



**Unit Title: Interpersonal and Written Communication**

OCR unit number: 198  
 Level: 3  
 Credit value: 12  
 Guided learning hours: 100  
 Unit reference number: A/500/7208

Candidates undertaking this unit must complete real work activities in a work environment. Simulation is only allowed in exceptional circumstances (please refer to the centre handbook for further details).

**Unit purpose and aim**

This is the ability to communicate complex information using language and terminology that is appropriate to the audience. Learners will be able to provide guidance to colleagues on how to communicate information

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
<p><b>The Learner will:</b></p> <p>1 Send and receive complex information by communicating interpersonally</p>	<p><b>The Learner can:</b></p> <p>1.1 Apply knowledge of the following interpersonal communication concepts:</p> <ul style="list-style-type: none"> <li>• verbal (e.g. intonation, tone and feedback (sometimes referred to as verbal attends) and non-verbal techniques (e.g. smiling while talking on the phone, body language).</li> <li>• attentive listening (i.e. difference between hearing and listening).</li> <li>• positive and negative language.</li> <li>• active listening (e.g. summarising, paraphrasing, body language);</li> <li>• listening barriers (e.g. background noise, distractions, lack of concentration);</li> <li>• types of question (e.g. open, closed and probing).</li> <li>• how to adapt style (e.g. intonation, inflexion,</li> </ul>	<p>Candidates must have a detailed understanding of a range of interpersonal communication techniques and concepts to include:</p> <ul style="list-style-type: none"> <li>• verbal and non-verbal</li> <li>• listening</li> <li>• barriers to listening and how to reduce them</li> <li>• cultural differences</li> <li>• questioning</li> <li>• communication styles</li> <li>• differentiating between facts and feelings</li> </ul>

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
	<p>business or technical terminology and vocabulary) to audience needs;</p> <ul style="list-style-type: none"> <li>• how to reduce listening barriers;</li> <li>• cultural differences.</li> </ul> <p>1.2 Use the following interpersonal communication techniques:</p> <ul style="list-style-type: none"> <li>• modulating voice when speaking to suit the listener or audience</li> <li>• articulating and expressing ideas clearly and concisely</li> <li>• listening actively (e.g. by taking notes)</li> <li>• clarifying and confirming understanding (e.g. by paraphrasing or repetition).</li> <li>• responding to questions with accurate information</li> <li>• ensuring content is appropriate to the needs of the audience</li> <li>• identifying and avoiding listening barriers</li> <li>• maintaining focus on the purpose of the communication</li> <li>• select appropriate communication styles;</li> <li>• adapt terminology and vocabulary to the needs of the audience;</li> <li>• reduce barriers to listening;</li> <li>• differentiate between facts and feelings.</li> </ul>	

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
<p>2 Understand and use written communication techniques</p>	<p>2.1 Apply knowledge of the following written communication concepts:</p> <ul style="list-style-type: none"> <li>• grammar, spelling.</li> <li>• business or technical terminology</li> <li>• format and style for different communication channels (e.g. letter, memo, e-mail and fax)</li> </ul> <p>2.2 Use the following written communication techniques</p> <ul style="list-style-type: none"> <li>• following organisational guidelines and procedures</li> <li>• identifying and conveying key messages in writing (e.g. letter, fax, email, database notes);</li> <li>• using correct grammar and spelling.</li> <li>• using and understanding appropriate business or technical terminology;</li> <li>• ensuring content, format and style are appropriate to the audience and channel (e.g. letter, memo, fax, e-mail, web chat)</li> <li>• structuring writing into a logical framework;</li> <li>• conveying ideas and information in a clear and concise manner;</li> <li>• identifying relevant information in written communications;</li> <li>• reviewing or proof reading own written work.</li> <li>• developing messages that convey alternative viewpoints;</li> <li>• extracting key messages from written correspondence;</li> <li>• reviewing and editing documents created by others.</li> </ul>	<p>Candidates must have a detailed understanding of:</p> <ul style="list-style-type: none"> <li>• organisational procedures and guidelines associated with written communication</li> <li>• how to identify and convey key information within written communication</li> <li>• how to review documents produced by others</li> </ul>
<p>3 Provide guidance to immediate colleagues on how to communicate information.</p>	<p>3.1 Provide guidance to immediate colleagues on how to communicate information.</p>	<p>Candidates must have a detailed understanding of how to provide guidance to colleagues using written and verbal communication skills.</p>

## Assessment

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Candidates undertaking this unit must complete real work activities in order to produce evidence to demonstrate they are occupationally competent. Real work is where the candidate is engaged in activities that contribute to the aims of the organisation by whom they are employed, for example in paid employment or working in a voluntary capacity.

