

Facilitator Guide
BSBWRT301A Write simple documents

1st Edition 2009

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Advice for Facilitators

The facilitator must ensure that a number of basic requirements for delivery and assessment are met prior to commencement. Details of this are provided below.

Recommended Reading

Some recommended reading for this unit includes:

- The Student Workbook
- Woods, G 2001, *English Grammar for Dummies*, Hungry Minds Inc
- McKenzie, M 2006, *Australian Handbook for Writers and Editors*, Woodslane
- Snooks & Co (Eds) 2002, *Style Manual for authors, editors and printers*, John Wiley & Sons Australia
- Lambert, J. (Ed.) 2004, *Macquarie Australian Dictionary*, The Macquarie Library Pty Ltd
- <<http://www.abc.net.au/pm/content/2007/s2004031.htm>>
- <http://esl.about.com/cs/onthejobenglish/a/a_basbletter.htm>
- <<http://owl.english.purdue.edu/owl/resource/653/01>>
- <<http://www.mantex.co.uk/books/improv03.htm>>
- <<http://www.badlanguage.net/seven-types-of-bad-writing>>
- <<http://www.hamilton.edu/writing/sins.html>>

Facilitator checklist

Item	Details	Done?
Data projector	Has the facilitator organised a data projector for group presentations?	
Computer or laptop	Is a computer with MS-PowerPoint 2003 available for the facilitator?	
Learner computer	Will the learners have scheduled access to computers with MS-Office?	
Internet access	Will the learners have scheduled access to the Internet?	
Planned sessions	Has the facilitator aligned the sessions to their organisation's delivery and assessment schedule?	
Scheduled assessments	Has the facilitator scheduled dates, times and deadlines for assessments?	

Read all training materials

Before you commence delivery and assessment in this unit, it is recommended that you've read all of the materials for this course and develop a thorough understanding of the delivery and assessment requirements.

This includes the:

- Learning and Assessment Strategy
- Assessment Plan
- Facilitator Guide and Student Workbook.

Review the unit of competency

You will need to read and understand the unit of competency. It is recommended that you obtain a copy of this from your workplace records or from your workplace copy of the BSB07 Training Package.

Key documents

The key documents that you must review are:

Assessment Plan

Facilitator Guide

- Advice for facilitators
- Learning environment
- Training plan
- Session plans ,including group activities, games, case studies
- Assessment mapping
- Marking guides.

Physically separate, but notionally part of Facilitator Guide, are:

- Presentation material (in separate MS-PPTs)
- Assessments tasks (in separate MS-Word docs).

Student Workbook

- Participant declaration
- Self-paced activities
- Underpinning knowledge
- Workplace documents (forms).

Learning Environment

In order to conduct the specific learning and assessment activities for this unit, the facilitator may need to undertake additional preparation.

Learning environment checklist

Before the facilitator conducts the first session, they should ensure that the following requirements have been met:

Item	Details	Done?
Good writing samples	Has the facilitator sourced samples of good writing?	
Poor writing samples	Has the facilitator sourced samples of poor writing?	

Training Plan

Trainer/assessor Name			Delivery Year	2009	Delivery Semester	
Trainer/assessor Contact:			Delivery Context	Group-based		
Session	Title	Details	Learning Resources	Learning Activities	Student Workbook	Assessment
1	Introduction	Unit outlined, theme introduced. Elements of writing simple documents introduced via group exercises.	<ul style="list-style-type: none"> • Presentation 01.ppt • Student Workbook: <ul style="list-style-type: none"> ○ Section 1 ○ Appendix 1 	<ul style="list-style-type: none"> • Discussion of learners' previously written job applications and resumes • Review and suggest changes for poorly drafted documents 	Student Workbook Section 1	
2	Plan Document	Learners learn to identify audience, purpose, format, structure, method/means of communication, key points, and organisation protocols for documents.	<ul style="list-style-type: none"> • Presentation 02.ppt • Student Workbook: <ul style="list-style-type: none"> ○ Section 2 ○ Appendix 2 ○ Appendix 4 	<ul style="list-style-type: none"> • Group discussion • Learners complete a planning checklist 	Student Workbook Section 2	
3	Draft Document	Based on their plans, learners commence drafting a document, learning to add extra information	<ul style="list-style-type: none"> • Presentation 03.ppt • Student Workbook: <ul style="list-style-type: none"> ○ Section 3 ○ Appendix 3 	<ul style="list-style-type: none"> • Draft document • Creation of memo 	Student Workbook Section 3	Meeting minutes
4	Review Document	Learners learn that via proofreading and teamwork documents must be checked for readability, style, purpose, sequencing, tone, syntax, spelling, correct structure and organisation protocols.	<ul style="list-style-type: none"> • Presentation 04.ppt • Student Workbook <ul style="list-style-type: none"> ○ Section 4 	<ul style="list-style-type: none"> • Team-based work on reviewing • Mark-up of changes 	Student Workbook Section 4	Internal Memo
5	Write Final Document	Learners learn to integrate marked up changes, proofread final document, send to intended recipients and file according to protocols.	<ul style="list-style-type: none"> • Presentation 05.ppt • Student Workbook <ul style="list-style-type: none"> ○ Section 5 	<ul style="list-style-type: none"> • Additions of necessary information to documents as per required changes, intended recipients, and protocols. 	Student Workbook Section 5	External Letter

Session Plans

This section provides detailed instructions for conducting the sessions outlined in the Training Plan.

