



Prepare a business letter in advanced English

D1.LAN.CL10.10

Assessor Manual



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**William
Angliss
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Specialist centre
for foods, tourism
& hospitality

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Competency Based Assessment (CBA) – An introduction for assessors

Assessment is the process of identifying a participant's current knowledge, skills and attitudes sets against all elements of competency within a unit of competency.

Suggested assessment methods

For each unit of competency a number of assessment tools have been identified including:

- Work Projects
- Oral Questions
- Written Questions
- Third Party Statements
- Observation Checklists.

Instructions and Evidence Recording Sheets have been identified in this Assessment Manual for use by Assessors.

Alternative assessment methods

Whilst the above mentioned assessment methods are suggested assessment methods, the assessor may use an alternate method of assessment taking into account:

- a) The nature of the unit
- b) The strengths of participants
- c) The number of participants in the class
- d) Time required to complete assessments
- e) Time dedicated to assessment
- f) Equipment and resources required.

Alternate assessment methods include:

- Practical demonstrations
- Practical demonstrations in simulated work conditions
- Problem solving
- Portfolios of evidence
- Critical incident reports
- Journals
- Oral presentations
- Interviews
- Videos
- Visuals/slides/audiotapes
- Log books
- Projects and Role plays

- Group projects
- Recognition of Prior Learning.

Whilst there is no specific instruction or evidence collection documents for all the alternative assessment methods, assessors can record competency in the 'Other' section within the 'Competency Recording Sheet'.

Selection of assessment methods

Each assessor will determine the combination of Assessment Methods to be used to determine Competency for each Competency Unit on a student by student basis.

'Sufficient' evidence to support the 'Pass Competent'/'Not Yet Competent' decision must be captured.

In practice this means a minimum of 2 – 3 Assessment Methods for each candidate for each Competency Element is suggested.

At least one method should provide evidence of practical demonstration of competence.

The following assessment methods deemed to provide evidence of practical demonstration of competence include:

- Practical Work Projects
- Third Party Statement
- Observation Checklist.

Assessing competency

Competency based assessment does not award grades, but simply identifies if the participant has the knowledge, skills and attitudes to undertake the required task to the specified standard.

Therefore, when assessing competency, an assessor has two possible results that can be awarded:

- 'Pass Competent' (PC)
- 'Not Yet Competent' (NYC).

Pass Competent (PC)

If the participant is able to successfully answer or demonstrate what is required, to the expected standards of the performance criteria, they will be deemed as 'Pass Competent' (PC).

The assessor will award a 'Pass Competent' (PC) if they feel the participant has the necessary knowledge, skills and attitudes in all assessment tasks for a unit.

Not Yet Competent' (NYC)

If the participant is unable to answer or demonstrate competency to the desired standard, they will be deemed to be 'Not Yet Competent' (NYC).

This does not mean the participant will need to complete all the assessment tasks again. The focus will be on the specific assessment tasks that were not performed to the expected standards.

The participant may be required to:

- a) Undertake further training or instruction
- b) Undertake the assessment task again until they are deemed to be 'Pass Competent'.

Regional Qualifications Framework and Skills Recognition System

The 'Regional Qualifications Framework and Skills Recognition System', also known as the 'RQFSRS' is the overriding educational framework for the ASEAN region.

The purpose of this framework is to provide:

- A standardised teaching and assessment framework
- Mutual recognition of participant achievement across the ASEAN region. This includes achievement in individual Units of Competency or qualifications as a whole.

The role of the 'RQFSRS' is to provide, ensure and maintain 'quality assurance' across all countries and educational providers across the ASEAN region.

Recognition of Prior Learning (RPL)

Recognition of Prior Learning is the process that gives current industry professionals who do not have a formal qualification, the opportunity to benchmark their extensive skills and experience against the standards set out in each unit of competency/subject.

This process is a learning and assessment pathway which encompasses:

- Recognition of Current Competencies (RCC)
- Skills auditing
- Gap analysis and training
- Credit transfer.

Code of practice for assessors

This Code of Practice provides:

- Assessors with direction on the standard of practice expected of them
- Candidates with assurance of the standards of practice expected of assessors
- Employers with assurance of the standards maintained in the conduct of assessment.

