



BSB42415 Certificate IV in Marketing and Communication

Record of Assessment Outcome

Unit of Competency:	BSBWRT401 Write complex documents		
Student Name:			
Student ID Number:			
Assessor Name:			
Term and Year:			
The student has successfully completed the following assessment task(s):		Yes	No
Assessment 1	Project	<input type="checkbox"/>	<input type="checkbox"/>
Assessment 2	Report	<input type="checkbox"/>	<input type="checkbox"/>
Assessment 3	Portfolio of Activities	<input type="checkbox"/>	<input type="checkbox"/>
Overall, the student was assessed as:			
Competent <input type="checkbox"/> Not Yet Competent <input type="checkbox"/>			
Did the student meet the criteria for the following elements of competency?		Yes	No
1. Plan documents		<input type="checkbox"/>	<input type="checkbox"/>
2. Draft text		<input type="checkbox"/>	<input type="checkbox"/>
3. Prepare final text		<input type="checkbox"/>	<input type="checkbox"/>
4. Produce document		<input type="checkbox"/>	<input type="checkbox"/>
The student requires the following skill(s) development before re-assessment:			
Feedback to student on overall performance during assessment:			
The student has been provided with feedback and informed of the assessment result and the reasons for the decision.			
Assessor Name:			
Assessor Signature:		Date:	
I have been provided with feedback on the evidence I have provided. I have been informed of the assessment result and the reasons for the decision.			
Student Name:			
Student Signature:		Date:	

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Magill College Pty Ltd Trading as Magill College Sydney

ABN: 67 090 050 990

CRICOS Provider Code: 01994M RTO No: 91367

Tel: (+61 2) 8061 6980 www.magill.edu.au

BSB42415 Certificate IV in Marketing and Communication

BSBWRT401 Write complex documents

Assessment 1 – Project

Submission Details				
Student ID Number:				
Student Name:				
Assessor Name:				
Due date:				
Student Declaration:	<p>By signing this declaration, I certify that:</p> <ul style="list-style-type: none">• The assessment work is my own work;• All sources and materials have been acknowledged where required;• I have not copied or plagiarised in any way materials of another person or work of a fellow student and referenced all sources of information.			
Student Signature:				
Assessment Result Details				
Result:	Satisfactory		Not Satisfactory	
Feedback to Student:				
Student Declaration:	I have been provided with feedback on my assessment performance/result from Magill College Sydney assessor.			
Student Signature:				
Assessor Signature:				
Date:				

Submission details

The Assessment Task is due on the date specified by your assessor. Any variations to this arrangement must be approved in writing by your assessor. Submit this document with any required evidence attached. See specifications below for details.

Performance objective

In this assessment, you will demonstrate the skills and knowledge required to plan a document including task analysis, generating ideas, researching and planning an outline.

Assessment description

For this assessment task, you will demonstrate the skills and knowledge required to plan your report, gather planning materials including a written plan/outline of your proposed draft, and meet with your assessor to answer questions in relation to the writing task analysis, document planning and organisational requirements.

You are employed by Workplace Solutions Agency. Your task in this assessment is to plan the draft of a report on the Moortown Sports and Leisure Centre using the information provided in Appendix 1. You will then engage with your assessor in a meeting where you will answer questions about how you planned the draft of your report, including report structure and proposed report length.

Procedure

1. Carefully read the Moortown Sports and Leisure Centre report findings.
2. Analyse, generate ideas, research and plan an outline for the writing task scenario in the assessment description. Gather documents you have produced while planning, such as:
 - a. PAMS (Purpose, Audience, Message Style) analysis
 - b. brainstorming activities
 - c. mind mapping
 - d. outline.
3. Prepare to discuss your planning documents and the planning process.
4. Conduct a role play meeting with the manager of the Moortown Sports and Leisure Centre to discuss your planning process.

In your meeting, discuss the following.

- a. Present the documentation you have produced.
 - b. Describe your planning process by answering the following questions.
 - i. Look at your PAMS analysis. What is the purpose of the writing task and how will you achieve this? What is the most appropriate document format for this task and why is it appropriate to the task?
 - ii. What means of communication or communication tools (pens, paper, PowerPoint, Word) will you use and why?
 - iii. Explain how your plan/outline shows an overview of the structure and contents of the report.
 - iv. What are your main points and main arguments? Explain how your plan/outline captures these.
5. Submit planning document to your assessor in accordance with the specifications below.

Specifications

You must:

- Submit planning documentation:
 - PAMS analysis
 - brainstorming activities
 - mind mapping
 - report outline.
- A role play meeting with your client (manager of the Moortown Sports and Leisure Centre) to discuss planning.

