



## **Level 3 Diploma in Business and Administration**

**Unit Title: Business Communication**

**Unit Code: EXL3533**

**EQF Level: 3**

**Credit Value: 10**

**Assessment Method: Centre Devised Assignment**

### **PURPOSE OF THE UNIT**

Effective communication is a key area in terms of its contribution to business success. When studying this unit learners will gain a thorough understanding of the types of business information used both internally and externally by organisations and the methods used to communicate information to different audiences.

In this unit, learners will have the opportunity to develop, analyse and evaluate a range of methods used to communicate different types of business information and will understand the purpose of such communication. They will also produce and evaluate different types of business communication of their own.



## ASSESSMENT AND GRADING CRITERIA

Learning Outcome (LO)	Pass	Merit	Distinction
	The assessment criteria are the pass requirements for this unit.	To achieve a merit the evidence must show that, in addition to the pass	To achieve a distinction the evidence must show that, in addition to the
<b>The learner will:</b>	<b>The learner can:</b>	<b>criteria, the learner is able to:</b>	<b>pass and merit criteria, the learner is able to:</b>
LO1 Understand different types of business information	AC1.1 explain different types of business information, their sources and purposes		
LO2 Be able to present business information effectively	AC2.1 present complex internal business information using three different methods appropriate to the user's needs  AC2.2 produce corporate communications  AC2.3 evaluate the external corporate communications of an existing product or service	M1 analyse the advantages and disadvantages of three different methods used for communicating internal business information  M2 recommend and justify improvements to the external corporate communications of an	D1 evaluate three different methods used to communicate complex internal business information and make  D2 produce an improved version of the corporate communications of an
LO3 Understand the issues and constraints in relation to the use of business information in organisations	AC3.1 explain the legal and ethical issues in relation to the use of business information  AC3.2 explain the operational issues in relation to the use of business information		
LO4 Be able to develop a coherent marketing mix.	AC4.1 outline electronic and non-electronic methods for communicating business information using examples for different types of audience		



## **DELIVERY & ASSESSMENT GUIDANCE**

### **Learning Outcome 1**

Learners need to understand different types of business information, be able to differentiate between internal and external sources, and explain its purpose. In small groups they could research the types of information used across a variety of functional areas within a business. Each group could showcase examples of different types of business information; they could present this as a talk to the rest of the group, a wall chart with examples, or magazine article.

### **Learning Outcome 2**

This learning outcome should include a lot of practical activities in order for learners to apply their knowledge. Tutors could use DVDs or case studies to illustrate how different organisations present and communicate complex business information effectively. For example, product launches for complex goods or services are a good example as the the audience may not have specialist knowledge. Therefore, the delivery has to be suitable for the audience, as well as containing the vital information required.

A group discussion on different methods of presenting information could produce some varying opinions. This could lead to identifying different learning styles; some learners may express a preference for aural presentations, whilst others may find this method unengaging. Learners could explore the effective use the chosen communication method

– ‘death by PowerPoint’ being a recognised example of a useful tool being used in the wrong way.

Learners should create examples of corporate communication. For example, a press release, board paper, internal memo, product presentation or design for a logo. Tutors should provide some input outlining the range of communication methods, as indicated in the teaching content.

Tutors should provide guidance on how the effectiveness of external corporate communications is measured. For example, against set objectives, or how well it relates

to the target audience. Learners could investigate the strengths and limitations of the external communication methods identified in the teaching content. Using case studies, learners could research the effectiveness of the external corporate communications for a range of different organisations/products/services. They could then evaluate this information and think of ways for improvement.



### **Learning Outcome 3**

Learners must understand the issues and constraints in relation to the use of business information. This should include the legal, ethical and operational issues relating to the use of business information. Initially this topic may require some formal input from the tutor, followed by research, either carried out individually by the learner or in small groups. When considering legal issues, learners could be encouraged to research relevant UK legislation and European directives.

Ethical concerns may represent a new concept for many learners and tutors should encourage group discussion in order to introduce and clarify the concept.

Case studies demonstrating legal and ethical issues in relation to the use of business information could be used. For example, learners could consider if the decision by the UK government to use the credit reference agency Experian in order to identify benefit fraud is both legal and ethical? Tutors should also provide input relating to operational issues of data storage, back-up procedures and how constant changes in technology impact on the types of information and the storage needs.

### **Learning Outcome 4**

Within this unit learners must be able to present business information. Therefore, they will need to be able to select the most appropriate method of communication depending on the message, the purpose, and the audience. Learners will need to understand the use of electronic and non-electronic methods of communication, and when and where their use is appropriate. In small groups the learners could use the different types of business information identified in learning outcome 1 and suggest the types of audience where it would be utilised. This activity could then be developed further with the learners suggesting the method of communication used, and if it is electronic or non-electronic.

The learners could then select a variety of organisations and undertake group research into the methods of communication used with their stakeholders.