

Unit Title: Interpersonal and written communication

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

Evidence for this unit can only be achieved through actual work in a work environment. Simulation is not permissible for any competence based unit.

Unit aim

This is the ability to communicate using language and terminology that is appropriate to the audience.

Typically this will involve:

- establishment of rapport with individuals through active listening;
- composition of written material (e.g. documentation, e-mails, faxes, letters or presentations);
- successful interaction with individuals and groups

This involves both receiving (e.g. lip-reading, listening and reading) and sending or giving (e.g. signing, speaking, presenting and writing) information.

A competent person at level 3 can communicate complex information in a range of familiar contexts

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
<p>The Learner will:</p> <p>1 Send and receive complex information by communicating interpersonally</p>	<p>The Learner can:</p> <p>1.1 Apply knowledge of the following interpersonal communication concepts:</p> <ul style="list-style-type: none"> • 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) • attentive listening (i.e. difference between hearing and listening) • positive and negative language 	<ul style="list-style-type: none"> • a range of interpersonal communication techniques and concepts to include: <ul style="list-style-type: none"> - verbal and non-verbal - listening - barriers to listening and how to reduce them - cultural differences - questioning - communication styles - differentiating between facts and feelings

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
	<ul style="list-style-type: none"> • active listening (e.g. summarising, paraphrasing, body language) • listening barriers (e.g. background noise, distractions, lack of concentration) • types of question (e.g. open, closed and probing) • how to adapt style (e.g. intonation, inflexion, business or technical terminology and vocabulary) to audience needs • how to reduce listening barriers • cultural differences <p>1.2 Use the following interpersonal communication techniques:</p> <ul style="list-style-type: none"> • modulating voice when speaking to suit the listener or audience • articulating and expressing ideas clearly and concisely • listening actively (e.g. by taking notes) • clarifying and confirming understanding (e.g. by paraphrasing or repetition) • responding to questions with accurate information • ensuring content is appropriate to the needs of the audience • identifying and avoiding listening barriers • maintaining focus on the purpose of the communication • select appropriate communication styles 	

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
	<ul style="list-style-type: none"> • adapt terminology and vocabulary to the needs of the audience • reduce barriers to listening • differentiate between facts and feelings 	
<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"> • grammar, spelling • business or technical terminology • format and style for different communication channels (e.g. letter, memo, e-mail and fax) <p>2.2 Use the following written communication techniques</p> <ul style="list-style-type: none"> • following organisational guidelines and procedures • identifying and conveying key messages in writing (e.g. letter, fax, email, database notes) • using correct grammar and spelling • using and understanding appropriate business or technical terminology • ensuring content, format and style are appropriate to the audience and channel (e.g. letter, memo, fax, e-mail, web chat) • structuring writing into a logical framework • conveying ideas and information in a clear and concise manner • identifying relevant information in written communications • reviewing or proof reading own written work 	<ul style="list-style-type: none"> • organisational procedures and guidelines associated with written communication • how to identify and convey key information within written communication • how to review documents produced by others

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
	<ul style="list-style-type: none"> • developing messages that convey alternative viewpoints • extracting key messages from written correspondence • reviewing and editing documents created by others 	
3 Provide guidance to immediate colleagues on how to communicate information	3.1 Provide guidance to immediate colleagues on how to communicate information	<ul style="list-style-type: none"> • how to provide guidance to colleagues using written and verbal communication skills

Assessment

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 i.e. the purpose of the work etc.

In addition to the recognition of other qualifications, candidates may claim accreditation of prior achievement for any of the elements assessment criteria or complete units of competence, as long as the evidence fully meets the criteria and the candidate can prove that it is all their own work. It is important also that assessors are convinced that the competence claimed is still current. If the assessors have some doubts, they should take steps to assess the candidate's competence directly. An initial assessment of candidates is recommended.

All the learning outcomes and assessment criteria must be clearly evidenced in the submitted work, which is externally moderated by OCR.

Results will be Pass or Fail.

Guidance on assessment

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

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