

**Unit Title:** **Developing Workplace Communication Skills**  
**Unit Level:** **One**  
**Unit Credit Value:** **3**  
**Guided Learning Hours:** **27**  
**Unit Code:** **AF3/1/NE/001**  
**Unit Review Date:** **31/08/2026**  
*This unit is not part of a regulatory framework*

<b>Purpose and Aim of the Unit:</b>	This unit is aimed at learners starting out or new to the workplace. The purpose of the unit is to develop learners' understanding and application of communication methods and appropriate behaviours within workplace settings.
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This unit has 3 learning outcomes.

<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand different methods of communication in a workplace setting.	1.1. Outline the characteristics of a good communicator. 1.2. Identify three ways of communicating in a workplace setting. 1.3. Give two examples formal communication methods. 1.4. Give two examples of informal communication.
2. Be able to communicate effectively in the workplace setting.	2.1. Outline what is meant by 'effective communication'. 2.2. Demonstrate effective communication skills within the following workplace settings: (a). one-to-one discussions with colleagues; (b). telephone communications; (c). group meetings. 2.3. Complete two examples of workplace: (a). forms and documents; (b). email or digital messaging.
3. Know how to behave in a workplace setting.	3.1. Outline the main methods by which a company communicate the required standards for workplace behaviour. 3.2. Identify two forms of appropriate behaviour 3.3. Give two examples of what would be considered to be inappropriate behaviour in the workplace.



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Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
	3.4. Identify the support available to an individual who may be unsure of how to behave in a workplace setting. 3.5. State the consequences associated with not behaving appropriately at work.

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## **ASSESSMENT INFORMATION**

One Awards promotes the use of a range of methods to assess the skills and knowledge of learners. Please refer to the Assessment Definitions document (available on the One Awards website) which provides guidance on the use of assessment activities at different levels, the evidence which could be generated from these activities and ways in which the assessment activities could be managed.

When planning assessment tasks for this unit, Centres should ensure that the selected assessment methods are relevant to the subject, the assessment criteria and the needs of learners.

All assessment practice for this unit should take an active account of equality and diversity issues. Centres should refer to the guidance in the One Awards Access to Fair Assessment Policy (available on the One Awards website).

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