The Code detailed below is based on the International Code of Ethics and Practice (The National Council for Measurement in Education [NCME]):

- The differing needs and requirements of the person being assessed, the local enterprise and/or industry are identified and handled with sensitivity
- Potential forms of conflict of interest in the assessment process and/or outcomes are identified and appropriate referrals are made, if necessary
- All forms of harassment are avoided throughout the planning, conducting, reviewing and reporting of the assessment outcomes

- The rights of the candidate are protected during and after the assessment
- Personal and interpersonal factors that are not relevant to the assessment of competency must not influence the assessment outcomes
- The candidate is made aware of rights and process of appeal
- Evidence that is gathered during the assessment is verified for validity, reliability, authenticity, sufficiency and currency
- Assessment decisions are based on available evidence that can be produced and verified by another assessor
- Assessments are conducted within the boundaries of the assessment system policies and procedures
- Formal agreement is obtained from both the candidate and the assessor that the assessment was carried out in accordance with agreed procedures
- The candidate is informed of all assessment reporting processes prior to the assessment
- The candidate is informed of all known potential consequences of decisions arising from an assessment, prior to the assessment
- Confidentiality is maintained regarding assessment results
- The assessment results are used consistently with the purposes explained to the candidate
- Opportunities are created for technical assistance in planning, conducting and reviewing assessment procedures and outcomes.

Instructions and checklist for assessors

Instructions

General instructions for the assessment:

- Assessment should be conducted at a scheduled time that has been notified to the candidate
- Facilitators must ensure participants are made aware of the need to complete assessments and attend assessment sessions
- If a participant is unable to attend a scheduled session, they must make arrangements with the Assessor to undertake the assessment at an alternative time
- At the end of the assessment the Assessor must give feedback and advise the participant on their PC/NYC status
- Complete the relevant documentation and submit to the appropriate department.

Preparation

- Gain familiarity with the Unit of Competency, Elements of Competency and the Performance Criteria expected
- Study details assessment documentation and requirements
- Brief candidate regarding all assessment criteria and requirements.

Briefing checklist

- Begin the assessment by implementing the following checklist and then invite the candidate to proceed with assessment.

Checklist for Assessors

	Tick (✓)	Remarks
Prior to the assessment I have:		
Ensured the candidate is informed about the venue and schedule of assessment.		
Received current copies of the performance criteria to be assessed, assessment plan, evidence gathering plan, assessment checklist, appeal form and the company's standard operating procedures (SOP).		
Reviewed the performance criteria and evidence plan to ensure I clearly understood the instructions and the requirements of the assessment process.		
Identified and accommodated any special needs of the candidate.		
Checked the set-up and resources for the assessment.		
During the assessment I have:		
Introduced myself and confirmed identities of candidates.		
Put candidates at ease by being friendly and helpful.		
Explained to candidates the purpose, context and benefits of the assessment.		
Ensured candidates understood the assessment process and all attendant procedures.		
Provided candidates with an overview of performance criteria to be assessed.		
Explained the results reporting procedure.		
Encouraged candidates to seek clarifications if in doubt.		
Asked candidates for feedback on the assessment.		
Explained legal, safety and ethical issues, if applicable.		

	Tick (✓)	Remarks
After the assessment I have:		
Ensured candidate is given constructive feedback.		
Completed and signed the assessment record.		
Thanked candidate for participating in the assessment.		

Instructions for recording competency

Specifications for recording competency

The following specifications apply to the preparation of Evidence Gathering Plans:

- A Competency Recording Sheet must be prepared for each candidate to ensure and demonstrate all Performance Criteria and Competency Elements are appropriately assessed. This Sheet indicates how the Assessor will gather evidence during their assessment of each candidate
- This Competency Recording Sheet is located at the end of the Assessment Plan
- It is the overriding document to record competency
- The Assessor may vary the Competency Recording Sheet to accommodate practical and individual candidate and/or workplace needs
- Assessor must place a tick (✓) in the 'Assessment Method' columns to identify the methods of assessment to be used for each candidate
- Multiple Competency Elements/Performance Criteria may be assessed at the one time, where appropriate
- The assessor and participant should sign and date the Competency Recording Sheet, when all forms of evidence and assessment have been completed
- The assessor may provide and feedback or clarify questions which the participant may have in regards to the assessment grade or findings
- All documents used to capture evidence must be retained, and attached to the Competency Recording Sheet for each candidate for each Competency Unit.

