

Title:	AI-Enhanced Communication and Problem-Solving
Level:	Entry Level 3
Credit value:	3
GLH:	28
Unique Reference Number:	A/651/8477
Sector Subject Area:	14.1 Foundations for Learning and Life
Aim:	<p>The aim of this unit is to develop learners' ability to use Artificial Intelligence (AI) tools to explore, practise and improve workplace communication and problem-solving.</p> <p>Learners will identify examples of effective and ineffective communication, use simple AI language tools to model appropriate responses, and reflect on how AI feedback can help them build confidence, teamwork and customer interaction skills.</p>
Assessment Type:	Assessment of this unit will be through an internally set and internally assessed portfolio of evidence.
Assessment Guidance:	<p>Assessment decisions for skills-based learning outcomes must be made during the learner's normal work activity.</p> <p>Skills-based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time.</p>

Learning outcomes

The learner will:

1. Understand how communication supports effective teamwork.

Delivery content:

The aim of this learning outcome is to provide the learners with the knowledge and skills to understand how effective communication contributes to good teamwork.

The learner must:

- 1.1 Explain what is meant by '**communication**'.
- 1.2 Identify examples of:
 - a. **Clear** workplace communication.
 - b. **Unclear** workplace communication.
- 1.3 State how clear communication helps avoid problems or misunderstandings.

1.4 Explain challenges faced in communication.
2. Be able to use AI tools to explore workplace communication.
<p>Delivery content:</p> <p>The aim of this learning outcome is to provide the learners with the knowledge and skills to use simple AI tools to find, model or improve examples of workplace communication.</p> <p>The learner must:</p> <ul style="list-style-type: none"> 2.1 Use a simple AI tool to find or model examples of workplace communication. 2.2 Identify one way AI can help improve how people communicate at work.
3. Be able to create and review a simple workplace message.
<p>Delivery content:</p> <p>The aim of this learning outcome is to provide learners with the knowledge and skills to create and review a short workplace message using AI feedback or tutor/peer comments.</p> <p>The learner must:</p> <ul style="list-style-type: none"> 3.1 Draft a short message using AI support. 3.2 Review the message for clarity and tone using AI feedback or peer comments.
4. Be able to apply learning to personal communication in the workplace.
<p>Delivery content:</p> <p>The aim of this learning outcome is to provide learners with the knowledge and skills to reflect on how AI can help them improve their own communication and confidence.</p> <p>The learner must:</p> <ul style="list-style-type: none"> 4.1 Describe one change they will make to improve their own communication at work. 4.2 State why AI should be used responsibly and checked for accuracy.

Scope of Training

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.

Requirements	
Communication:	<p>Definition:</p> <p>The exchange of information, ideas and instructions between individuals or groups through spoken, written or digital methods. Effective communication ensures messages are understood clearly and accurately to support safe, efficient and respectful teamwork.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • What is meant by <i>communication</i> in workplace settings. • The main methods of communication: verbal, non-verbal, written and digital. • The importance of two-way communication (sending and receiving). • The role of listening, questioning and feedback. <p>Teaching could include:</p> <ul style="list-style-type: none"> • Examples of communication used in learners' own settings (e.g. care handovers, site briefings, customer updates). • Formal vs informal communication. • Audience and purpose — adapting tone and method to suit. • The link between communication, trust and effective teamwork. • Use of communication technology (e.g. messaging apps, online platforms, AI tools).
Clear:	<p>Definition:</p> <p>Communication that is easy to understand, accurate, polite and complete. It uses appropriate tone, language and structure so that the message is received and acted upon correctly.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Features of clear communication: plain language, logical structure, relevant detail. • Why clarity prevents errors and misunderstandings.

	<ul style="list-style-type: none"> • How clear communication supports health, safety and efficiency at work. • Examples of clear workplace communication across sectors. <p>Teaching could include:</p> <ul style="list-style-type: none"> • Adapting communication for different audiences (team members, customers, supervisors). • Checking understanding — summarising, confirming or demonstrating tasks. • “Before and after” rewriting exercises to improve clarity and tone. • Group activities where learners identify clear vs unclear examples. • Reflection on how digital tools (including AI) can assist clarity.
<p>Unclear:</p>	<p>Definition:</p> <p>Communication that is confusing, incomplete or inappropriate in tone or format. It can cause mistakes, delays, or conflict because the message is misunderstood.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Common causes of unclear communication (jargon, missing information, poor tone). • Consequences of unclear communication for safety, accuracy and teamwork. • How to identify when communication has failed or been misunderstood. <p>Teaching could include:</p> <ul style="list-style-type: none"> • Examples and role-play of miscommunication scenarios. • How to clarify, rephrase or ask for confirmation. • Comparing ineffective and effective messages.