1. Introduction

This session introduces the Unit, including the theme, 'Dinosaurs R Us'.

Explain to the learner that in the theme, they have been employed as new personal assistants/administrative assistants to Carol Crabbe, General Manager of Operations for a corporation called 'Dinosaurs R Us' (DRU). DRU has been commissioned to develop an interactive dinosaur theme park on vacant land near a large town.

Requirements

- Student Workbook
- Access to a computer lab

Deliver presentation – BSBWRT301A – Presentation 01.ppt

In this session, the Unit (including the required assessments and deadlines) should be outlined and the theme introduced:

Elements of writing simple documents should be introduced via the group exercises. The Introduction can be completed over two sessions if required.

Learning Activity 1.1: Discussion about writing experience

See Student Workbook: Learning Activity 1.1

After introducing the theme, discuss learners' previous attempts at resumes and/or job applications. Explain to learners that, perhaps unwittingly, they have already applied in their daily lives some of the elements of writing simple documents that they will be learning in this unit.

This activity will allow you to introduce the elements of writing simple documents, e.g. format, audience, grammar, style, reviewing, keeping copies, etc.

Request that learners move into pairs and discuss how they used elements of writing simple documents in the preparation of their resumes and/or job applications. After learners have recorded their thoughts, collect their information and discuss.

Learning Activity 1.2: Reviewing a poorly written email

See Student Workbook: Learning Activity 1.2 and Appendix 1

This activity will allow you to reinforce some of the elements of writing simple documents, e.g. format, audience, grammar, style, drafting, reviewing, etc.

In order to conduct this activity, you need to reiterate and expand on the theme for this unit – a threaded series of workplace scenarios – from which flows all learning activities and assessments for this unit.

Student Workbook Readings: Section 1

Section 1 of the Student Workbook is called Introduction.

Refer learners to the web addresses (See Learning Activity 1.3 in the Student Workbook) that lead to examples of poor and competent writing, which they can then view at home. They should come back to the next session with their thoughts about the documents they have viewed.

The learners should complete the self-paced activities in Section 1 before the next session.

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2. Planning

In this session, the learners plan a simple document using the simulated workplace setting of 'Dinosaurs R Us'.

Requirements for this session

- Student Workbook
- Access to a computer lab.

Recap from last session

Discuss with learners their findings from visiting the websites that contained examples of poor and well-written documents. Use this discussion as an opportunity to revisit some of the main points about writing simple documents that were raised in the Introduction.

Deliver presentation – BSBWRT301A – Presentation 02.ppt

In this session participants will learn, via a continuation of the Dinosaurs R Us scenario, to identify the audience and purpose for a simple document, and determine its format and structure. They will also learn to identify the method of communication appropriate for the situation and then establish the means of communication they should use. Learners will identify the key points to include in their documents and learn about organisational requirements such as letterheads, protocols and style guides.

Learning Activity 2.1: Your own mock meeting

See Student Workbook: Learning Activity 2.1

In the learner's guide, learners are introduced to the elements of planning a document. In addition, all the planning elements are teased out in detail. Use the information contained in the learner's guide as the basis for group discussions.

In order to introduce learners to a range of simple documents, an example of an agenda and minutes has been provided in the learner's guide. After learners have looked at it, divide them into groups of three or four and request they make up their own short meeting agenda and each take turns to take minutes of the meeting. Have them compare minutes to see whether group participants feel their statements in the 'meeting' have been properly represented.

Learning Activity 2.2: Choosing the audience

See Student Workbook: Scenario at beginning of Section 2 and Appendix 2

In the first part of the planning process, learners must learn how to choose the appropriate audience for their simple documents. A key element in learning how to do this will be to ascertain the document's purpose.

Refer learners to Scenario at the beginning of Section 2 – Carol's Command, and the second email from Carol Crabbe (Appendix 2) in which Carol requests that her PA/Administrative Assistant convey information to 'the person responsible'. After group discussion about how to ascertain the purpose and audience for simple documents as noted in the Student Workbook, learners must choose from a number of options (provided in Student Workbook) about who should receive the information that Carol wishes to convey. It is important in this section that

learners grasp that the communication should be sent to Mr Ernest Earnest (Department of Antiquities).