Instructions for different assessment methods

Specifications for work project assessment

These guidelines concern the use of work projects.

The work projects identified in the Training Manuals involve a range of tasks, to be performed at the discretion of the Assessor.

Work project tasks can be completed through any form of assessment as identified in the Trainer and Trainee Manuals and stated at the start of this section.

Assessors should follow these guidelines:

- Review the Work Projects at the end of each 'Element of Competency' in the Trainee Manual to ensure you understand the content and what is expected

- Prepare sufficient resources for the completion of work activities including:
 - Time – whether in scheduled delivery hours or suggested time participants to spend outside of class hours
 - Resources – this may involve technical equipment, computer, internet access, stationery and other supplementary materials and documents
- Prepare assessment location (if done in class) making it conducive to assessment
- Explain Work Projects assessment to candidate, at the start of each Element of Competency. This ensures that participants are aware of what is expected and can collate information as delivery takes place
- Assessors can use the following phrase as a guide (where an 'X' is identified, please input appropriate information):

“At the end of each Element of Competency there are Work Projects which must be completed. These projects require different tasks that must be completed.

These work projects are part of the formal assessment for the unit of competency titled X:

- You are required to complete these activities:
 - a) *Using the 'X' method of assessment*
 - b) *At 'X' location*
 - c) *You will have 'X time period' for this assessment*
- You are required to compile information in a format that you feel is appropriate to the assessment
- Do you have any questions about this assessment?”
- Commence Work Project assessment:
 - The assessor may give time for participants to review the questions at this time to ensure they understand the nature of the questions. The assessor may need to clarify questions
 - Participants complete work projects in the most appropriate format
 - Participants must submit Work Project evidence to the assessor before the scheduled due date
- Assessor must assess the participant's evidence against the competency standards specified in each Element of Competency and their own understanding. The assessor can determine if the participant has provided evidence to a 'competent' standard
- Transcribe results/details to Competency Recording Sheet
- Forward/file assessment record.

Specifications for Oral Question Assessment

These guidelines concern the use of oral questioning.

Assessors should follow these guidelines.

- Prepare Assessment Record for Oral Questioning. One record for each candidate:
 - Enter Student name

- Enter Assessor name
- Enter Location
- Familiarise self with Questions to be asked
- Prepare assessment location (table and chairs) making it conducive to assessment
- Explain Oral Questioning assessment to candidate, using the following phrase as a guide (where a 'X' is identified, please input appropriate information):
“These oral questions are part of the formal assessment for the unit of competency titled X.
There are X questions and you are required to answer all of them to the best of your ability and I will record whether or not you have answered correctly.
We have 60 minutes for this assessment.
 - I will give you feedback at the end of the assessment
 - Do you have any questions about this assessment?”
- Commence Oral Questioning assessment:
 - Complete Assessment Record for the Oral Questioning by:
 - a) Ticking PC or NYC, as appropriate
 - b) Entering 'Remarks' as required
 - c) Completing Oral Questioning within 60 minutes
- Complete Oral Questioning and provide feedback to candidate
- Transcribe results/details to Competency Recording Sheet
- Forward/file assessment record.

Specifications for Written Question Assessment

These guidelines concern the use of written questioning.

Assessors should follow these guidelines:

- Familiarise self with Questions and Answers provided
- Print and distribute copies of 'Written Questions' for participants. Ideally this should take place with adequate time for participants to answer all questions before the expected due date
- Explain Written Questioning assessment to candidate, using the following phrase as a guide (where a 'X' is identified, please input appropriate information):

“These written questions are part of the formal assessment for the unit of competency titled X.

There are X questions and you are required to answer all of them to the best of your ability.

You may refer to your subject materials, however where possible try to utilise your existing knowledge when answering questions.

Where you are unsure of questions, please ask the Assessor for further instruction. This may be answering the question orally or asking the assessor to redefine the question.

We have X time for this assessment:

- The due date for completion of this assessment is X
- On this date you must forward the completed questions to the assessor by X time on the date of X
- Do you have any questions about this assessment?”
- The assessor may give time for participants to review the questions at this time to ensure they understand the nature of the questions. The assessor may need to clarify questions
- Participants may record written answers (where possible)
- Participants must submit the written answers to the assessor before the scheduled due date
- Assessor must assess the participant’s written answers against the model answers provided as a guide, or their own understanding. The assessor can determine if the participant has answered the questions to a ‘competent’ standard
- Transcribe results/details to Competency Recording Sheet
- Forward/file assessment record.

