

Learning Assessment Guide

Unit Standard 11095 – Version 4

Write business correspondence to convey complex ideas and information

Level 3 – 3 Credits

Assessment Summary			
Learner to complete			
Learner's name:			
Employer:			
NSN no. (ROL):		DOB:	
Signed:		Date:	
Assessor to complete			
<input type="checkbox"/> Meets requirements <input type="checkbox"/> More training required <input type="checkbox"/> More evidence required			
Assessor's name:		Assessor's No.	
Signed:		Date:	

Before you begin...

- As well as this Learning Assessment Guide, you may also want to refer to the unit standard from the NZQA website (<http://www.nzqa.govt.nz>).
- Read the Trainee Information Kit. The kit contains important information and guidelines for Learners and can be found on the Learning State website (<http://www.learningstate.govt.nz>) under Learners, then Learning Assessment Guides.
- Check the learning resources available for this unit standard on the Learning State website (<http://www.learningstate.govt.nz>) under Learners, then Learning Assessment Guides.

The purpose of this assessment is to show that you can write business correspondence to convey complex ideas and information.

This Learning Assessment Guide is made up of:

- Tasks for you to complete.
- Self-checklists.
- A Manager Verification Form.
- Assessment Guide that the assessor will use to assess your competence.

Special notes relating to this unit standard:

1. Evidence of the elements of this unit standard must be presented in three different types of business communication, each dealing with different context and subject matter.

You are to write and submit three different types of correspondence. They may include a letter, e-mail, memorandum, or other.

The reason for the correspondence might be to:

- promote a point of view
- explain organisational policy or procedures
- resolve a problem
- set out a proposal
- describe a preferred course of action
- make an enquiry, request or complaint.

2. For the purposes of assessment against this unit standard, *context of communication* means the situation, occasion, or issues, which give rise to the need for the business communication to be written, and the intended use of the communication.
3. The term *complex*, referred to in this unit standard, requires taking into account a number of factors, relating them to known principles, and arriving at a set of options or a decision.
4. In this unit standard, *register* means a variety of language that is appropriate to the audience receiving the communication, and to the context.

Assessment Task One – Element 1

Introduction

This assessment task is designed to assess your ability to write business correspondence to convey complex ideas and information.

Instructions

- You will need to provide three samples of business correspondence that you have produced within the last 12 months that convey complex ideas and information. Remember, *complex* refers to taking into account a number of factors, relating them to known principles, and arriving at a set of options or a decision.
- The documents must be ones that you have *authored*.
- For each sample, complete the self-checklist included in this guide. This will help you make sure that your document meets the criteria of the unit standard.
- The learner guide also includes a Manager's Verification Form. Ask your Manager or Team leader to complete the form to confirm that the work submitted is your own.
- Please also provide your assessor with a copy of your organisation's policies and procedures for document production.
- Your assessor may wish to ask you questions to confirm your understanding of your work.

The completed assessment for this task will include:

- Three documents.
- Three self-check checklists.
- A copy of the organisation's document production policy and procedure.
- Manager's Verification Form.
- Assessor's notes if required.

Self Checklists

(for use by the learner)

Name of learner:	
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Business Correspondence Self-Checklist Sample One		Complete (✓)
Title:		
The correspondence		
a.	the type of writing chosen suits the subject matter and purpose of the sample	
b.	follows organisational conventions and requirements	
c.	is suitable for the way you intend to distribute or send it	
d.	suits the requirements of the intended audience	
e.	tone and register (the type of language you use) suits the subject matter, purpose, intended audience, and context	
The layout		
f.	follows organisation formatting requirements	
g.	ideas and information are grouped in a coherent and appropriate sequence	
h.	grammar, spelling and punctuation are accurate and consistent	
i.	length is appropriate	
The content		
j.	matches the purpose and context	
k.	explanations, justification or proposed courses of action are in keeping with organisational policies and procedures	

Business Correspondence Self-Checklist Sample Two		Complete (✓)
Title:		
The correspondence		
a.	the type of writing chosen suits the subject matter and purpose of the sample	
b.	follows organisational conventions and requirements	
c.	is suitable for the way you intend to distribute or send it	
d.	suits the requirements of the intended audience	
e.	tone and register (the type of language you use) suits the subject matter, purpose, intended audience, and context	
The layout		
f.	follows organisation formatting requirements	
g.	ideas and information are grouped in a coherent and appropriate sequence	
h.	grammar, spelling and punctuation are accurate and consistent	
i.	length is appropriate	
The content		
j.	matches the purpose and context	
k.	explanations, justification or proposed courses of action are in keeping with organisational policies and procedures	

Business Correspondence Self-Checklist Sample Three		Complete (✓)
Title:		
The correspondence		
a.	the type of writing chosen suits the subject matter and purpose of the sample	
b.	follows organisational conventions and requirements	
c.	is suitable for the way you intend to distribute or send it	
d.	suits the requirements of the intended audience	
e.	tone and register (the type of language you use) suits the subject matter, purpose, intended audience, and context	
The layout		
f.	follows organisation formatting requirements	
g.	ideas and information are grouped in a coherent and appropriate sequence	
h.	grammar, spelling and punctuation are accurate and consistent	
i.	length is appropriate	
The content		
j.	matches the purpose and context	
k.	explanations, justification or proposed courses of action are in keeping with organisational policies and procedures	

Manager's Verification Form

_____ (name of learner) is currently being assessed toward unit standard 11095: Write business correspondence to convey complex ideas and information.

Your knowledge of the learner is sought to verify whether or not the learner demonstrates a good understanding and application of the principles involved in this area.

Please review the three business correspondence samples submitted for this assessment, complete this form, and arrange for it to be passed on to the 11095 assessor.

Correspondence 1 Title	
Correspondence 2 Title	
Correspondence 3 Title	

The business correspondence	1 Yes/No	2 Yes/No	3 Yes/No
• is the learner's own written work.			
• shows the learner has a good understanding of the correct process and procedures for writing business correspondence.			
• meets organisational requirements in regards to layout and formatting.			
• meets organisational requirements in regards to grammar, spelling and punctuation.			
• is consistent with the intended method of distribution (and this method follows organisational requirements).			
• meets organisational requirements in regards to the explanations, justifications, or proposed courses of action offered.			
Comments			

The assessor may contact you to discuss the learner's performance.

Signed: _____

Date: _____

Name: _____

Position: _____

Thank you for your assistance.

Assessment Guide

The table below will be used to assess your competence in unit standard 11095 version 4.

Task / Element	Evidence required	Judgement
<p><i>Task 1 / Element 1</i></p> <p>Learner must present three documents produced within the past 12 months that they have composed and contain complex information.</p>	<p>Three documents.</p> <p>Self-check checklists.</p> <p>Manager's Verification Form.</p> <p>Organisation's document production policy.</p> <p>Assessor's notes where relevant.</p>	<p>The content of the documents is in keeping with the subject matter, the writer's purpose, the conventions of the organisation and the requirements of the audience.</p> <p>The documents are laid out in accordance with the formatting requirements of the organisation.</p> <p>The tone and register of the documents are in keeping with the writer's purpose and the subject.</p> <p>The context and content of the documents match.</p> <p>Ideas and information are presented in a coherent sequence in accordance with the purpose and context of the documents.</p> <p>Explanations, justifications and proposed courses of action are in keeping with the policies and procedures of the organisation.</p> <p>The documents are of an appropriate length.</p> <p>The correspondence is consistent with the intended method of distribution in accordance with the organisation's procedures.</p> <p>All documents are grammatically correct, with accurate spelling and punctuation throughout.</p>