Your assessor will be looking for:

- ability to logically plan complex documents with regard to audience, structure and sequence of ideas or topics
- ability to interact with people in a workplace environment using interpersonal skills:
 - collaborating, negotiating and listening to others
 - appropriate and professional tone
 - appropriate vocabulary
- interactive skills discussing the planning process with the manager

Appendix 1: Moortown Sports and Leisure Centre report findings

From surveys of clients and community, observation, interviews with staff, and consultation with key stakeholders we find:

- the centre cannot fit any new clubs
- peak times are Mon – Fri 12 – 2 pm, 4 – 8 pm; Sat 8 am – 2 pm
- the café is staffed by casual employees, limited to opening times and service
- 2% of Moortown residents use the centre
- opening hours vary between 6 am – 10 pm
- during outside peak times, centre operates at 22% capacity
- six rooms for therapy treatments = hired 35%, available only at peak times
- rooms are hired on casual basis and centre receives 15% of all monies
- no contracts, no leases
- cash is paid weekly
- 65% of community are unaware of any programs, 30% are aware of two or fewer programs, 5% are aware of more than two programs
- advertisements in local newspaper, flyers, etc.
- sometimes there is an advertising segment on 3MU community radio
- mostly new clients are attracted by word-of-mouth, find out about programs through notice board, reception desk or from instructors

- seven clubs have long-standing verbal agreements and use the centre 80% of the time and space
- pool and basketball court are most popular
- 13 clubs use the centre:
 - Moortown Basketball Club
 - Moortown Soccer Club
 - Moortown Athletics
 - Moortown Handball Club
 - Moortown Volleyball (new)
 - Lake Moortown Rowers
 - Moortown Cricket Club
 - Central Cycling
 - The Moortown Climbers
 - Maulers Basketball Club
 - MSLC Squash Club
 - Moortown Bowlers
 - MSLC table tennis team.
- five new clubs want training times
- no booking procedure for BBQ/lawn area; members protest about private bookings because of limited space
- can fit 150 guests for catering
- there is a drinks fridge at reception
- sports clothing, health supplements, massage oils, etc., are also sold at reception, high demand causes space and crowd density problems
- five full-time staff
- 27 casuals: Moortown university students who cover a lot of different roles, e.g. bar/café duties, lifeguard duties, holiday program leaders, umpiring, reception duties, etc.
- no handover procedure, no intranet
- communication is via central message book
- no regular staff meetings
- staffing budget is exceeded by 21%
- all bookings (crèche, rooms for hire, courts, etc.) are done by hand in separate record books in the various areas, then put together into one book at the main desk
- double bookings and missed bookings occur a lot.



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Assessment 2 – Report

Submission Details				
Student ID Number:				
Student Name:				
Assessor Name:				
Due date:				
Student Declaration:	By signing this declaration, I certify that: <ul style="list-style-type: none">• The assessment work is my own work;• All sources and materials have been acknowledged where required;• I have not copied or plagiarised in any way materials of another person or work of a fellow student and referenced all sources of information.			
Student Signature:				
Assessment Result Details				
Result:	Satisfactory		Not Satisfactory	
Feedback to Student:				
Student Declaration:	I have been provided with feedback on my assessment performance/result from Magill College Sydney assessor.			
Student Signature:				
Assessor Signature:				
Date:				

Submission details

The Assessment Task is due on the date specified by your assessor. Any variations to this arrangement must be approved in writing by your assessor. Submit this document with any required evidence attached. See specifications below for details.

Performance objective

In this assessment task, you will demonstrate skills and knowledge required to draft, edit and produce a report in a business context.

Assessment description

You will draft, edit and produce a report in the context of a simulated workplace scenario. You will use the planning you conducted in Assessment Task 1 to complete a draft. You will then consult with your client (role-played with your assessor) and receive additional information to integrate with the draft. You will use this information to complete a final version of the report.

Based on the plan you created in Assessment Task 1, write and edit a draft report and submit for approval. Receive and integrate additional information into your draft. Submit the final document.

Procedure

1. Carefully read the Moortown Sports and Leisure Centre report findings.
2. Based on the plan you created in Assessment Task 1, write a draft report using these findings with a word range of between about 1,000 to 1,500 words.
3. Edit the draft report using the Workplace Solutions Agency report style guide found in the appendices of your Student Workbook. Keep evidence of editing changes such as track changes and comments. Keep copies of all marked-up drafts.
4. Submit your latest draft to your assessor for approval.
5. Conduct a role play on a meeting with your assessor in which:
 - a. you will provide an oral summary of the draft
 - b. identify two data gaps and information relating to these data gaps that you require to better assess your report findings
 - c. your client will provide you with oral feedback and additional information for your report.
6. Integrate the additional information into your draft.
7. Write the final report (length: 1,000–1,500 words).
8. Submit all marked-up drafts and the final report to your assessor.