Specifications for Observation Checklist

These specifications apply to the use of the Observation Checklist in determining competency for candidates.

Only an approved assessor is authorised to complete the Observation Checklist.

The assessor is required to observe the participant, ideally in a simulated environment or their practical workplace setting and record their performance (or otherwise) of the competencies listed on the Observation Checklist for the Competency Unit.

To complete the Observation Checklist the Assessor must:

- Insert name of candidate
- Insert assessor name
- Insert identify of location where observations are being undertaken
- Insert date/s of observations – may be single date or multiple dates
- Place a tick in either the ‘Yes’ or ‘No’ box for each listed Performance Criteria to indicate the candidate has demonstrated/not demonstrated that skill
- Provide written (and verbal) feedback to candidate – as/if appropriate
- Sign and date the form
- Present form to candidate for them to sign and date
- Transcribe results/details to Competency Recording Sheet for candidate
- Forward/file Observation Checklist.

This source of evidence combines with other forms of assessment to assist in determining the ‘Pass Competent’ or ‘Not Yet Competent’ decision for the participant.

Specifications for Third Party Statement

These specifications relate to the use of a relevant workplace person to assist in determining competency for candidates.

The Third Party Statement is to be supplied by the assessor to a person in the workplace who supervises and/or works closely with the participant.

This may be their Supervisor, the venue manager, the Department Manager or similar.

The Third Party Statement asks the Supervisor to record what they believe to be the competencies of the participant based on their workplace experience of the participant. This experience may be gained through observation of their workplace performance, feedback from others, inspection of candidate's work etc.

A meeting must take place between the Assessor and the Third Party to explain and demonstrate the use of the Third Party Statement.

To complete the Third Party Verification Statement the Assessor must:

- Insert candidate name
- Insert name and contact details of the Third Party
- Tick the box to indicate the relationship of the Third Party to the candidate
- Present the partially completed form to the Third Party for them to finalise
- Collect the completed form from the Third Party
- Transcribe results/details to Competency Recording Sheet for candidate
- Forward/file Third Party Statement.

The Third Party must:

- Record their belief regarding candidate ability/competency as either:
 - Pass Competent = Yes
 - Not Yet Competent = No
 - Unsure about whether candidate is competent or not = Not Sure
- Meet briefly with the assessor to discuss and/or clarify the form.

This source of evidence combines with other forms of assessment to assist in determining the 'Pass Competent' or 'Not Yet Competent' decision for the candidate.

A separate Third Party Statement is required for each Competency Unit undertaken by the candidate.

Competency Standard

UNIT TITLE: PREPARE A BUSINESS LETTER IN ADVANCED ENGLISH		NOMINAL HOURS: 60
UNIT NUMBER: D1.LAN.CL10.10		
UNIT DESCRIPTOR: This unit deals with the skills and knowledge required to write a business letter in advanced English in the workplace		
ELEMENTS AND PERFORMANCE CRITERIA	UNIT VARIABLE AND ASSESSMENT GUIDE	
<p>Element 1: Recognise the purposes of different types of business letters in the workplace</p> <p>1.1 Identify <i>the purposes of various business to business letters</i></p> <p>1.2 Identify <i>the purposes of business to customer letters</i></p> <p>1.3 Identify <i>the purposes of letters from employer to employee</i></p> <p>Element 2: Understand the conventions of a writing a business letter in English</p> <p>2.1 Identify <i>an appropriate format for a business letter</i></p> <p>2.2 Explain the importance of <i>tone</i> when writing a business letter in English</p> <p>2.3 Discuss <i>the type of language preferred in business letters in English</i></p> <p>2.4 <i>Plan a response to a business letter</i></p>	<p>Unit Variables</p> <p>The Unit Variables provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment</p> <p>This unit applies to all industry sectors within the labour divisions of the hotel and travel industries and may include:</p> <ol style="list-style-type: none"> 1. Front Office 2. Housekeeping 3. Food and Beverage Service 4. Food Production 5. Travel Agencies 6. Tour Operation <p><i>The purposes of various business to business letters may include:</i></p> <ul style="list-style-type: none"> • Explaining terms and conditions • Complaining about faulty goods or poor service, or to request a refund 	

