</b></p>	<p><b>Definition:</b></p> <p>Sharing information in a simple, accurate and easy-to-understand way in a business context.</p> <p><b>Teaching must include:</b></p> <ul style="list-style-type: none"> <li>• Using simple and clear words.</li> <li>• Speaking at an appropriate pace.</li> <li>• Giving accurate information.</li> <li>• Staying focused on the topic.</li> <li>• Avoiding slang or inappropriate language in a business setting.</li> <li>• Learners must demonstrate:             <ul style="list-style-type: none"> <li>○ Sharing information clearly in a business-related scenario.</li> </ul> </li> </ul> <p><b>Teaching could include:</b></p> <ul style="list-style-type: none"> <li>• Practising short spoken explanations.</li> <li>• Using prompts or cue cards.</li> <li>• Role-play workplace conversations.</li> <li>• Adjusting language for different audiences e.g. colleague vs customer.</li> </ul>
<p><b>Listen and respond appropriately:</b></p>	<p><b>Definition:</b></p> <p>Paying attention to what others say and responding in a suitable and respectful way.</p> <p><b>Teaching must include:</b></p> <ul style="list-style-type: none"> <li>• Listening without interrupting.</li> <li>• Showing attention e.g. eye contact, nodding.</li> <li>• Giving relevant responses.</li> <li>• Responding politely.</li> <li>• Following simple verbal instructions.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Learners must demonstrate:</b> <ul style="list-style-type: none"> <li>○ Listening to information and responding appropriately in a given situation.</li> </ul> </li> </ul> <p><b>Teaching could include:</b></p> <ul style="list-style-type: none"> <li>• Asking relevant questions.</li> <li>• Paraphrasing or repeating key points.</li> <li>• Confirming understanding.</li> <li>• Role-play exercises.</li> </ul>
<p><b>Clear communication is important in a business environment:</b></p>	<p><b>Definition:</b> Understanding why communicating clearly is important in the workplace.</p> <p><b>Teaching must include:</b></p> <ul style="list-style-type: none"> <li>• Avoiding misunderstandings.</li> <li>• Supporting teamwork.</li> <li>• Providing good customer service.</li> <li>• Completing tasks correctly.</li> <li>• Maintaining a professional image.</li> <li>• Learners must identify: <ul style="list-style-type: none"> <li>○ At least one reason why clear communication is important in a business environment.</li> </ul> </li> </ul> <p><b>Teaching could include:</b></p> <ul style="list-style-type: none"> <li>• Examples of poor communication and its impact.</li> <li>• Simple workplace case studies.</li> <li>• Links to health and safety instructions.</li> <li>• Impact on business reputation.</li> </ul>
<p><b>Using simple written methods:</b></p>	<p><b>Definition:</b> Communicating information in writing using basic business-appropriate formats.</p> <p><b>Teaching must include:</b></p> <ul style="list-style-type: none"> <li>• Writing short, clear messages.</li> <li>• Communicating simple information accurately.</li> <li>• Using basic written formats (e.g. note, short message, simple form).</li> <li>• Ensuring writing is legible and understandable.</li> </ul>

	<ul style="list-style-type: none"> <li>• Learners must demonstrate:             <ul style="list-style-type: none"> <li>○ Producing a simple written communication for a given task.</li> </ul> </li> </ul> <p><b>Teaching could include:</b></p> <ul style="list-style-type: none"> <li>• Writing short notes.</li> <li>• Completing simple forms.</li> <li>• Writing short workplace messages.</li> <li>• Using basic punctuation (capital letters, full stops).</li> </ul>
<p><b>Using simple digital methods:</b></p>	<p><b>Definition:</b> Communicating information using basic digital tools commonly used in a business environment.</p> <p><b>Teaching must include:</b></p> <ul style="list-style-type: none"> <li>• Sending a simple digital message.</li> <li>• Entering information into a digital communication tool.</li> <li>• Ensuring the message is clear and relevant to the task.</li> <li>• Learners must demonstrate:             <ul style="list-style-type: none"> <li>○ Communicating information using a simple digital method e.g. email or messaging system.</li> </ul> </li> </ul> <p><b>Teaching could include:</b></p> <ul style="list-style-type: none"> <li>• Attaching a document.</li> <li>• Using a subject line.</li> <li>• Replying to a message.</li> <li>• Using workplace messaging platforms.</li> </ul>
<p><b>Appropriate tone and language:</b></p>	<p><b>Definition:</b> Using language that is polite, respectful and suitable for the purpose and audience of the communication.</p> <p><b>Teaching must include:</b></p> <ul style="list-style-type: none"> <li>• Using polite language.</li> <li>• Avoiding slang or inappropriate wording.</li> <li>• Adjusting language depending on who the communication is for e.g. colleague, manager, customer.</li> <li>• Matching tone to purpose e.g. request, information, confirmation.</li> <li>• Learners must demonstrate:</li> </ul>