Learning Activity 2.3: Further planning

See Student Workbook: Appendix 4 – Dinosaurs R Us Style Guide

In the second part of the planning process, learners must learn how to identify the correct **format** for simple documents (letter, internal memo, email) and how to organise the **structure** (i.e. is a short communication appropriate, or a longer communication with dot points). In addition they will learn about the correct **method** (style and tone) and **means** of communication (Word, Excel, etc). All of these elements are discussed in detail in the Student Workbook.

Learners integrate their previous learning about audience and make decisions about the tone, whether parties should be cc'd and whether a signature is required. During this part of the planning process, learners should be introduced to the style guide (Appendix 4) and learn how to use it and other organisational protocols (letterheads, logos) in their simple documents.

It is important to reiterate to learners that these activities mirror the processes they would undertake in the workplace.

Complete the Planning checklist

See Student Workbook: Appendix 7 – Planning checklist

Ask the learners to complete the Planning checklist for the Dinosaurs R Us Scenario. The template contains a number of key planning points that they must consider prior to drafting any document.

This will be discussed at the commencement of the next class.

Student Workbook Readings: Section 2

Section 2 of the Student Workbook is called Planning.

The learners should complete the activities in Section 2 before the next session.

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3. Drafting

In this session, learners learn to draft a simple document using the simulated workplace setting of 'Dinosaurs R Us'.

Requirements for this session

- Student Workbook
- Access to a computer lab
- Completed copy of their Planning checklist (Appendix 7, Student Workbook).

Recap from last session

Review the Planning checklist from which the learners will produce their draft and discuss their efforts.

Deliver presentation – BSBWRT301A – Presentation 03.ppt

Use the presentation and Student Workbook to introduce learners to the important points about drafting simple documents. Learners must then commence drafting their documents, taking into account their learning from the previous two sessions. They must also learn how to integrate additional information into their drafts.

Learning Activity: Commence your draft

Via group discussion based on the detailed information in the Student Workbook, learners must learn how to select the key information for their simple documents.

Request that learners commence their drafts based on their plans and the information contained in Carol's emails (Appendix 1 and 2) and the Memo from Marketing Branch (Appendix 3)

Learning Activity 3.3: Prepare an email

Learners send an email to the Marketing Branch requesting the extra information that Carol referred to in her email (Appendices).

This email can be written on a piece of paper, if computers are unavailable, drafted in Word or an email package if available.

Emails should be written or printed off, not sent, and then learners should discuss their efforts in pairs, checking them for the learning points covered so far in the Unit.

The Marketing Branch passes on the required information (Appendices) and learners integrate it into their drafts.

IMPORTANT: If it will not be possible to return assessed drafts to learners by the next session, ensure they make copies for use in the next session on reviewing.

Readings: Section 3

Section 3 of the Student Workbook is called Drafting

The learners should complete the activities in Section 3 before the next session.

4. Reviewing

In this session, learners learn about reviewing their writing using the simulated workplace setting of 'Dinosaurs R Us'.

Requirements for this session

- Student Workbook
- Copies of drafts from the previous session/assessment.

Recap from last session

If possible, discuss learners' drafts, noting whether or not they have implemented the main learning points into their drafts. Ensure learners have copies of their drafts in front of them and reiterate key learning points about drafting.

Deliver presentation – BSBWRT301A – Presentation 04.ppt

Learners must understand the importance of checking their work before it is sent. In this session, they carry out group activities based on information in this presentation and the learner guide to introduce them to the basics of proofreading and other reviewing techniques.

Learning Activity: Review before it goes out

As a result of group discussion, learners will learn to check their documents have the correct tone for the intended audiences and ensure they meet the purposes for which they were created. They also learn to ensure they have the correct style, punctuation, structure, readability, grammar, sentences and paragraph construction. In addition, learners learn to ensure their drafts meet organisational protocols and discover the value of colleague input.

Learners are informed that Carol, without having read their documents, wants them 'reviewed before they go out'. In groups, learners check each other's documents and, taking into account the above learning points, suggest changes.

Learning Activity: Marking up the draft

Learners will learn simple techniques for how to mark up the changes to their drafts. Brief learners on some simple proofreading marks (some are in the Student Workbook) in order to ensure their proposed changes are legible for themselves and their assessor.

Student Workbook Readings: Section 4

Section 4 of the Student Workbook is called Reviewing.

The learners should complete the activities in Section 4 before the next session.

5. Write final document

In this session, learners complete their final document using the simulated workplace setting of 'Dinosaurs R Us'.

Requirements for this session

- Student Workbook
- Access to a computer lab
- Marked up drafts from previous session/assessment.

Recap from last session

If possible, provide learners with assessed reviews; if not, ensure they have copies in front of them. Reiterate the key points about reviewing and ensure learners understand that this is the final session of the unit and there will be no further opportunities for re-working after they submit the final document for assessment.