Element 3: Apply the conventions of writing a business letter in English

3.1 Apply an appropriate format for a business letter in English

3.2 Use an appropriate friendly and professional tone when writing a business letter in English

3.3 Use the type of language preferred in business letters, including correct spelling, punctuation and grammar

- Following up informal or formal discussions and to formalise decisions
- Giving a price quotation
- Giving credit approval, or refusal
- Informing through product information, or sales letters
- Introducing a person, or policy
- Inviting through invitational letters to launches and other events
- Persuading through promotional, or marketing and sales offer letters.

The purposes of business to customer letters may include:

- Confirming bookings, itineraries, payments
- Sending an invitation
- Offering special deals and discounts
- Persuading
- Providing information about terms and conditions
- Responding to a complaint, suggestion or enquiry
- Thanking and welcoming new customers.

The purposes of letters from employer to employee may include:

- Confirming employment and welcoming employee
- Outlining company policies and procedures
- Explaining employee's responsibilities and entitlements
- Congratulating and acknowledging fine performance
- Confirming staff appraisal outcomes and training plans
- Warning and/or dismissing.

An appropriate format for a business letter may vary from enterprise to enterprise and relates to:

- Layout regarding the inclusion of a return address, date, inside address, salutation, e.g. Dear ...
- Paragraphs for the introduction, body of the letter and conclusion; usually aligned to the left margin
- Closing, e.g. Yours faithfully when writing to someone for the first time; or yours sincerely
- Signature, it is common practice for the full name to be signed if the person being written to is not known personally
- Name and position is written below the signature; titles such as Ms. or Mr. Are not generally included
- Abbreviations at the bottom of the page such as cc: and the person's name when a copy of the letter is sent to someone else
- Business letters are usually word processed.

Tone may relate to:

- The friendliness conveyed e.g. When making a request, agreeing to a request, unable to meet a request, giving good and bad news
- The degree of professionalism of the writer and general respect shown towards the reader
- The relationship with the reader.

The type of language preferred when writing a business letter in English should include:

- Concise, unambiguous statements
- Active voice rather than passive, e.g. *"I will see to it personally"* rather than *"The matter is being looked into"*

- Language that has a reader friendly quality, e.g. words chosen are not obscure, or a big word is used where a smaller word would do; sentences are succinct and to the point and complex ideas are expressed simply
- Language deals with specifics rather than vague generalities, e.g. *“Your order should arrive by next Monday”* rather than *“Your order should arrive soon”*
- Non-sexist, non-discriminatory language
- Polite language rather than abrupt and bossy sounding language
- Offers of help in the closing paragraph, e.g. *“Please do not hesitate to contact us again if you need any help”* or *“Please let us know if we can be of any assistance in the future”*
- Cohesion achieved between and within sentences and paragraphs and the text as a whole by the use of connectives, discourse and time markers, reference and substitution
- Correct spelling, punctuation and grammar.

Plan a response to a business letter may relate to:

- Knowing the purpose of the letter
- Understanding who is going to read the letter
- Deciding on the contents of each paragraph, i.e. The introduction, body and conclusion.

Assessment Guide

The following skills and knowledge must be assessed as part of this unit:

- Knowledge of the enterprise’s policies and procedures in regard to writing business letters in advanced English
- Ability to identify the different types of business letters written in English in the workplace
- Ability to analyse and apply an appropriate format for a business letter in English
- Ability to plan a response to a business letter
- Ability to use the correct tone in a business letter written in English

- Ability to use the preferred language found in business letters
- Ability to use correct spelling, punctuation and grammar.

Linkages To Other Units

- Build and maintain a team approach to service delivery
- Establish and maintain a business relationship
- Organise functions
- Maintain contacts with handling agents
- Promote products and services to customers
- Apply industry standards to team supervision
- Implement, monitor and evaluate a training and development program
- Plan and promote training courses
- Manage and resolve conflict situations
- Read and write English at an advanced level
- Read and write English at a supervisory level.

