

Title:	Communication at Work
Level:	1
Credit value:	2
GLH:	18
Unique Reference Number:	R/651/8447
Sector Subject Area:	14.1: Foundations for Learning and Life.
Aim:	The aim of this unit is to help learners understand the importance of clear and respectful communication in the workplace. Learners will explore how to communicate effectively with colleagues, supervisors, and customers, how to listen actively, and how to adapt their communication style for different situations.
Assessment Type:	Assessment of this unit will be through an internally set and internally assessed portfolio of evidence.
Assessment Guidance:	Assessment decisions for skills-based learning outcomes must be made during the learner's normal work activity. Skills-based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time.

Learning outcomes

The learner will:

1. Understand the importance of communication at work.

Delivery content:

The aim of this learning outcome is to help learners recognise why communication matters and how it supports teamwork, safety, and customer satisfaction.

The learner must:

- 1.1 Describe what is meant by **communication**.
- 1.2 Identify different **methods of communication** used at work.
- 1.3 Explain why **clear and respectful communication** is important in the workplace.

2. Know how to communicate effectively with others at work.

Delivery content:

The aim of this learning outcome is to help learners develop practical communication skills and understand how their words, tone, and actions affect others.

The learner must:

- 2.1 Identify examples of **effective communication** in workplace situations.
- 2.2 Describe how **listening, body language, and tone** can support good communication.
- 2.3 Identify one way they can **improve their own communication** at work or in learning.

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

<p>Communication:</p>	<p>Definition: The exchange of information, ideas, or feelings between people.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Verbal, non-verbal, and written forms of communication. • How communication helps people understand instructions and share feedback. <p>Teachers might wish to include:</p> <ul style="list-style-type: none"> • Group discussion of everyday communication examples and barriers.
<p>Methods of communication:</p>	<p>Definition: The different ways information can be shared.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Examples such as face-to-face, telephone, email, text, or team chat. • Choosing the right method for the situation. <p>Teachers might wish to include:</p> <ul style="list-style-type: none"> • Learners matching scenarios to appropriate communication methods.

Clear and respectful communication:	<p>Definition: Sharing messages in a way that is easy to understand and considerate to others.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Using plain language, active listening, and polite tone. • Checking understanding by asking or summarising. <p>Teachers might wish to include:</p> <ul style="list-style-type: none"> • Role-play of giving and receiving instructions.
Effective communication:	<p>Definition: Communication that achieves its purpose and builds positive relationships.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Characteristics of effective exchanges – clarity, respect, timing, and listening. • Avoiding barriers such as assumptions or distractions. <p>Teachers might wish to include:</p> <ul style="list-style-type: none"> • Group activity evaluating “effective” and “ineffective” short dialogue clips.
Listening:	<p>Definition: Paying attention to what someone is saying to understand their message.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Using active listening – focus, eye contact, nodding, summarising key points. • Avoiding interruptions and distractions. <p>Teachers might wish to include:</p> <ul style="list-style-type: none"> • Partner activity repeating key information back to the speaker.
Body language	<p>Definition: The use of facial expressions, gestures, and posture to support communication.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • How open, relaxed posture shows interest and closed posture can seem dismissive. • Recognising when body language conflicts with spoken words. <p>Teachers might wish to include:</p> <ul style="list-style-type: none"> • Short video observation and discussion of body language cues.
Tone:	<p>Definition: The emotion or attitude expressed in a person’s voice.</p> <p>Teaching must include:</p>

	<ul style="list-style-type: none"> • How tone changes meaning even when words stay the same. • Using tone appropriate to context (customer, colleague, supervisor). <p>Teachers might wish to include:</p> <ul style="list-style-type: none"> • Learners practising saying the same phrase in different tones and reflecting on impact.
<p>Improve their own communication:</p>	<p>Definition: Making small, conscious changes to communicate more clearly or respectfully.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Seeking feedback, practising active listening, or asking questions for clarity. • Recognising situations where communication can break down. <p>Teachers might wish to include:</p> <ul style="list-style-type: none"> • Learners setting a short personal communication goal and reviewing progress.