## Assessment plan BSBWRT311 - Write simple documents

**Unit being assessed: Title/code/AQF level/Training Package**

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| Unit title: BSBWRT311 - Write simple documents  Unit Code: BSBWRT311  AQF LEVEL: Level 3  TRAINING PACKAGE: Business Services Training Package |

**Purpose of assessment**

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| To confirm a candidate’s competency in the performance and knowledge of the skills relating to planning, drafting, and finalising simple documents in the workplace. |

**Location of assessment (context)**

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| ADD Location, times and any other information about where the assessment will be conducted |

**Candidate profile**

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| Prove candidate profile based on your workplace and employees / trainees. For example, “Participants are undertaking traineeship and are new workers requiring orientation and support throughout onboarding. They have limited skills in document management and reporting (eg hazards) and require training to support them in their new roles as admin assistants. The candidates have undertaken LLN testing and have reading and writing at level 2 of the ACSF. |

**Special arrangements /contexts/specialist support**

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| Materials in the course have a fairly basic language level, and the trainer is experienced in delivery with low LLN levels and those from non-English speaking backgrounds. Due to funding limitations, no LLN specialist can be called in to provide support; however, the organisation has connections with other agencies who may be able to provide support if it is needed or requested. |

**Evidence requirements**

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| Element and PC | Through review of the unit of competency, the following evidence has been identified as appropriate for this unit: |
| 1. Plan simple document | 1.1 Determine audience, purpose and requirements for document according to organisation policies and procedures  1.2 Determine required format, style and structure for document  1.3 Establish method of communication  1.4 Establish key points for inclusion |
| 2. Draft simple document | 2.1 Develop draft document to communicate key points according to purpose and requirements for document  2.2 Check that draft meets document purposes and requirements  2.3 Obtain and include additional required information |
| 3. Finalise simple document | 3.1 Ensure draft is proofread, where appropriate, by supervisor or colleague  3.2 Make and proofread necessary changes |

**Methods of assessment:** The following assessment methods have been deemed appropriate for this unit.

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| Methods of assessment | Reasons for choice - Suitability |
| **Multiple-choice answer test** | Useful for checking knowledge evidence requirements which may not be covered by or embedded within the performance evidence requirements |
| **Project** | Gives ample space for students to plan, draft, and finalise 3 separate documents according to requirements, and also may demonstrate some knowledge requirements |
| **Verbal Questioning** | Useful for checking knowledge evidence requirements |

**Assessment tools selected/modified if applicable:**

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| **Project** - Students to plan, draft, and finalise documents according to organisational requirements. Requires: Instructions for candidates and assessor, example organisational requirements, selection of formats and purposes of texts, marking rubric.  **Knowledge Questions** This test will be used to demonstrate knowledge evidence of the unit of competency, focusing on written conventions, suitability of text for an example audience, different communication methods, and questions demonstrating understanding of organisational policies, procedures, and requirements Requires: One test per student, instructions for candidates and assessor, marking guide. |

**Evidence requirements for the unit**

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| Performance evidence |
| The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:   * plan, draft and finalise three different simple documents that accurately convey the required basic information in a format suitable for the intended audience and purpose according to organisational policies and procedures for document production. |
| Knowledge evidence |
| The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:   * processes for checking: * basic readability, grammar, spelling, sentence and paragraph sequencing and structure, and punctuation * suitability of document for audience, purpose, and format * organisational policies and procedures relating to written communication * written communication methods, including: * general emails * Procedures * business letters * meeting agendas * different formats, styles and structures for documents |
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## BSBWRT311 - Write Simple Documents Assessment Tools 2023

## Assessment Task 1: Knowledge Questions

### Instructions (Contextualise the questions for your workplace. Eg make them more specific to your business unit. )

### Complete the questions by responding to each one. You must use clear language and provide sentence answers not single/ simple responses.

1. How can you assess the readability of a document?
2. What tools or processes can be used to check spelling in a business document?
3. Why is punctuation important in written communication?
4. How do you determine if a document is suitable for its intended audience and purpose?
5. What are some common organizational policies regarding written communication?
6. What are the key differences between writing an email and a business letter in your organisation?
7. Outline some of the documents you would write in your workplace?

## Assessment Task 2: Drafting a Document

### Instructions(write instructions to the students for undertaking the assessment)

Add student instructions for writing a 300 word document.

To: *Ex. manager@bigbusiness.com.au*  
CC: *Ex. finance@bigbusiness.com.au; colleague01@bigbusiness.com.au*  
Subject: *Ex. Upcoming Team Meeting*

Subject: Important Update: Delay in Project Commencement by Two Weeks

Dear Team,

MESSAGE HERE

Best regards,

[Your Name]

[Your Position]

[Your Contact Information]

## Assessment Task 4: Knowledge Questions

### Instructions

### Complete the questions by responding to each one. You must use clear language and provide sentence answers not single/ simple responses.