Critical Aspects of Assessment

Evidence of the following is essential:

- Understanding of the types of business letters written in advanced English likely to be encountered in the workplace
- Demonstrated ability to plan a response to a business letter that has a clear purpose, is mindful of the audience and the contents of each paragraph
- Demonstrated ability to use the correct format of a letter, including layout, inclusion of date, addresses, paragraphs, salutations and closings

- Demonstrated ability to employ the correct tone in business letters which is friendly and professional
- Demonstrated ability to write two business letters using preferred language, correct spelling, punctuation and grammar.

Context of Assessment

This unit may be assessed on or off the job:

- Assessment should include practical demonstration of writing a business letter in English either in the workplace or through a simulation activity, supported by a range of methods to assess underpinning knowledge
- Assessment must relate to the individual's work area or area of responsibility.

Resource Implications

Training and assessment to include access to a real or simulated workplace with suitably qualified English as a Second Language (ESL) teachers; and access to workplace standards, procedures, policies, guidelines, tools and equipment.

Assessment Methods

The following methods may be used to assess competency for this unit:

- Worksheets
- Observation of practical candidate performance
- Oral and written questions
- Case studies and simulations
- Project and assignment work.

Key Competencies in this Unit		
<i>Level 1 = competence to undertake tasks effectively</i>		
<i>Level 2 = competence to manage tasks</i>		
<i>Level 3 = competence to use concepts for evaluating</i>		
Key Competencies	Level	Examples
Collecting, organising and analysing information	2	Locate and gather facts and figures for a business letter
Communicating ideas and information	2	Respond to a business letter
Planning and organising activities	2	Plan a business letter
Working with others and in teams	1	Discuss the purpose of various business letters with colleagues
Using mathematical ideas and techniques	2	Identify trends in graphs, tables or charts
Solving problems	2	Offer suggestions for suitable responses to different types of business letters
Using technology	2	Use a word processor to prepare a business letter

Oral Questions

Student name	
Assessor name	
Location/venue	
Unit of competency	Prepare a business letter in advanced English D1.LAN.CL10.10
Instructions	<ol style="list-style-type: none"> 1. Ask student questions from the attached list to confirm knowledge, as necessary 2. Place tick in boxes to reflect student achievement (Pass Competent 'PC' or Not Yet Competent 'NYC') 3. Write short-form student answer in the space provided for each question.

Questions	Response	
	PC	NYC
1. Name three types of business to business letters.	<input type="checkbox"/>	<input type="checkbox"/>
2. Describe three important parts that should be included in all letters.	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
3. Name three types of business to customer letters.	<input type="checkbox"/>	<input type="checkbox"/>
4. Name three types of employer to employee letters.	<input type="checkbox"/>	<input type="checkbox"/>
5. What is written in the top right corner of a letter?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
6. Describe three different greetings.	<input type="checkbox"/>	<input type="checkbox"/>
7. Describe three ways of closing a letter.	<input type="checkbox"/>	<input type="checkbox"/>
8. Should you use capitalisation for words in a letter? Why not?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
9. Should we use active or passive voice in letters?	<input type="checkbox"/>	<input type="checkbox"/>
10. Give three suggestions for choosing the right language in letters.	<input type="checkbox"/>	<input type="checkbox"/>
11. Is colloquial language appropriate for letters? Why/why not?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
12. Describe three things you should do when planning to respond to a letter?	<input type="checkbox"/>	<input type="checkbox"/>
13. Describe three parts of an email.	<input type="checkbox"/>	<input type="checkbox"/>
14. What should you include in the signature part of a letter or email?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
15. Why should you avoid very formal language?	<input type="checkbox"/>	<input type="checkbox"/>
16. Describe three important things to remember when writing a business letter.	<input type="checkbox"/>	<input type="checkbox"/>

Written Questions

Prepare a business letter in advanced English – D1.LAN.CL10.10

Student Name: _____

Answer all the following questions and submit to your Trainer.

1. Write down three different types of business to business letters.

2. Write three ways to open a letter.

3. Write down three different purposes for business to customer letters.

4. Write down three different purposes for employer to employee letters.

5. Do you need to include your company details in a letter?

6. If you do not know the person you are writing to, what salutation can you use?

7. Write three things that all letters should include.

8. Describe what writing in CAPITALS can mean.

9. Why is using the correct tone important?

10. Describe three features of business language in letters and emails.

11. Why is using too formal language not appropriate in business correspondence?

12. Describe three things you should do when planning a letter.

13. Outline 5 important parts required when writing a letter.

14. When should you use “Yours faithfully”?

15. Why should you keep letters short and concise?

16. Put the scrambled words in the correct order:

look to hearing We forward you from soon.