Specifications

You must submit:

- submit documents:
 - marked-up drafts with track changes and comments
 - final document.
- A role-play on a meeting with client to receive feedback and additional information.

Your assessor will be looking for marked-up drafts and editorial comments that:

- indicate attention to satisfying task and organisational requirements:
 - correct grammar, punctuation, spelling, style
 - adherence to style guide
 - attention to specific task requirements

Your assessor will be looking for a final report that:

- is structured correctly for a report and task
- has an executive summary that includes:
 - outline of report
 - method of research
 - at least two areas of concern
 - at least two broad recommendations.
- uses findings to analyse:
 - operational structure
 - communication
 - marketing.
- makes at least two recommendations
- uses correct spacing, heading size and style specified by style guide
- uses language and style appropriate to task and audience: tone, vocabulary, sentence structure, etc.
- uses a complex, coherent structure of linked paragraphs with simple and complex grammar as appropriate for the task:
 - linking words
 - lexical chains
 - compound sentences
 - subordinate clauses.
- includes graphical elements:
 - at least two, appropriately formatted (including the additional information provided by assessor)
 - collation and presentation of data.
- integrates additional information with the original draft
- adheres to all task requirements such as word limit.

Your assessor will also be looking for your ability to interact with people in a workplace environment using interpersonal skills:

- collaborating, negotiating and listening to others
- appropriate and professional tone
- appropriate vocabulary
- interactive communication when obtaining feedback and gather additional information.

Appendix 1: Moortown Sports and Leisure Centre report findings

From surveys of clients and community, observation, interviews with staff and consultation with key stakeholders:

- the centre cannot fit any new clubs
- peak times are Mon – Fri 12 – 2 pm, 4 – 8 pm; Sat 8 am – 2 pm
- the café is staffed by casual employees, limited to opening times and service
- 2% of Moortown residents use the centre
- opening hours vary between 6 am and 10 pm
- during outside peak times, centre operates at 22% capacity
- six rooms for therapy treatments = hired 35%, available only at peak times
- rooms are hired on casual basis and centre receives 15% of all monies
- no contracts, no leases
- cash is paid weekly
- 65% of community are unaware of any programs, 30% are aware of two or fewer programs, 5% are aware of more than two programs
- advertisements in local newspaper, flyers, etc.
- sometimes there is an advertising segment on 3MU community radio
- mostly new clients are attracted by word-of-mouth, find out about programs through notice board, reception desk or from instructors
- seven clubs have long-standing verbal agreements and use the centre 80% of the time and space
- pool and basketball court are most popular
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 - MSLC Squash Club
 - Moortown Bowlers
 - MSLC table tennis team.
- five new clubs want training times
- the centre is licensed
- no booking procedure for BBQ/lawn area; members protest about private bookings because of limited space
- can fit 150 guests for catering
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- five full-time staff
- 27 casuals: Moortown university students who cover a lot of different roles, e.g. bar/café duties, lifeguard duties, holiday program leaders, umpiring, reception duties, etc.
- no handover procedure, no intranet
- communication is via central message book
- no regular staff meetings
- staffing budget is exceeded by 21%
- all bookings – crèche, rooms for hire, courts, etc., are done by hand in separate record books in the various areas, then put together into one book at main desk
- double bookings and missed bookings occur a lot.

Appendix 2: Workplace Solutions Agency Report Style Guide

Structure

Structure of reports should be flexible but generally follow:

- title page, date, author name, report recipient
- acknowledgements
- executive summary
- table of contents
- introduction
- main body (separating the main sections of the report and their discussion)
- conclusions and recommendations
- references
- appendices

Please note that in shorter reports, the executive summary, table of contents and appendices sections may be omitted.

Executive summary

Should be written last, with less than 150 words, although it is the first section of the report. It should do the following:

- present an overview of the subject matter
- briefly describe the research methods
- briefly identify the findings (can use bullet points)
- give/list recommendations (can use bullet points)
- use language appropriate to audience and purpose.

Body text

Body text should be ordered into numbered sections with sub-sections if required. Text should contain analysis of findings and should be written using paragraphs.

