

Unit CFAM&LEC4 (H8GX 04) Communicate Information and Knowledge

I confirm that the evidence detailed in this unit is my own work.

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| **Candidate’s name** |  | **Candidate’s signature** |  | **Date** |
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I confirm that the candidate has achieved all the requirements of this unit.

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| **Assessor’s name** |  | **Assessor’s signature** |  | **Date** |
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| **Countersigning — Assessor’s name**  **(if applicable)** |  | **Countersigning — Assessor’s signature**  **(if applicable)** |  | **Date** |
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I confirm that the candidate’s sampled work meets the standards specified for this unit and may be presented for external verification.

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| **Internal verifier’s name** |  | **Internal verifier’s signature** |  | **Date** |
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| **Countersigning — Internal verifier’s name**  **(if applicable)** |  | **Countersigning — Internal verifier’s signature**  **(if applicable)** |  | **Date** |
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| **External Verifier’s initials and date (if sampled)** |  |

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| **Unit overview** |
| This standard is about communicating information and knowledge to a wide range of people.  This standard is relevant to all managers and leaders. |

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| **Sufficiency of evidence** |
| There must be sufficient evidence to ensure that the candidate can consistently achieve the required standard over a period of time in the workplace or approved realistic working environment. |

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| **Performance criteria** |
| **What you must do:** |
| There must be evidence for **all** Performance Criteria (PC). |
| 1. Identify the information and knowledge people need and why they need them. 2. Communicate information and knowledge only to those who have a right to them, in line with policies and legal requirements. 3. Identify how people prefer to receive information and knowledge and what media, languages, styles, timing and pace are most appropriate. 4. Check that the information and knowledge you are communicating are current, accurate and complete. 5. Take action to minimise any interference or disruption to your communication. 6. Communicate in ways that help people to understand the information and knowledge you are communicating and their relevance. 7. Use a variety of techniques to gain and maintain people’s attention and interest and to help them retain information and knowledge. 8. Adjust and fine-tune your communication in response to both verbal and non-verbal feedback. 9. State the level of confidence that can be placed in the information and knowledge you are communicating; i.e. whether they are based on rigorously researched evidence, widely accepted facts or personal opinion. 10. Where you have to use jargon, technical terms or abbreviations, explain these carefully. 11. Confirm that people have received and understood the information and knowledge you have communicated |

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| **Evidence reference** | **Evidence description** | **Date** | **Performance criteria** | | | | | | | | | | |
| **What you must do** | | | | | | | | | | |
| **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** |
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| **Knowledge and understanding** | | **Evidence reference**  **and date** |
| **What you must know and understand** | |
| For those knowledge statements that relate to **how** the candidate should do something, the assessor may be able to infer that the candidate has the necessary knowledge from observing their performance or checking products of their work. In **all** other cases, evidence of the candidate’s knowledge and understanding must be gathered by alternative methods of assessment (eg oral or written questioning). | |
|  | **General knowledge and understanding** |  |
|  | How to identify people’s needs for information and knowledge and their motivations for acquiring it. |  |
|  | The importance of communicating information and knowledge only to those who have a right to it. |  |
|  | How to establish people’s preferred communication media, languages, styles, timing and pace. |  |
|  | The importance of checking the currency, accuracy and completeness of the information and knowledge you are communicating, and how to do so. |  |
|  | How to take action to minimise any interference or disruption to your communication. |  |
|  | The importance of structuring your communication in ways that facilitate people’s reception and understanding, and how to do so. |  |
|  | Techniques to gain and maintain people’s attention and interest and to help them retain information and knowledge, and how to use a variety of relevant techniques. |  |
|  | The importance of using verbal and non-verbal feedback to help you fine-tune your communication, and how to do so. |  |
|  | The importance of communicating the level of confidence that can be placed on the information and knowledge, i.e.; whether it is based on rigorously researched evidence, widely accepted facts or personal opinion. |  |
|  | The importance of carefully explaining jargon, technical terms or abbreviations. |  |
|  | The importance of confirming that people have received and understood the information and knowledge you have communicated, and how to do so. |  |
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|  | **Industry/sector specific knowledge and understanding** |  |
|  | Industry/sector requirements for communicating information and knowledge. |  |

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| **Knowledge and understanding** | | **Evidence reference**  **and date** |
| **What you must know and understand** | |
| For those knowledge statements that relate to **how** the candidate should do something, the assessor may be able to infer that the candidate has the necessary knowledge from observing their performance or checking products of their work. In **all** other cases, evidence of the candidate’s knowledge and understanding must be gathered by alternative methods of assessment (eg oral or written questioning). | |
|  | **Context specific knowledge and understanding** |  |
|  | The needs, motivations and preferences of the people you are communicating with. |  |
|  | Policies and legal requirements relating to communication. |  |
|  | Who has a right to the information and knowledge you are communicating. |  |
|  | The jargon, technical terms and abbreviations commonly used in the context in which you are working. |  |

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# Supplementary evidence

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| **Evidence** | | **Date** |
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| **Assessor feedback on completion of the unit** |
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