17. Put the scrambled words in the correct order:

it whom to concern may

18. Rewrite the sentence using active voice:

The parcel will be sent to your office.

Answers to Written Questions

Prepare a business letter in advanced English – D1.LAN.CL10.10

The following are model answers only – Trainers/Assessors must use discretion when determining whether or not an answer provided by a Student is acceptable or not.

1. Write down three different types of business to business letters

- Explaining terms and conditions
- Complaining about faulty goods or poor service, or to request a refund
- Following up informal or formal discussions and to formalise decisions
- Giving a price quotation
- Giving credit approval, or refusal
- Informing through product information, or sales letters
- Introducing a person, or policy
- Inviting through invitational letters to launches and other events
- Persuading through promotional, or marketing and sales offer letters.

2. Write three ways to open a letter

- Dear Sir/Madam
- Dear Ms/Mr/Miss
- To Whom It May Concern.

3. Write down three different purposes for business to customer letters

- Confirming bookings, itineraries, payments
- Sending an invitation
- Offering special deals and discounts
- Persuading
- Providing information about terms and conditions
- Responding to a complaint, suggestion or enquiry
- Thanking and welcoming new customers.

4. Write down three different purposes for employer to employee letters

- Confirming employment and welcoming employee
- Outlining company policies and procedures
- Explaining employee's responsibilities and entitlements
- Congratulating and acknowledging fine performance
- Confirming staff appraisal outcomes and training plans
- Warning and/or dismissing.

5. Do you need to include your company details in a letter?

Yes.

6. If you do not know the person you are writing too, what salutation can you use?

- To Whom It May Concern
- Dear Sir/Madam.

7. Write three things that all letters should include

- Sender's address,
- Receiver's title/name/address
- Greeting/salutation
- Close
- Signature
- Date.

8. Describe what writing in CAPITALS can mean

It is the same as shouting and is rude.

9. Why is using the correct tone important?

Sends a friendly and professional message.

10. Describe three features of business language in letters and emails

- Include the necessary information that responds to the reader of the letter
- Always plan before you write
- Make sure the information is in a logical order
- Use simple and polite language
- Make sure that the your writing is clear, concise and easy to understand
- Avoid using colloquial language or being too informal
- Avoid using pompous or overly formal language
- Be accurate in your writing using correct titles, names, figures, dates and times
- Check your writing when you have completed the letter and pay attention to spelling, grammar and punctuation.

11. Why is using too formal language not appropriate in business correspondence?

Too formal language is cold and unfriendly.

12. Describe three things you should do when planning a response to a letter?

- Read the letter again and identify all of the main points
- Determine the purpose of the response
- Identify the audience or reader
- Note down everything you need to include in the response
- Make sure that you cover all parts of the letter
- Put your points in a logical order
- Determine the correct format for the response.

13. Outline 5 important parts required when writing a letter

- Date
- Sender's address/title/name/company name
- Receiver's address/name/title
- Introduction
- Main body
- Conclusion
- Close
- Signature.

14. When should you use “Yours faithfully”?

After using *Dear Sir/Madam*.

15. Why should you keep letters short and concise?

To keep the information clear and so the reader is not confused.

16. Put the scrambled words in the correct order:

look to hearing We forward you from soon.

We look forward to hearing from you soon.

17. Put the scrambled words in the correct order:

it whom to concern may.

To Whom It May Concern.

18. Rewrite the sentence using active voice:

The parcel will be sent to your office.

We will send the parcel to your office.

Observation Checklist

Student name	
Assessor name	
Location/venue	
Unit of competency	Prepare a business letter in advanced English D1.LAN.CL10.10
Dates of observation	
Instructions	<ol style="list-style-type: none"> 1. Over a period of time observe the student completing each of the following tasks: <ol style="list-style-type: none"> a) Recognise the purposes of different types of business letters in the workplace b) Understand the conventions of a writing a business letter in English c) Apply the conventions of writing a business letter in English 2. Enter the date on which the tasks were undertaken 3. Place a tick in the box to show they completed each aspect of the task to the standard expected in the enterprise 4. Complete the feedback sections of the form, if required.

