Cambridge TECHNICALS
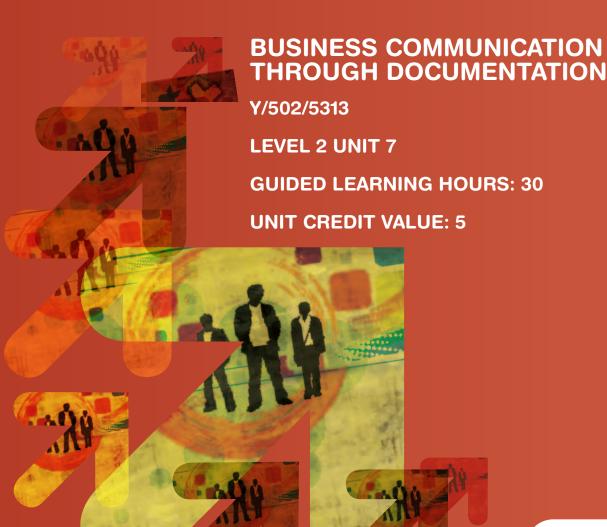
OCR LEVEL 2 CAMBRIDGE TECHNICAL

CERTIFICATE/DIPLOMA IN

BUSINESS

BUSINESS COMMUNICATION THROUGH DOCUMENTATION

Y/502/5313

LEVEL 2 UNIT 7

GUIDED LEARNING HOURS: 30

UNIT CREDIT VALUE: 5

OCR

BUSINESS COMMUNICATION THROUGH DOCUMENTATION

Y/502/5313

LEVEL 2 UNIT 7

AIM OF THE UNIT

A business cannot survive without written communication. Accurate written records are essential for all employees in a business to make communication clear. From the manager setting and monitoring strategic targets for the business to the minutes of a weekly team meeting, written communication is used at all levels within a business. Businesses must communicate effectively with all stakeholders and heavy reliance is often placed on written methods of communication to reach external stakeholders such as suppliers and customers.

In this unit learners will develop understanding of communication and be able to give reasons why it is essential that employees in businesses need to communicate in written form. They will produce relevant documents for a business to use in their communication internally and externally and analyse the effectiveness of their documents, highlighting relevant improvements that could be made if the documents were to be used professionally. Learners will understand the range of methods of written communication a business could use and select the most appropriate method for the specified audience. They will also appreciate the errors and limitations that could occur in written documents and be able to discuss the consequences to the business and the audience.

ASSESSMENT AND GRADING CRITERIA

Learning Outcome (LO) The learner will:	Pass The assessment criteria are the pass requirements for this unit. The learner can:	Merit To achieve a merit the evidence must show that, in addition to the pass criteria, the learner is able to:	Distinction To achieve a distinction the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
1 Know the purpose of communication in business contexts	P1 Identify, using examples, the purposes of written business communications in four different business contexts		
2 Be able to complete and use business documents for internal and external communication in an organisation	P2 Produce three documents of different types to support straightforward business tasks for internal communication in an organisation	M1 Explain the use and benefits of the internal documents	D1 Justify recommendations for improvements and alternatives to the internal documents produced
	P3 Produce three documents of different types for external communication by an organisation	M2 Explain the use and benefits of the external documents	D2 Justify recommendations for improvements and alternatives to the external documents produced
3 Know the importance of using appropriate methods of written communication depending on audience	P4 Identify appropriate methods of written communication to different audiences		

TEACHING CONTENT

The unit content describes what has to be taught to ensure that learners are able to access the highest grade.

Anything which follows an i.e. details what must be taught as part of that area of content.

Anything which follows an e.g. is illustrative, it should be noted that where e.g. is used, learners must know and be able to apply relevant examples to their work though these do not need to be the same ones specified in the unit content.

Learning Outcome 1 Know the purpose of communication in business contexts

- **Purpose of written communication:** to keep records, to give instructions, to promote, to share information, invite responses, request information
- **Written business communications:** hand written, printed, viewed on screen
- **Business contexts:** formal, informal, meetings, presentations, complaints, customer service, interviews, marketing, disciplinary issues.

Learning Outcome 2 Be able to complete and use business documents for internal and external communication in an organisation

- **Straightforward business tasks:** to take telephone message, to publicise arrangements for a staff social activity, to record discussion points in a meeting, to summarise results from research
- **Internal business documents:** agenda, memo, report, minutes, notices, meeting request, email
- **External business documents:** letter, invoice, order form, delivery note, credit note, email, promotional material, website, SMS/text message, fax, multi-media message/ MMS
- **Features of documents:** formal, informal, professional, images, font, text formatting, page layout, legible, accessible language, header/footer.