	<ul style="list-style-type: none"> • Discussion of how AI or digital tools can identify and correct unclear phrasing. • Links to learners' own work or vocational contexts.
<p>Challenges:</p>	<p>Definition: Barriers or difficulties that prevent messages from being understood correctly between people or groups. These may be physical, emotional, cultural, or technological.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Common communication challenges such as noise, distraction, stress, or language barriers. • The effect of assumptions, tone, and lack of feedback. • Simple strategies for overcoming barriers (clarify, check, adapt). • The importance of patience, respect and empathy when resolving communication difficulties. <p>Teaching could include:</p> <ul style="list-style-type: none"> • Exploring sector-specific challenges (e.g. shift work, PPE, remote communication). • Technology-based barriers (e.g. poor internet, digital inexperience). • Inclusive communication strategies (visual aids, translation tools, plain English). • Using AI responsibly to support understanding — for example, tone analysis or simplified text. • Reflection on personal experiences of communication challenges and resolutions.
<p>Simple AI Tool</p>	<p>Definition: A basic, user-friendly Artificial Intelligence application that supports written or spoken communication tasks. Examples include chatbots, predictive text tools, grammar and tone checkers, and AI writing assistants.</p> <p>Teaching must include:</p>

	<ul style="list-style-type: none"> • What is meant by a <i>simple AI tool</i> and what it can do. • Demonstrations of accessible AI tools such as ChatGPT, Grammarly, or Microsoft Copilot. • How to use prompts or questions to generate or analyse short pieces of communication. • Safe and ethical use of AI, including data protection, privacy, and accuracy checking. <p>Teaching could include:</p> <ul style="list-style-type: none"> • Comparing AI tools with traditional digital tools (spell check, templates). • Exploring how AI can identify tone, audience or intent in messages. • Sector examples: using AI to reword safety instructions, customer updates, or care handovers. • Recognising the limits of AI and the importance of human judgement. • Using AI feedback to identify bias or overly formal/informal tone.
<p>Help improve:</p>	<p>Definition:</p> <p>Using AI feedback or suggestions to make communication clearer, more accurate or more appropriate for the workplace.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • What <i>improvement</i> looks like in communication (clarity, structure, tone). • How to evaluate AI suggestions and decide whether they are suitable. • Using AI results as a starting point for human revision. • The importance of checking AI outputs before using them professionally. <p>Teaching could include:</p> <ul style="list-style-type: none"> • Comparing “before” and “after” examples of AI-assisted improvement. • Peer review exercises on whether AI improvements enhance clarity or tone.

	<ul style="list-style-type: none"> • Sector-specific practice: rephrasing technical language for accessibility. • Reflection on when AI improvements might reduce personal voice or authenticity. • Creating short personal guidelines for responsible AI use in communication.
Message:	<p>Definition: A piece of communication intended to share information, instructions or ideas in a clear, structured way - written, spoken, or digital.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • The structure and components of a simple workplace message. • How audience and purpose affect tone and format. • Using AI tools to draft or edit a message while maintaining ownership of content. <p>Teaching could include:</p> <ul style="list-style-type: none"> • Drafting sample workplace messages (email, memo, instruction). • Using AI to check readability, tone or politeness. • Comparing automated suggestions with human judgement. • Group discussion: what makes a message professional and clear. • Embedding sector examples — construction updates, shift handovers, or client notes.
Review:	<p>Definition: The process of checking and reflecting on a piece of communication for accuracy, tone, clarity, and appropriateness.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • How to <i>review</i> a message effectively using AI and human feedback. • Recognising tone, language level, and professionalism in writing.

	<ul style="list-style-type: none"> • The value of feedback from peers or supervisors in improving communication. <p>Teaching could include:</p> <ul style="list-style-type: none"> • Using AI-generated analysis (e.g. tone detector, readability check). • Role-play feedback sessions for message improvement. • Comparing peer feedback to AI suggestions. • Creating a personal checklist for message review before sending. • Exploring how review supports continuous improvement and confidence.
<p>Change:</p>	<p>Definition:</p> <p>An identified and intentional adjustment to how the learner communicates, based on reflection, feedback, or AI-supported learning.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Encouraging learners to recognise specific personal communication habits. • Selecting one realistic <i>change</i> to improve clarity, tone, or confidence. • How reflection leads to skill development. <p>Teaching could include:</p> <ul style="list-style-type: none"> • Goal setting and action planning around communication improvement. • Using a reflection log to record progress. • Peer discussion on changes tried and their outcomes. • Using AI feedback to monitor ongoing progress. • Linking communication change to teamwork or customer satisfaction.