Deliver presentation – BSBWRT301A – Presentation 05.ppt

Learners must ensure their final documents are completed, taking into account the marked up changes. This ppt and the Student Workbook make them aware of issues related to intended recipients, final proofreading and the management and filing of documents according to organisational protocols.

Learning Activity: Final proofread

Learners proofread their final drafts. If minor errors require correction, they must mark them up on their documents, and then incorporate them. A new version should then be printed.

Learning Activity: Who will sign your document?

Learners discuss whom they think should approve and sign their documents. Should it be them, the marketing manager, Carol Crabbe, or Steve Stickler? Or should it perhaps be someone else? You should guide them towards Carol Crabbe, the correct signatory for their documents. Learners will then incorporate the signatory into their final documents, referring to the Dinosaurs R Us style guide (Appendices) for assistance with this activity.

Learning Activity: Writing final document

Learners learn to finalise their documents taking into account the marked up changes. Learners commence writing up their final documents in class, but can complete them, if necessary, at home.

Learning Activity: Document management

Learners learn how to ensure documents are sent to intended recipients and in addition learn how to manage files according to organisational protocols.

Learners discover that Carol is very happy with their work, but wants the documents sent also to two Dinosaurs R Us General Managers and the CEO. Learners learn how to send their documents to recipients and to ensure confidentiality. In addition, they learn how to manage the file according to Carol's

requirements: zipped file on her hard drive in a folder named 'Confidential Communications'. Learners' final documents (including a separate internal memo addressed to management) should be named and 'stored' by the end of this session or soon after, ready for submission as their Final Assessment Task

Student Workbook Readings: Section 5

Section 5 of the Student Workbook is called Write Final Document.

The learners must complete the activities in Section 5 before the end of the Unit.

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Assessment Mapping

Assessment Task	Description	Assessment Number	Assessment Method/s	Critical Aspects of Evidence*	Elements/PCs**
Meeting minutes	Candidates must review a transcript of a meeting and compose minutes based on the transcript.	01	Written assignment	1,2,3	All
Internal memo	Candidates must plan, draft, review and finalise an informal email inviting staff members to a morning tea to welcome a new employee	02	Written assignment	1,2,3	All
External letter	Candidates must plan, draft, review and finalise an email to external customers outlining office closure times during summer holidays.	03	Written assignment	1,2,3	All

Assessment Instructions

The assessment decision can be made once all of the tasks listed below have been successfully completed according to the marking guide.

Final decisions of competent or not yet competent should be made and recorded according to your organisational procedures.

Assessment 1: Meeting minutes

Required documents and equipment

- Marking Guide. The marking guide is provided in the next section
- Assessment Task: BSBWRT301A Assessment Task 01.doc
- Access to computer lab if available
- Pens and paper

Instructions for assessor

This assessment requires the candidate to read a transcript of a meeting and write a set of minutes for the meeting.

The candidate assumes the role of a new person at an organisation that is having some problems. The purpose of the meeting is to solve those problems and it appears that things are under control. However, timelines are short and the candidate must record clear, concise, and accurate minutes (and do it quickly) if the plan is going to work.

Planning the assessment

It is recommended that this assessment activity is conducted during scheduled class time. The assessment can be undertaken in writing or on the computer. If you are conducting the assessment on the computer, you will need to specify to the candidate how they must submit their work (by email or as a print copy).

- Recommend date for assessment: At the end of Session 2
- Time Required: 30 minutes

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Assessment 2: Internal memo

Required documents and equipment

- Marking Guide. The marking guide is provided in the next section
- Assessment Task: BSBWRT301A Assessment Task 02.doc
- Access to computer lab if available
- Pens and paper

Instructions for assessor

This assessment requires the candidate to create an internal memo that is to be sent to all staff at Dinosaurs R Us. The memo is about informing staff of an afternoon tea to celebrate the birthday of Carol Crabbe. The candidate must use the Dinosaurs R Us memo template and the writing must comply with the Dinosaurs R Us style guide.

The candidate can use the copy of the style guide in their Student Workbook.

Planning the assessment

It is recommended that the candidate completes this assessment outside of class time.

- Recommend date for assessment: Handout after Session 3 or 4.
- Time Required: Collect the assessment at the next session

Assessment 3: External email

Required documents and equipment

- Marking Guide. The marking guide is provided in the next section
- Assessment Task: BSBWRT301A Assessment Task 03.doc
- Access to computer lab if available, but not essential
- Access to pens and paper

Instructions for assessor

Using some of the proofreading marks they have learnt in class, learners must legibly mark up their documents using a different coloured pen to the ink colour in which their draft has been written. It should then be submitted according to your institution's deadlines.

Planning the assessment

- Recommend date for assessment: After Session 4
- Time Required: In class and at home.

Not for training purposes