Learning Outcome 3 Know the importance of using appropriate methods of written communication depending on audience

- **Audience:** colleagues, employees, new recruits, managers, customers, shareholders, suppliers, local residents, children, adults
- **Appropriate methods:** for groups, for general public, for individuals, confidential, record keeping, auditing, presentation and compliance with legislation e.g. Data Protection Act.

DELIVERY GUIDANCE

Learning Outcome 1

The tutor could lead a group discussion on the types of written communication that businesses utilise. The learners could bring examples of different types of written communication and in small groups they could discuss the purpose of each.

In small groups the learners could discuss 'Why do businesses communicate?' and record their findings. The tutor could ask each group to look at local businesses within a specific sector, such as public, private, voluntary or charities. Each group could present their findings. The activity could be extended and the learners could to obtain examples of the methods of communication each business utilises. The evidence from these activities could be displayed to produce a business map of the local area, including why and how the business communicates.

The tutor could provide small groups with a different business scenario such as an internal meeting, dealing with a customer complaint, answering a technical enquiry or delivering a presentation. Each group should discuss the scenario and identify a range of written communication methods that would be required and the purpose of them. The group could create a poster to illustrate the scenario, examples of written communication used and the purpose of the communication. The activity could be repeated so each group has the opportunity to research all the business scenarios.

Learning Outcome 2

Having identified the types and purpose of written business communications the learners must be able to create their own examples. The learners could use the example documents they obtained for learning outcome 1 and identify its key features. As a group they could discuss if the document is for internal or external use, its strengths and weaknesses, and recommend improvements. The learners could also suggest which document is most effective at communicating the message in a variety of business contexts. As a group the learners could present their evidence as a display, separating internal and external documents, highlighting the use and purpose of the communication, and recommending improvements.

The learners must apply their knowledge and understanding of the type and purpose of written communication, and produce a variety of documents to support a range of straightforward business tasks. To introduce the task the tutor could create two sets of laminated cards, one with a 'business task', the other with a 'written communication method'. The learners should match the task to the method. The learner could then produce an example of the document suggested in the method for the business task.

Having produced examples of communication documents the learner could progress their learning. The learner could choose a range of business tasks (or the tutor could specify them) and produce a minimum of three documents to support the task. The learner must be able to complete this activity for both internal and external communications.

Learning Outcome 3

The learners must have an understanding of the most appropriate method of written communication depending on the audience due to receive it. Using the laminated cards from the activity in the previous learning outcome the tutor could substitute the 'written communication method card' with an 'audience card'. In small groups the learners could be provided with a business task and an audience card, they should then discuss what they think is the most appropriate form of written communication to use. The learners could present their findings and provide examples of written communication used depending upon the audience.

GUIDANCE ON ASSESSMENT

P1

Scenario and task
You have arranged a work experience placement in a local hotel.

The Manager is aware that much of the communication within the business takes place by employees talking to each other and is concerned that there are insufficient written records to enable them to check what has been agreed. This has caused problems for the business on several occasions.

You have been asked to write a staff training manual on written communication. The manual should include a minimum of four different business contexts, the types of written communication that could be used, the purpose of the communication, and examples of the written communication.

Guidance
The learner must identify the purpose and provide examples of written communication used in a minimum of four different business contexts.

P2

Scenario and task
One section of the training manual should include three different internal communication documents you have produced yourself. These documents must support a straightforward business task.

Guidance
The learner must produce three different documents and a brief description of the internal communication tasks that each one supports.

P3

Scenario and task
Your documents to be used internally were highly rated by the Manager.

The Manager asks you to write an additional section in the training manual on documents used for external communication. You should include three different external communication documents you have produced yourself. These documents must support a straightforward business task

Guidance
The learner must produce three different documents and a brief description of external communication tasks that they support.

P4

Scenario and task
The final section of the training manual should explain the importance of using different written communication methods depending on the type of audience.

Guidance
The learner must recognise different types of audience and identify and understand the most appropriate written communication methods.

LINKS TO NOS

CfA BAA615 Communicate in a business environment
(Partial)

CfA M&LE11 and SL556 Communicate in a business
environment (Partial)

CfA BAA211 Produce documents in a business environment

CONTACT US

Staff at the OCR Customer Contact Centre are available to take your call between 8am and 5.30pm, Monday to Friday.

We're always delighted to answer questions and give advice.

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