1. How can you assess the readability of a document?
2. What tools or processes can be used to check spelling in a business document?
3. Why is punctuation important in written communication?
4. How do you determine if a document is suitable for its intended audience and purpose?
5. What are some common organizational policies regarding written communication?
6. What are the key differences between writing an email and a business letter?

## Assessor Marking Guidance

# Assessment Task 1: Planning a Document

Assessor Instructions – ADD Assessor Instructions here

### Evaluation Criteria:

**Identification of Target Audience:**

Satisfactory: Clearly identifies the appropriate audience for the document.

Unsatisfactory: Fails to identify or incorrectly identifies the target audience.

**Purpose of the Document:**

Satisfactory: Accurately states the purpose of the document.

Unsatisfactory: The purpose is unclear or incorrect.

**Key Points Establishment:**

Satisfactory: Effectively outlines the key points to be covered in the document.

Unsatisfactory: Key points are missing, irrelevant, or inadequately detailed.

**Organisational Requirements:**

Satisfactory: Lists and explains relevant organisational requirements for the document.

Unsatisfactory: Does not list or incorrectly lists organisational requirements.

**Document Structure Outline:**

Satisfactory: Provides a clear and logical structure for the document.

Unsatisfactory: Structure is unclear, illogical, or missing.

## Assessment Task 2: Drafting a Document

### Assessor Instruction – Add assessor instructions here

### Evaluation Criteria:

**Adherence to Plan:**

Satisfactory: Draft aligns with the plan created in Task 1.

Unsatisfactory: Draft deviates significantly from the plan.

**Content Relevance and Completeness:**

Satisfactory: All key points are included, and content is relevant to the purpose.

Unsatisfactory: Missing key points or includes irrelevant information.

**Professional Tone and Clarity:**

Satisfactory: Maintains a professional tone suitable for the target audience.

Unsatisfactory: Tone is inappropriate or lacks clarity.

**Grammatical Accuracy:**

Satisfactory: Free from grammatical errors.

Unsatisfactory: Contains grammatical errors.

**Formatting and Presentation:**

Satisfactory: Follows the appropriate format as per organizational standards.

Unsatisfactory: Formatting is inconsistent or incorrect.

## Assessment Task 3: Finalise a Document

### Assessor Instructions – ADD Assessor instructions here

### Self-Assessment Checklist:

Checklist should be completed and additional considerations if any listed

## Assessment Task 4: Knowledge Questions

### Assessor Instructions – ADD Assessor instructions here (model answers below)

1. **How can you assess the readability of a document?**

Readability is crucial for ensuring that the intended audience can easily understand the document. I assess readability by checking the document's language complexity, sentence length, and use of jargon or technical terms. Tools like the Flesch Reading Ease or the Flesch-Kincaid Grade Level in Microsoft Word are helpful. I also consider the intended audience; for example, a document for technical experts can be more complex than one meant for the general public.

1. **What tools or processes can be used to check spelling in a business document?**

For spelling checks, I rely on built-in spell checkers in word processing software like Microsoft Word or Google Docs. Additionally, tools like Grammarly can be useful for a more comprehensive check, as they also highlight contextual spelling errors. It's also a good practice to proofread manually or have a colleague review the document for any missed errors.

1. **Why is punctuation important in written communication?**

Punctuation is vital because it helps convey the intended meaning and tone of the text. It provides clarity, helps separate ideas, and organizes the flow of sentences. Incorrect punctuation can lead to misunderstandings or misinterpretations of the content. For instance, a misplaced comma can change the entire meaning of a sentence.

1. **How do you determine if a document is suitable for its intended audience and purpose?**

To ensure a document is suitable for its intended audience and purpose, I first consider who the audience is and what they need or expect from the document. The language, tone, and complexity should match the audience's level of understanding. The purpose of the document guides its structure and content; for instance, an informative document will be different from a persuasive one.

1. **What are some common organizational policies regarding written** **communication?**

In our organization, policies regarding written communication include maintaining a professional tone, ensuring confidentiality, and adhering to branding guidelines. There are also guidelines on the approval process for external communications and the use of inclusive language to ensure non-discrimination.

1. **What are the key differences between writing an email and a business letter?**

Emails are generally more informal, concise, and are used for quicker, more frequent communications. They allow for a more conversational tone and often get straight to the point. Business letters, on the other hand, are more formal and follow a specific format, including a letterhead, formal salutations, and closings. They are typically used for official, often external, communications where formality is crucial.

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| **Comments:** |
| **Competency Awarded Yes Further evidence required** |
| **Signed Assessor –** |