Conclusions and Recommendations

Conclusions and recommendations may be summarized using numbered sub-headings and bullet points. Each bullet point should begin with an active verb, using a capital letter and end with a full stop. Recommendations must be given clear reasons in a series of coherently linked paragraphs.

References

The sources of information consulted during the report generation are required to be listed, including any books, articles and website (online content). Please include dates of access for websites and list the references in alphabetical order based on authorship name.

Language

Use plain English as follows:

- active voice where appropriate
- present tense where appropriate
- accurate language with any jargon explained
- formal English tone
- no contractions
- ten numbers rule
- first option in Macquarie Dictionary is the correct choice of spelling

General presentation

- begin each main section (refer to the bulleted points under structure of report) on a new page
- print on one side of paper only
- use font size 11 for body text
- use 1.5 spacing
- one line between paragraphs
- justify text
- use same font style for all headings
- sections headings (level 1 headings) to be in size 16 font
- subheadings (level 2 headings) to be in size 14 font
- use decimal numbering system for headings and subheadings in the table of contents, e.g.

1.0 Xxx

1.1 Xxx

1.2 Xxx

1.2.1 Xxx

- company name and date in footer
- page number in header
- use correct citation for all references used.



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Assessment 3 – Portfolio of Activities

Submission Details				
Student ID Number:				
Student Name:				
Assessor Name:				
Due date:				
Student Declaration:	<p>By signing this declaration, I certify that:</p> <ul style="list-style-type: none">• The assessment work is my own work;• All sources and materials have been acknowledged where required;• I have not copied or plagiarised in any way materials of another person or work of a fellow student and referenced all sources of information.			
Student Signature:				
Assessment Result Details				
Result:	Satisfactory		Not Satisfactory	
Feedback to Student:				
Student Declaration:	I have been provided with feedback on my assessment performance/result from Magill College Sydney assessor.			
Student Signature:				
Assessor Signature:				
Date:				

Submission details

The Assessment Task is due on the date specified by your assessor. Any variations to this arrangement must be approved in writing by your assessor. Submit this document with any required evidence attached. See specifications below for details.

Performance objective

In this assessment task, you will demonstrate skills and knowledge required to research, draft and write text for the web.

Assessment description

You must research, plan and write two documents for the Writers Real Estate website, using the information provided.

The two documents are for online publication on the Writers Real Estate website. One document is to be used as the 'about us' text and the other is a media release. The information provided is a director's brief and a written transcript of an interview.

Procedure

1. Read the director's brief and transcript of an interview.
2. Search the web for examples of 'about us' texts and media releases.
3. Draft and submit an 'about us' company profile and a media release.
4. Edit the draft text using the Writers Real Estate style guide.
5. Submit the draft for client (your assessor) review.
6. Conduct a role-play client meeting (your assessor) in which you:
 - a. explain the role of style guides in general in document production, and the role of the Writers Real Estate style guide
 - b. explain the range of formatting styles and their impact on document readability
 - c. explain the rules and conventions of written English, such as the use of active voice, positive language, repetition and synonyms
 - d. explain your text in the context of these conventions
 - e. receive feedback and advice on the production of your final copy.
7. Write and submit a final copy.

Specifications

You must:

- Submit documents:
 - edited drafts of 'about us' profile and media release texts
 - final copies of 'about us' profile and media release texts.
- Submit a role-play participating in client meeting.

Your assessor will be looking for:

- draft and final texts that show evidence of editing
- 'about us' company profile text that:
 - is structured to include company focus, background and current status, plus a link to the media release
 - reflects the family focus
 - uses persuasive language such as positive language, repetition or synonyms

- uses active voice and presents one idea per paragraph.
- a media release that:
 - is structured to include headline, hook, lead (who, what, when, why, where?), body and contact details
 - uses persuasive language such as positive quotes or testimonials, facts
 - is written in active voice
 - includes a place on the final draft to record approval by management for release to media.

Your assessor will also be looking for your ability to interact with people in a workplace environment using interpersonal skills:

- collaborating, negotiating and listening to others
- appropriate and professional tone
- appropriate vocabulary
- interactive communication

Appendix 1 – Director's Brief

Write a 200-word (approx) 'about us' company profile for the home page of our website, www.keysrealestate.com.au, with a hyperlink to a media release about our new William Island holiday rental website.

Write a 300-word (approx) media release about our new William Island holiday website and our new holiday rental online booking system, 'bookitnow', for our website.

Use the transcript of our interview.

Follow house web text style sheet.

- Luisa Keys, Director
Writers Real Estate

Appendix 2 – Transcript of interview with Luisa Keys, a director from Writers Real Estate.

How did the company begin?