Did the candidate	Yes	No
Element 1: Recognise the purposes of different types of business letters in the workplace		
Identify the purposes of various business to business letters	<input type="checkbox"/>	<input type="checkbox"/>
Identify the purposes of business to customer letters	<input type="checkbox"/>	<input type="checkbox"/>
Identify the purposes of letters from employer to employee	<input type="checkbox"/>	<input type="checkbox"/>

Did the candidate	Yes	No
Element 2: Understand the conventions of a writing a business letter in English		
Identify an appropriate format for a business letter	<input type="checkbox"/>	<input type="checkbox"/>
Explain the importance of tone when writing a business letter in English	<input type="checkbox"/>	<input type="checkbox"/>
Discuss the type of language preferred in business letters in English	<input type="checkbox"/>	<input type="checkbox"/>
Plan a response to a business letter	<input type="checkbox"/>	<input type="checkbox"/>
Element 3: Apply the conventions of writing a business letter in English		
Apply an appropriate format for a business letter in English	<input type="checkbox"/>	<input type="checkbox"/>
Use an appropriate friendly and professional tone when writing a business letter in English	<input type="checkbox"/>	<input type="checkbox"/>
Use the type of language preferred in business letters, including correct spelling, punctuation and grammar	<input type="checkbox"/>	<input type="checkbox"/>
Did the student's overall performance meet the standard?	<input type="checkbox"/>	<input type="checkbox"/>

Feedback to student and trainer/assessor			
Strengths:			
Improvements needed:			
General comments:			
Candidate signature		Date	
Assessor signature		Date	

Third Party Statement

Student name:			
Name of third party:		Contact no	
Relationship to student:	<input type="checkbox"/> Employer <input type="checkbox"/> Supervisor <input type="checkbox"/> Colleague <input type="checkbox"/> Other <i>Please specify: _____</i> <i>Please do not complete the form if you are a relative, close friend or have a conflict of interest]</i>		
Unit of competency:	Prepare a business letter in advanced English D1.LAN.CL10.10		
<p>The student is being assessed against industry competency standards and we are seeking your support in the judgement of their competence.</p> <p>Please answer these questions as a record of their performance while working with you. Thank you for your time.</p>			
Do you believe the trainee has demonstrated the following skills? <i>(tick the correct response]</i>	Yes	No	Not sure
Identifies the purposes of various business to business and business to customer letters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifies the purposes of letters from employer to employee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifies appropriate format for a business letter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates importance of tone and preferred language when writing a business letter in English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plans and writes a response in an appropriate friendly and professional tone and format to a business letter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses the type of language preferred in business letters ensuring correct spelling, punctuation and grammar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments/feedback from Third Party to Trainer/Assessor:

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Third party signature:

Date:

Send to:

Competency Recording Sheet

Name of Student		
Name of Assessor/s		
Unit of Competency	Prepare a business letter in advanced English	D1.LAN.CL10.10
Date assessment commenced		
Date assessment finalised		
Assessment decision	Pass Competent / Not Yet Competent (Circle one)	
Follow up action required (Insert additional work and assessment required to achieve competency)		
Comments/observations by assessor/s		

Place a tick (✓) in the column to reflect evidence obtained to determine Competency of the student for each Performance Criteria.

Element & Performance Criteria	Observation of skills	3rd Party Statement	Oral Questions	Written Questions	Work Projects	Other
Element 1: Recognise the purposes of different types of business letters in the workplace						
Identify the purposes of various business to business letters						
Identify the purposes of business to customer letters						
Identify the purposes of letters from employer to employee						
Element 2: Understand the conventions of a writing a business letter in English						
Identify an appropriate format for a business letter						
Explain the importance of tone when writing a business letter in English						
Discuss the type of language preferred in business letters in English						
Plan a response to a business letter						

Place a tick (✓) in the column to reflect evidence obtained to determine Competency of the student for each Performance Criteria.

Element & Performance Criteria	Observation of skills	3rd Party Statement	Oral Questions	Written Questions	Work Projects	Other
Element 3: Apply the conventions of writing a business letter in English						
Apply an appropriate format for a business letter in English						
Use an appropriate friendly and professional tone when writing a business letter in English						
Use the type of language preferred in business letters, including correct spelling, punctuation and grammar						
Candidate signature			Date			
Assessor signature			Date			

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