

<b>Title:</b>	Communicating with Others
<b>Level:</b>	Entry Level 3
<b>Credit value:</b>	2
<b>GLH:</b>	20
<b>Unique Reference Number:</b>	L/652/0668
<b>Sector Subject Area:</b>	14.1 Foundations for Learning and Life
<b>Aim:</b>	The aim of this unit is to provide learners with the knowledge and skills to communicate with others in familiar work and learning settings. Learners will recognise simple ways people communicate, identify verbal and non-verbal communication, listen and respond appropriately, and take part in activities that involve sharing information with others. This unit supports progression into personal development, employability, and wider preparation for learning and work by helping learners understand how simple communication supports participation, teamwork, and positive relationships.
<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.</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> <p>Evidence must confirm that the learner can recognise simple communication in work and learning settings, identify verbal and non-verbal communication, listen and respond appropriately, and take part in a simple communication activity.</p> <p>Assessment must reflect realistic personal, learning, community, or work-related contexts.</p>

## Learning outcomes

### *The learner will:*

1. Understand communication with others in work and learning settings.

#### **Delivery content:**

The aim of this learning outcome is to provide learners with the knowledge and skills to recognise what communication is and why it matters in familiar work and learning settings.

The learner must:

1.1 Identify at least three examples of **communication in work and learning settings**.

1.2 Recognise why communication is important when people are working or learning together.

1.3 State at least three examples of when a person may need to communicate with others in work and learning settings.

2. Know simple ways people communicate.

#### **Delivery content:**

The aim of this learning outcome is to provide learners with the knowledge and skills to identify simple ways people share information, ask for help, and respond to others.

The learner must:

2.1 Identify at least three examples of verbal communication.

2.2 Identify at least three examples of non-verbal communication.

2.3 State simple ways to communicate clearly and politely with others.

3. Understand listening and responding to others.

#### **Delivery content:**

The aim of this learning outcome is to provide learners with the knowledge and skills to recognise why listening matters and how simple responses can help communication.

The learner must:

3.1 Recognise why listening is important when another person is speaking.

3.2 Identify at least three examples of simple ways to show they are listening to another person.

3.3 Identify when to ask or answer a simple question to help communication.

4. Be able to take part in a simple communication activity.

**Delivery content:**

The aim of this learning outcome is to provide learners with the knowledge and skills to take part in a simple activity where they listen, respond, and share information with another person.

The learner must demonstrate how to:

- 4.1 Take part in at least two activities where they listen to a simple instruction or question.
- 4.2 Give a simple spoken or non-verbal response to another person.
- 4.3 Identify what helped them communicate appropriately during the activity.

**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:**

**Definition:** The way people share information, ideas, needs, or responses with other people.

**Teaching must include:**

Examples of communication. For example:

- Speaking to another person.
- Listening to what someone else says.
- Using facial expression, gesture, or body language.
- Asking for help or clarification.
- Responding to a question or instruction.

**Teaching could include:**

Short conversations.  
Sharing information in a group.  
Checking understanding.

**Work and learning settings:**

**Definition:** Familiar places and situations where people are learning, working, or taking part in organised activities.

**Teaching must include:**

	<p>Work and learning settings. For example:</p> <ul style="list-style-type: none"><li>• Classrooms or training rooms.</li><li>• Work experience or workplace environments.</li><li>• Shared tasks or paired activities.</li><li>• Times when instructions are being given.</li><li>• Times when learners need to speak to staff, peers, or others.</li></ul> <p><b>Teaching could include:</b></p> <p>Community settings.</p> <p>Volunteering situations.</p> <p>Practical activity areas.</p>
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