

UNIT TITLE: WRITE A SHORT MESSAGE IN ENGLISH		NOMINAL HOURS: 60
UNIT NUMBER: D1.LAN.CL10.09		
UNIT DESCRIPTOR: This unit deals with the skills and knowledge required to write short messages in the workplace.		
ELEMENTS AND PERFORMANCE CRITERIA	UNIT VARIABLE AND ASSESSMENT GUIDE	
<p>Element 1: Demonstrate the ability to take messages from oral input</p> <p>1.1 Write a <i>concise, clear message</i> from oral input</p> <p>1.2 Use clear handwriting</p> <p>1.3 Include all <i>necessary information</i></p> <p>1.4 Ensure all abbreviations are clear to the reader</p> <p>1.5 Use correct spelling of names and addresses</p> <p>Element 2: Write short instructional messages</p> <p>2.1 Structure a message into a <i>logical set of instructions</i></p> <p>2.2 Ensure instructions are <i>clear and unambiguous</i></p> <p>2.3 Use <i>polite forms</i> when requesting someone to carry out a set of instructions</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 the use of manual or computerized front office systems within the labor 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>Concise, clear message</i> refers to:</p> <ul style="list-style-type: none"> • conveying the essence of the speaker's request or message • being brief • transcribing the spoken word into a brief message: "I'm ringing because I was wondering if Tom would be free to have lunch on Monday" should be written as: Please ring Frank re lunch on Monday. 	

<p>Element 3: Write short messages of appreciation, apology and explanation for absence</p> <p>3.1 Write a short message of thanks and <i>apology</i> to develop and maintain good working relationships</p> <p>3.2 Write a short message explaining a <i>temporary absence</i></p> <p>3.3 Use <i>appropriate expressions</i> to start and finish the message</p> <p>3.4 Use accurate grammar and vocabulary to express ideas</p>	<p><i>Necessary information</i> may include:</p> <ul style="list-style-type: none"> • the speaker or caller's name • the date and time of the call • action required • the degree of urgency involved. <p>A <i>logical</i> set of instructions may include:</p> <ul style="list-style-type: none"> • sequencing the order to be followed • starting with the first action required, ending up with the final action required <p><i>Clear and unambiguous</i> may refer to:</p> <ul style="list-style-type: none"> • starting a new line for each instruction • sequence markers are used to show the order things are to be done • using the imperative and active voice • using simple vocabulary • avoiding inappropriate word choice that may confuse the listener/reader. <p><i>Polite forms</i> in English refers to:</p> <ul style="list-style-type: none"> • including the use of please and thank you • writing emails not using capital letters which is interpreted as shouting: Please call me, not CALL ME. <p>An <i>apology</i> message may include a reason:</p> <ul style="list-style-type: none"> • I'm very sorry I won't be able to attend the staff meeting tomorrow as I have a doctor's appointment I can't change • thank you for covering my shift and I really appreciated it as unexpectedly, I had to take my father to the hospital.
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Temporary absence refers to writing a short message of explanation:

- I have gone to the bank, will be back by 4 PM
- I have gone home because I am not feeling well.

Appropriate expressions depend on the familiarity of the people involved and may include:

- using a more formal greeting when leaving a message for someone we don't know very well
- using a less formal greeting for a close friend or colleague.

Assessment Guide

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

- ability to write a clear, concise and courteous message
- ability to write legibly
- ability to spell correctly
- ability to use correct grammar and vocabulary
- ability to summarize main points in a message
- ability to write short instructional messages
- ability to write short messages of thanks
- ability to write short apology messages
- ability to write explanations of absence.

Linkages To Other Units

- Respond to instructions given in English
- Communicate in English on the telephone
- Read and write English at a basic operational level
- Communicate on the telephone
- Maintain quality customer/guest service

- Establish and maintain a business relationship
- Work cooperatively in a general administration environment
- Manage and implement small projects.

Critical Aspects of Assessment

Evidence of the following is essential:

- demonstrated ability to write clear, concise and courteous messages
- demonstrated ability to write instructional messages
- demonstrated ability to write a message of thanks
- demonstrated ability to write a message of apology
- demonstrated ability to write a message explaining a temporary absence
- demonstrated ability to use correct grammar and vocabulary.

Context of Assessment

Assessment must ensure:

- actual or simulated workplace application of situations where people read general information texts or media in English in the workplace.

Resource Implications

Training and assessment may include access to or a simulated workplace setting; a 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:

- observation of practical candidate performance
- writing messages from oral input
- writing messages to suit the context

- gap fill exercises
- summary writing

Key Competencies in this Unit

Level 1 = competence to undertake tasks effectively

Level 2 = competence to manage tasks

Level 3 = competence to use concepts for evaluating

Key Competencies	Level	Examples
Collecting, organizing and analyzing information	2	Sequence a set of instructions logically
Communicating ideas and information	2	Write accurate messages
Planning and organizing activities	1	Ensure messages are delivered in a timely fashion
Working with others and in teams	1	Write courteous, unambiguous messages
Using mathematical ideas and techniques	1	Awareness of time constraints and degree of urgency within messages
Solving problems	1	Ensure messages are delivered to the right person
Using technology	2	Use a computer to send emails