Dad, Gerald, started the company back in 1950 with one office in Fitzroy. He opened another office after the '56 Olympics in Richmond. Mum did the books in-between taking care of us two kids. My brother, James, and I grew up inspecting properties, learning how to fix things, filing, etc. I guess you could say real estate is in our blood. He took two weeks off every Christmas when the family went to William Island, which was almost deserted, like an undiscovered paradise, in those days.

What are yours and your brother's roles?

James began working in the company full-time as soon as he left school. He's now in charge of property sales. I joined full-time in 1980 after I finished uni, and I run property management. We are both directors and work well together. Dad officially retired in 2005 but still comes into the head office. He spends a lot of time playing golf at William Island and manages to annoy them in the office there.

How has your company changed since it began?

We started with one office in Fitzroy in 1950 and now we have fifteen offices – ten in the metro area and five rural offices. Our metro offices are mostly located in the inner city, western and south-eastern suburbs, plus four on the peninsula and surrounds. In 1998, we opened a small office on William Island.

In 2000 the Island won the right to stage the Grand Prix Vintage car race for five years. Our 'small' office became twice the size overnight! Then the contract was renewed in 2005 for another five years. Business is booming.

Is that the only reason William Island is booming?

No. People who aren't into vintage cars go there as well and it's really popular with families. Lots of sun, surf beaches as well as bay beaches, hiking trails and bike tracks. It's always had a steady stream of international visitors to see the Aussie wildlife. There's no doubt that the vintage car race gave it publicity but I think that more people discover that there's heaps for all ages to do there. It's only 100km from the CBD, so the number of rentals will just keep increasing. As it is, we are looking for more properties to rent.

Do you have plans to expand out of Victoria?

Not at this stage. We don't want to spread ourselves too thinly. We know properties in Victoria and our clients need to know that. We are Victorian specialists and we really know our market and clients very well.

How much real estate did you sell last year?

James said that the figure was \$40 million. Some areas sold a lot while others sold a little.

In what ways do you think that you are different from other real estate companies?

Family. We are a family business that people can trust. We have a loyal staff who are experts in the industry. We provide them with a good training program. We have an induction program for everyone. The sales team receive professional development every six months and the property managers have a training session every month.

What new ventures or opportunities have you introduced?

James has introduced a new training program for sales staff. I've been focusing on expanding and updating the William Island holiday rentals. The company is just about to launch a new website totally devoted to holiday rentals at William Island. It's a new phase for us. We've paid a fortune and made sure that the site is well positioned in web searches. It'll feature our new online booking system, 'bookitnow'. Prospective holiday guests will be able to make their own bookings online. They'll be able to look at availability 'live' 24/7. It's very exciting, and we believe that it will increase landlords' holiday rentals by up to 30%.



What target audience are you aiming for?

We are interested in anyone who is interested in renting or buying property. We have seventy properties available for holiday rental on William Island. Currently, we have over 100 metro and rural properties for sale listed on our books.

One area that we would like to improve on our roll is the metro rentals area. We are looking for more properties to rent as the demand is increasing.

Why should prospective landlords and home buyers use your company?

Because we provide a quality service. Our property managers are trained, mentored and have expertise in all aspects of property management. We vet prospective tenants carefully, carry out regular property inspections, and action all requests, problems, etc., immediately. Our sales team really know their stuff. We get a lot of repeat customers.

Appendix 3: Writers Real Estate style sheet (for web text)

Employees of Writers Real Estate and writers, editors or proofreaders must use the following house style. Our online documents must be consistent in their production and style in order to reflect our quality service.

All documents must have approval from Luisa Keys before being distributed outside the company.

Abbreviations

Limit use of abbreviations to standard real estate abbreviations for advertisements.

Bolded text

Bolded text may be used for key words and headings.

Capitalisation

Titles and proper nouns must use capitals.

Design elements

Use templates if provided. Use size 12 Arial font for body text. Our logo and branding must be visible on all documents.

Gender-specific language

Avoid using gender-specific language such as 'chairman', 'male', 'authoress'. Use 'chairperson'. Replace 'his' or 'hers' with 'they'.

Graphics

Must be simple, relevant to the text, and approved by one of the company directors.

Headings

All headings are to be bolded but not underlined. Avoid too many headings.

Hyperlinks

Key words are to be underlined.

Language

Use plain English. Language should be informative and friendly but not informal. No contractions.

Numbers

Use digits in most cases but do not begin sentences with digits.

Structure

- attention-grabbing opening
- family history and current status
- why client should use company
- innovations and future directions.

Text

Sentences should be short. One idea per paragraph.