Simulation is only allowed for aspects of units when a candidate is required to complete a work activity that does not occur on a regular basis and therefore opportunities to complete a particular work activity do not easily arise. When simulation is used, assessors must be confident that the simulation replicates the workplace to such an extent that candidates will be able to fully transfer their occupational competence to the workplace and real situations.

Internal quality assurance personnel must agree the use of simulated activities before they take place and must sample all evidence produced through simulated activities.

It is the assessor's role to satisfy themselves that evidence is available for all performance, knowledge and evidence requirements before they can decide that a candidate has finished a unit. Where performance and knowledge requirements allow evidence to be generated by other methods, for example by questioning the candidate, assessors must be satisfied that the candidate will be competent under these conditions or in these types of situations in the workplace in the future. Evidence of questions must include a written account of the question and the candidate's response. Observations and/or witness testimonies must be detailed and put the evidence into context ie the purpose of the work etc.

All of the assessment criteria in the unit must be achieved and clearly evidenced in the submitted work, which is externally assessed by OCR.

Evidence for the knowledge must be explicitly presented and not implied through other forms of evidence.

## Evidence requirements

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**All aspects of the assessment criteria must be covered and evidence must be available that shows where and how the assessment criteria have been achieved.**

### Assessment Criterion 1

Candidates must provide evidence of sending and receiving complex information using a wide range of different verbal and written communication techniques. All assessment criteria must be clearly covered by the evidence presented.

- evidence for verbal communication must include a detailed observation and/or witness testimony which includes:
- an explanation of the purpose of the communication and intended audience
- listening and questioning techniques employed
- a justification of why the methods selected was appropriate
- how the candidate met each of the assessment criteria

### Assessment Criterion 2

Candidates must provide evidence of

Written communication, which must be accurate and fit for purpose for the intended audience. There must be an explanation of the purpose of the written communication, the intended audience and why it is appropriate.

Reviewing and editing communication documentation created by others. Evidence will include the actual documents, their purpose, intended audience and feedback from the candidate with respect to their fitness for purpose.

### **Assessment Criterion 3**

Candidates must provide evidence of providing guidance to colleagues using written and oral communication techniques. Verbal communication will be supported by detailed observations and/or witness testimonies which include an explanation as to the purpose of the guidance, and why the method selected was appropriate.

Written communication should also include an explanation as to the purpose, intended audience and why the method selected was appropriate.

**Candidates are encouraged to choose activities which will allow them to cover all or a majority of the criteria at one time. It is not necessary to use different activities for each element of the criterion.**

## **Guidance on assessment and evidence requirements**

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Evidence can reflect how the candidate carried out the process or it can be the product of a candidate's work or a product relating to the candidate's competence.

For example: The process that the candidate carries out could be recorded in a detailed personal statement or witness testimony. It is the assessor's responsibility to make sure that the evidence a candidate submits for assessment meets the requirements of the unit.

Questioning the candidate is normally an ongoing part of the assessment process, and is necessary to:

- test a candidate's knowledge of facts and procedures
- check if a candidate understands principles and theories *and*
- collect information on the type and purpose of the processes a candidate has gone through.
- candidate responses must be recorded

It is difficult to give a detailed answer to how much evidence is required as it depends on the type of evidence collected and the judgement of assessors. The main principles, however, are as follows: for a candidate to be judged competent in a unit, the evidence presented must satisfy:

- all the items listed, in the section 'Learning Outcomes'
- all the areas in the section 'Assessment Criteria'

The quality and breadth of evidence provided should determine whether an assessor is confident that a candidate is competent or not. Assessors must be convinced that candidates working on their own can work independently to the required standard.

## **Additional information**

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For further information regarding administration for this qualification, please refer to the OCR document '*Admin Guide: Vocational Qualifications*' (A850) on the OCR website [www.ocr.org.uk](http://www.ocr.org.uk) .