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RECOGNISING ACHIEVEMENT

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| **Unit Title:** | **Managing Communications at Work** |
| OCR unit number: | 2 |
| Sector unit number: | 15.3 Business Management |
| Level: | 4 |
| Credit value: | 5 |
| Guided learning hours: | 30 |
| Unit reference number: | F/602/1878 |

## Unit aim and purpose

This unit aims to help learners to understand the need for effective communication systems within organisations. In addition, they will analyse the effectiveness of communications within a selected organisation and plan justifiable improvements. As an integral part of the unit learners will also have the opportunity to reflect on their own interpersonal communication skills and plan ways to develop these.

| Learning Outcomes | Assessment Criteria | Teaching Content |
|---|---|---|
| **The Learner will:**<br>1 Understand the role of communications in an organisation | **The Learner can:**<br>1.1 explain the communication processes used within a selected organisation<br>1.2 analyse the purpose of communication processes used within a selected organisation<br>1.3 analyse communication barriers in a selected organisation | This may include:<br>• internal and external communications<br>• reporting structures<br>• business objectives and the need for information<br>• inter-dependencies between functional areas<br>• the importance of consistent messages<br>• cultural norms and expectations<br>• formal and informal methods of communication<br>• the use of social media<br>• rumours and the grapevine<br>• information as a source of power |
| 2 Be able to manage interpersonal communication skills | 2.1 audit own communication skills<br>2.2 demonstrate use of own communication skills in an organisational setting<br>2.3 evaluate effectiveness of own communication skills in an organisational setting<br>2.4 produce a development plan to improve own communication skills, using feedback from others | This may include:<br>• analysing types of communication, such as written, verbal, vocal, non-verbal, ITC, etc.<br>• how to compare and contrast personal skill levels with those of colleagues<br>• methods of personal evaluation such as the use of video<br>• sources of feedback and how to access these |

| Learning Outcomes | Assessment Criteria | Teaching Content |
|---|---|---|
| | | • planning improvements using SMART (specific, measurable, achievable, realistic, time-bound) objectives |
| 3 Be able to manage workplace communications | 3.1 plan improvements to workplace communications<br>3.2 implement a plan to improve workplace communications<br>3.3 develop measures to evaluate the success of a plan to improve workplace communications | This may include:<br>• how to evaluate the effectiveness of workplace communications<br>• engaging with and involving stakeholders<br>• planning improvements using SMART objectives<br>• success indicators and the cycle of continuous improvement |

## Assessment

This unit is centre assessed and externally verified. In order to achieve the unit the learner must produce a portfolio of evidence which, on request, should be made available to the OCR external verifier for sampling.

Portfolios of work must be independently produced by individual learners and Centres must confirm to OCR that the evidence is authentic. The OCR 'evidence record sheets' (or similar) should be completed and signed by the learner and the assessor to confirm this.

It is a requirement of the Ofqual Common Criteria for all qualifications that proof of authentication is provided.

## Evidence requirements

In order to achieve this unit the learner must demonstrate that they have met all of the stated learning outcomes and assessment criteria. .

Evidence can be produced either through real work or by means of simulated activities.

## Guidance on assessment and evidence requirements

**If the unit is to be taught in a college or other learning environment, tutor/assessors could consider the following examples of how this unit could be achieved and assessed:**

It is recommended that evidence for this unit is gathered as an integral part of the work shadowing experience described in unit 1 Principles of Management and Leadership and 4Leadership in your organisation.

LO1 Tutor/assessors could provide guided learning in respect of what is meant *by the role of communication within organisations.* The teaching content, above, offers suggestions for what could be included. Learners could then be asked to research and analyse methods of communication which exist within their chosen organisation. The research could be both formal, for example information gathered from a company website and informal, for example via feedback from employees of the organisation.

LO2 Learners could be provided with self-evaluation questionnaires or tests. They could then design a presentation to be used to influence stakeholders within their chosen organisation to accept the proposals for improvements. It is optional that this presentation be practiced and video recorded within the teaching environment and the video recording used by the learner as a means of personal development. If possible, the presentation should then be delivered, for real, within the chosen organisation. Feedback from peers could be used to help the learner identify personal development needs. These should be added to the PDP described in unit 3 Personal Development.

LO3 The information gathered as part of LO1 could be consolidated into a substantial written report which would include recommendations for improvements and SMART objectives enabling the improvements to be implemented and measured.

**NOTE:** Where learners are asked to work in groups, it is important that outcomes can be attributable to individuals within the groups.

**If the unit is to be completed through real work, examples of appropriate sources of evidence could include:**

- written case studies based on real work experience

- examples of personal communications, such as presentations, letters, video recordings, blogs, etc.

- assessor observations

- feedback from colleagues

- minutes of meetings with stakeholders

- records of assessor questioning

- personal development plans

- organisational plans for improvements

## National Occupational Standards (NOS) mapping/signposting

The mapping in the table below provides an indication of where evidence might be available for assessment against some of the knowledge and understanding contained in the national occupational standards (NOS). It does not claim to guarantee that evidence will meet the NOS.

NOS can be viewed on the relevant Sector Skills Council's website or the Occupational standards directory at www.ukstandards.co.uk.

| Occupational standards | Unit number | Title |
| --- | --- | --- |
| Management and Leadership | CFAM&LDB5 | Manage team communications |
| Management and Leadership | CFAM&LEC2 | Manage information, knowledge and communication systems |
| Management and Leadership | CFAM&LEC4 | Communicate information and knowledge |

## Functional skills signposting

This section indicates where candidates may have an opportunity to develop their functional skills.

| Functional Skills Standards | | | | | |
| --- | --- | --- | --- | --- | --- |
| **English** | | **Mathematics** | | **ICT** | |
| Speaking and Listening | ✓ | Representing | | Use ICT systems | ✓ |
| Reading | ✓ | Analysing | | Find and select information | ✓ |
| Writing | ✓ | Interpreting | | Develop, present and communicate information | ✓ |

## Resources

Stationery or a CD-rom.

Access to photocopier, PC and printer is desirable but not essential.

Access to sources of under-pinning knowledge such as websites, books, journals, etc, might be of help, but the learner is not expected to reproduce other people's written work. For example:

Eckerson, W (2010) Performance Dashboards: Measuring, Monitoring, and Managing Your Business, 2nd Ed. ISBN-10: 0470589833

Scott, D M (2010) The New Rules of Marketing and PR: How to Use Social Media, Blogs, News Releases, Online Video, and Viral Marketing to Reach Buyers Directly (New ... & PR: How to Use Social Media, Blogs,) ISBN-10: 0470547812

howstuffworks.com/business/starting-a-job/10-tips-for-effective-workplace-communication.htm

Business Link http://www.businesslink.gov.uk

## Additional information

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.