	<ul style="list-style-type: none"> <li>○ Using appropriate tone and language in at least one written or digital communication.</li> </ul> <p><b>Teaching could include:</b></p> <ul style="list-style-type: none"> <li>• Comparing formal and informal examples.</li> <li>• Identifying inappropriate wording.</li> <li>• Editing a message to improve tone.</li> <li>• Considering audience before sending communication.</li> </ul>
<p><b>Follow given instructions:</b></p>	<p><b>Definition:</b> Carrying out a task based on information or guidance provided.</p> <p><b>Teaching must include:</b></p> <ul style="list-style-type: none"> <li>• Listening to or reading instructions carefully.</li> <li>• Identifying the main steps in the instructions.</li> <li>• Completing tasks in the correct order.</li> <li>• Following instructions accurately without omitting key steps.</li> <li>• Learners must demonstrate: <ul style="list-style-type: none"> <li>○ Completing a task according to given instructions.</li> </ul> </li> </ul> <p><b>Teaching could include:</b></p> <ul style="list-style-type: none"> <li>• Following step-by-step written instructions.</li> <li>• Following verbal instructions.</li> <li>• Highlighting key words in instructions.</li> <li>• Checking completed work against the instructions.</li> </ul>
<p><b>Confirm understanding:</b></p>	<p><b>Definition:</b> Checking that instructions or information have been understood correctly before or during a task.</p> <p><b>Teaching must include:</b></p> <ul style="list-style-type: none"> <li>• Asking relevant questions when unsure.</li> <li>• Repeating or summarising instructions in own words.</li> <li>• Confirming key details e.g. deadline, format, purpose.</li> <li>• Seeking reassurance before starting a task if needed.</li> <li>• Learners must demonstrate: <ul style="list-style-type: none"> <li>○ Taking actions to confirm understanding before or during a task.</li> </ul> </li> </ul> <p><b>Teaching could include:</b></p>

	<ul style="list-style-type: none"> <li>• Paraphrasing instructions.</li> <li>• Using phrases such as “Can I check...” or “Do you mean...?”</li> <li>• Confirming understanding with a peer.</li> <li>• Using written notes to check understanding.</li> </ul>
<p><b>Clarification:</b></p>	<p><b>Definition:</b> Recognising when instructions are unclear or incomplete and requesting further explanation.</p> <p><b>Teaching must include:</b></p> <ul style="list-style-type: none"> <li>• Identifying when information is missing or unclear.</li> <li>• Recognising uncertainty before proceeding.</li> <li>• Requesting clarification appropriately and politely.</li> <li>• Learners must demonstrate:             <ul style="list-style-type: none"> <li>○ Identifying at least one situation where clarification is needed.</li> <li>○ Requesting clarification appropriately.</li> </ul> </li> </ul> <p><b>Teaching could include:</b></p> <ul style="list-style-type: none"> <li>• Reviewing unclear instructions and identifying gaps.</li> <li>• Discussing examples of misunderstandings.</li> <li>• Role-play scenarios with incomplete information.</li> <li>• Identifying consequences of not seeking clarification.</li> </ul>
<p><b>Appropriate behaviour when communicating:</b></p>	<p><b>Definition:</b> Behaving in a polite, respectful and professional way when communicating with others in a business environment.</p> <p><b>Teaching must include:</b></p> <ul style="list-style-type: none"> <li>• Using polite and respectful language.</li> <li>• Listening without interrupting.</li> <li>• Showing respect for different opinions.</li> <li>• Maintaining appropriate body language (e.g. eye contact, posture).</li> <li>• Being considerate of others when speaking or writing.</li> <li>• Learners must demonstrate:             <ul style="list-style-type: none"> <li>○ Identifying appropriate behaviour in a business communication scenario.</li> </ul> </li> </ul>

	<p><b>Teaching could include:</b></p> <ul style="list-style-type: none"> <li>• Role-play examples of appropriate and inappropriate behaviour.</li> <li>• Discussing tone of voice and facial expression.</li> <li>• Considering behaviour when communicating digitally.</li> <li>• Comparing formal and informal behaviour.</li> </ul>
<p><b>Work responsibly when communicating:</b></p>	<p><b>Definition:</b> Taking personal responsibility for communicating accurately, respectfully and appropriately in the workplace.</p> <p><b>Teaching must include:</b></p> <ul style="list-style-type: none"> <li>• Communicating honestly and accurately.</li> <li>• Thinking before speaking or sending messages.</li> <li>• Respecting confidentiality where required.</li> <li>• Taking responsibility for correcting mistakes in communication.</li> <li>• Learners must explain: <ul style="list-style-type: none"> <li>○ What responsible communication looks like in practice.</li> </ul> </li> </ul> <p><b>Teaching could include:</b></p> <ul style="list-style-type: none"> <li>• Checking messages before sending.</li> <li>• Apologising and correcting misunderstandings.</li> <li>• Avoiding gossip or inappropriate discussions.</li> <li>• Being punctual in responding to messages.</li> </ul>
<p><b>Follow basic rules and procedures for business communication:</b></p>	<p><b>Definition:</b> Following workplace guidelines and expectations when communicating in a business setting.</p> <p><b>Teaching must include:</b></p> <ul style="list-style-type: none"> <li>• Following workplace communication policies.</li> <li>• Using appropriate channels e.g. email, face-to-face, messaging.</li> <li>• Using professional language.</li> <li>• Following rules about confidentiality and data protection.</li> <li>• Adhering to basic etiquette e.g. greetings, sign-offs.</li> <li>• Learners must identify:</li> </ul>

	<ul style="list-style-type: none"><li>○ At least one rule or procedure related to business communication.</li></ul> <p><b>Teaching could include:</b></p> <ul style="list-style-type: none"><li>● Email etiquette.</li><li>● Use of subject lines.</li><li>● Workplace dress and conduct during meetings.</li><li>● Escalation procedures.</li><li>● Communication response time expectations.</li></ul>
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