

Learning outcomes, assessment criteria and unit amplification

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes		Assessment criteria	Unit amplification
1	Know that there are different types of business document	1.1 Identify different types of business document and when they might be used	<ul style="list-style-type: none"> □ <i>Business documents:</i> types of business document, e.g. letter, memo, notice, notes, agenda, minutes, reports, order forms, delivery notes, invoices, promotional flyers, emails, faxes □ <i>Purpose:</i> to request information; to provide information; to give instructions; to attract potential customers; to confirm agreements
		1.2 State why templates are used for some business documents	<ul style="list-style-type: none"> □ <i>Templates:</i> to ensure consistency, e.g. in layout, in information given; to ensure clarity
2	Know why it is important to use the right communication style in business documents	2.1 Give examples of when to use a formal or informal communication style	<ul style="list-style-type: none"> □ <i>Formal:</i> when to use, e.g. when contacting external customers, senior managers, company wide communications; situations, e.g. replying to customer queries, when confirming payment □ <i>Informal:</i> when to use, e.g. peers, team members; situations, e.g. when arranging a team meal
		2.2 State why some businesses adopt a 'house style' for certain documents	<ul style="list-style-type: none"> □ <i>House style:</i> purpose, e.g. to encourage consistency in layout, to reflect company image, to look professional
3	Be able to produce routine business documents	3.1 Produce routine business documents using the appropriate communication style	<ul style="list-style-type: none"> □ <i>Produce documents:</i> using correct spelling, grammar, punctuation; appropriate greeting; complimentary close; clear structure and format; appropriate □ <i>Communication style:</i> choosing style according to the purpose of the document; formal; informal
		3.2 Check documents for accuracy	<ul style="list-style-type: none"> □ <i>Accuracy:</i> ensuring document includes correct information; clarity; spelling; grammar; punctuation; proofreading for accuracy; checking clarity and accuracy with supervisor

Information for tutors

Delivery

This is essentially a practical unit. Learners will need the opportunity to develop and practise the skills required to produce business documents. Tutor input will be needed to explain the format of letters, memos and other standard documents. Examples of standard documentation used in business should be available for learners. Learners can work in groups, with each group researching and collecting different documents for a different purpose (as listed in the unit content). They could present their findings to the rest of the group and describe the purpose of each document.

The importance of producing well-presented and accurate business documents needs to be stressed, as this is the professional image of the organisation. Learners should have the opportunity to produce different documents using different styles and layouts. Learners will need to check their own work for spelling, grammar and punctuation. They could check each other's work and also complete activities identifying errors and correcting them.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
Introduction to unit and structure of the programme of learning. Tutor to supply learners with examples of routine business documents. In small groups, learners discuss the format of the business documents and identify the purpose of each. Whole class discussion on the format and purpose of different business documents and why templates are used for some documents. Assessment – learners to complete a grid identifying common business documents, when they might be used and why a template may be used for some documents (learning outcome 1).
Tutor-led discussion on formal and informal communication styles. Exercise – tutor to give learners example documents in different styles, and learners to identify which style. Exercise – learners practise writing short documents in formal and informal styles. Tutor-led discussion on house style and why businesses use this, with examples. Exercise – learners practise writing documents according to a given house style. Assessment – learners to complete a grid identifying when formal or informal communication styles should be used (learning outcome 2). Tutor-led discussion on the importance of checking documents for accuracy. Learners to create a checklist for checking documents. Assessment – learners to produce three routine business documents, including one in a formal and one in an informal style. Learners to check documents for accuracy using their checklist (learning outcome 3).
Assessment feedback, review and evaluation of unit.

Assessment

To achieve assessment criterion 1.1, learners need to identify which business documents would be used for which purpose. Evidence may be a written list of business documents identifying at least one purpose for each type of document. To achieve 1.2 learners need to state why templates are used for some business documents. This can be evidenced through a verbal response or could be added to the list of business documents.

To achieve 2.1, learners must give at least two examples of situations where a formal communication style should be used and at least two examples of when an informal communication style should be used. To achieve 2.2, learners should give at least two reasons why businesses adopt a house style. This can be evidenced through a question and answer session with the tutor, or through written responses.

To achieve 3.1, learners must produce at least two different types of routine business documents. To achieve 3.2, learners will need to check their documents for accuracy. A checklist giving a clear indication that the learner has checked the document for clarity, grammar, spelling and punctuation could be used as evidence.

Suggested resources

Books

Lapsley A – *Business and Administration Student Handbook Level 1* (Council for Administration, 2011) ISBN 9780956773814

Tetley C – *Entry 3/Level 1 Business Administration Student Book* (Pearson, 2010) ISBN 9781846909214

Websites

www.bbc.co.uk/skillswise/words/writing	Advice and worksheets for improving writing skills
www.microsoft.com/atwork/getworkdone	Microsoft advice on how to construct written documents
www.skillsca.org	The Council for Administration