



# Administration (Business Professional)

<b>Unit Title:</b>	<b>Providing complex business documents</b>
OCR unit number:	15
Level:	3
Credit value:	4
Guided learning hours:	36
Unit reference number:	R/505/7144

## Unit purpose and aim

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Learners will develop the ability to re complex business documents that contain relevant and accurate information. They will be able to analyse and synthesise complex business information. They will present the required information using suitable formats and means of communication that are appropriate for the specified purpose.

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
<p><b>The Learner will:</b></p> <p>1 Understand business documents</p>	<p><b>The Learner can:</b></p> <p>1.1 Analyse the purpose and characteristics of different business documents, taking into account the needs of the audience</p>	<ul style="list-style-type: none"> <li>• Importance of considering the nature of the recipient/s:               <ul style="list-style-type: none"> <li>– relationship with the author</li> <li>– formal position within the organisation</li> <li>– knowledge of the subject</li> <li>– attitude, job, age, etc.</li> </ul> </li> <li>• Determine the purpose of the communication, e.g.:               <ul style="list-style-type: none"> <li>– request or provide information, facts, ideas</li> <li>– give instructions</li> <li>– explain and/or persuade</li> <li>– complain or apologise</li> </ul> </li> <li>• Need to consider factors such as:               <ul style="list-style-type: none"> <li>– subject matter, nature of material (statistical, technical, etc.)</li> <li>– urgency, timescale</li> <li>– size of audience</li> <li>– confidentiality, security</li> </ul> </li> <li>• Forms of written communication in business e.g.:               <ul style="list-style-type: none"> <li>– letter (external)</li> <li>– memo (internal)</li> <li>– fax</li> <li>– email</li> <li>– report formal/informal (e.g. memo report)</li> </ul> </li> </ul>

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
		<ul style="list-style-type: none"> <li>– questionnaire, form</li> <li>– press release</li> <li>– advertisement</li> <li>– leaflet, notice</li> <li>– itinerary, programme</li> </ul>
<p>2 Be able to interpret the content of business documents</p>	<p>2.1 Draw conclusions from the content of business documents by:</p> <ul style="list-style-type: none"> <li>• Extracting information</li> <li>• Analysing information</li> </ul>	<ul style="list-style-type: none"> <li>• Extract: <ul style="list-style-type: none"> <li>– relevant information</li> <li>– appropriate information</li> <li>– discard irrelevant information</li> </ul> </li> <li>• Reading strategies: <ul style="list-style-type: none"> <li>– skim for general meaning</li> <li>– read carefully for main issues, key points, relevant facts</li> <li>– classify and sort</li> <li>– analyse the writer's intentions</li> </ul> </li> <li>• Classify <ul style="list-style-type: none"> <li>– use e.g.</li> <li>– headings</li> <li>– sub-headings</li> <li>– topics</li> </ul> </li> </ul>
<p>3 Be able to produce complex business documents</p>	<p>3.1 Produce business documents that comply with the requirements of a business environment including:</p> <ul style="list-style-type: none"> <li>• Selecting a format that suits the needs of the audience</li> <li>• Synthesising information</li> <li>• Structuring information</li> <li>• Use of business layouts and conventions</li> <li>• Use of tone and language</li> <li>• Checking for accuracy</li> </ul>	<ul style="list-style-type: none"> <li>• Use of style of writing to suit: <ul style="list-style-type: none"> <li>– complexity of the subject</li> <li>– formality of the situation</li> <li>– needs of the audience</li> <li>– purpose of the communication</li> </ul> </li> <li>• Synthesise: <ul style="list-style-type: none"> <li>– organise material in logical sequence</li> <li>– consider emphasis required</li> </ul> </li> <li>• Use of appropriate sentence and paragraph length</li> <li>• Use of clear, simple language wherever possible</li> <li>• Appropriate use of active and passive verb forms to obtain desired effect</li> <li>• Use of tact, diplomacy and persuasive language to meet a given scenario</li> <li>• Use of technical language where appropriate</li> </ul>

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
		<ul style="list-style-type: none"> <li>• Accepted formats and conventions e.g.: <ul style="list-style-type: none"> <li>– Letter – reference, date, address, subject heading, salutation and complimentary close, enclosures</li> <li>– Email – subject, cc, bcc, high/low priority, appropriate greeting and close, attachments</li> <li>– Agenda – heading, apologies, minutes, matters arising, AOB and date of next meeting</li> <li>– Minutes – headings, action points, complete by dates</li> <li>– Reports – business format, appropriate headings</li> <li>– Leaflet – structured to create a desired effect</li> </ul> </li> <li>• Importance of clear presentation in achieving aims of communication</li> <li>• Understand the importance of accuracy in business communications in terms of presentation, grammar, spelling etc.</li> <li>• Know how to check work to ensure accuracy: proof read</li> </ul>

## Assessment

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This unit is assessed by the centre and sent to OCR for moderation.

## Guidance on assessment and evidence requirements

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This unit is assessed using a model assignment. OCR has produced a model assignment for each unit which centres may use for the purpose of assessment. The model assignment contains a scenario or real-life situation and related tasks which are based on the assessment criteria of the unit.

Centres may either use the model assignment as an entire, holistic assessment for an individual unit, adapt it to suit individual candidates' needs or devise their own assignment. If they choose to adapt the assignment or devise their own assignment they must ensure that the modified assignment will provide candidates with sufficient opportunity to demonstrate achievement of all the assessment criteria in the unit.

Please refer to the model assignment for this unit which can be found on the OCR website [www.ocr.org.uk](http://www.ocr.org.uk).

## Functional skills signposting

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The functional skills mapping for this unit is detailed in the centre handbook which can be found on the OCR website [www.ocr.org.uk](http://www.ocr.org.uk) .

## Additional information

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For further information regarding administration for this qualification, please refer to the OCR document '*Admin Guide: Vocational Qualifications*' (A850) on the OCR website [www.ocr.org.uk](http://www.ocr.org.uk) .