

-SQA-SCOTTISH QUALIFICATIONS AUTHORITY

**Hanover House
24 Douglas Street
GLASGOW G2 7NQ**

NATIONAL CERTIFICATE MODULE DESCRIPTOR

**-Module Number-
-Superclass-**

**0091246
KC**

-Session-1989-90

-Title-

WRITING PAPERS AND REPORTS

-DESCRIPTION-

Purpose

This module is designed to develop skills in presenting information, ideas and data in written and graphical form appropriate to business, technical and/or scientific contexts. It is envisaged that the competences attained in this module will be complementary to those achieved in module 91004 Communication 4. The module allows students the opportunity to acquire the extended writing skills which are necessary in advanced and higher education.

Preferred
Entry Level

Communication 3 or
Standard Grade English at Credit Level or a pass in
SCE "H" Grade English or an equivalent level of
competence in Communication.

Learning
Outcomes

The student should:

1. evaluate the effectiveness of reports and papers;
 2. use proof reading and editing techniques;
 3. write a report using a given proforma;
 4. write an extended formal report;
 5. write a discursive paper.
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Content/
Context

Corresponding to Learning Outcomes 1-5:

1. Material used should come from as wide a range of reports and papers as possible. Graphical/pictorial material may be included where appropriate. Reports and papers covering topics relevant to the student's vocational area should be used but not to the exclusion of those of general interest. Examples which allow the student to examine the accuracy

and/or validity of a report should be presented for evaluation.

2. The reports/papers to be proof read and edited by the student should be detailed items of communication but, though complex in nature, should be on a topic which is familiar to the student in the first instance. Items to be proof read should include errors in eg. punctuation, spelling, spacing and transposition of letters. Students should not be expected to use printers' proof-reading symbols.
3. A range of proforma should be covered. Each one should be well-laid out and demonstrate use of appropriate headings, layout, spacing as well as relevant and valid questions eg. an insurance report, an accident report, a job reference, a review/progress report.
4. Students should be made aware that presentation is a key factor in producing a report. Consideration should be given to headings such as:
 - (i) title page
 - (ii) content/index
 - (iii) introduction
 - (iv) terms of reference
 - (v) procedures
 - (vi) summary
 - (vii) findings/body of report
 - (viii) conclusions
 - (ix) recommendations
 - (x) references/bibliography
 - (xi) appendices
5. Topical issues which may be of a social, economic or political nature. The topic must allow for a discursive and analytical approach.
- NB. When graphical or pictorial material is used, it must serve a useful purpose, be accurate and clear, and be positioned as effectively as possible. Students should be made aware of the range available and make choices as to the way information can best be expressed.

Suggested
Learning and
Teaching
Approaches

Learning and Teaching should be active and student-centred. Students should have the opportunity to plan and make decisions for themselves, to show initiative and independence, and to work co-operatively in groups. Induction to the activities should ensure that the students have a clear understanding of the nature and purpose of the work.

Care should be taken throughout the module, however, to adjust teaching approaches according to each student's needs.

A variety of activities should be undertaken, some individual, some in small groups and some with the whole class. The student will be allowed to negotiate activities with the tutor. These should provide opportunities to use language in real situations for real purposes.

Teaching groups should be small enough to allow for practical activities to be undertaken, and to allow students to be involved in activities which provide the opportunity for them to realise their potential.

An essential feature of these activities should be the provision of opportunities for students and groups of students to rewrite, review, revise and evaluate with the help of the tutor.

Assessment Procedures

Acceptable performance in the module will be satisfactory achievement of all the performance criteria specified for each Learning Outcome.

Within the Assessment Procedures for this module, the use of graphical/pictorial material must be assessed on one occasion. This will form part of either Learning Outcomes 3, 4 or 5. The material used must serve a useful purpose, be accurate and clear and be positioned as effectively as possible to enhance the communication.

The following abbreviations are used below:

LO Learning Outcome
IA Instrument of Assessment
PC Performance Criteria

LO1 EVALUATE THE EFFECTIVENESS OF WRITTEN REPORTS AND PAPERS

PC The evaluations are comprehensive and accurate with reference to whether:

- (a) register and style are appropriate to purpose and audience;
- (b) the communication has a coherent sequence and is presented in paragraphs which display thematic unity;
- (c) all essential information is included;
- (d) all information is necessary to the purpose;
- (e) opinions/conclusions are supported by valid evidence and/or argument;

- (f) spelling, punctuation and use of syntax are accurate.

IA Restricted Response

The student will be set Restricted Response questions to test his/her ability to evaluate the effectiveness of written reports and papers.

To achieve the Learning Outcome, the student will be required to undertake a study of 2 extended formal reports or extracts from reports which have been selected by the tutor. Each report will be complex in structure and will consist of 500 - 1000 words.

Satisfactory performance will be that performance criteria (a)-(f) are met in respect of each report or extract of report.

LO2 USE PROOF READING AND EDITING TECHNIQUES

- PC (a) Errors in punctuation, vocabulary and spelling are corrected.
- (b) Errors in structure and form of graphical/pictorial material are corrected.
- (c) Typographical errors are identified.
- (d) Inconsistencies of style are identified.

IA Practical Exercise

The student will be presented with two pieces of extended complex writing identified or created by the tutor and containing a range of errors. Each piece will consist of 500 - 1000 words and, in addition, should contain graphical/pictorial information. The student will be required to make appropriate corrections.

Satisfactory performance will be that the student, for each piece of writing, completes a Practical Exercise which satisfies performance criteria (a) - (d).

LO3 WRITE A REPORT USING A GIVEN PROFORMA

- PC (a) Vocabulary, register and style are appropriate to purpose and audience.
- (b) All essential information is included.
- (c) All information presented is accurate and necessary to purpose.
- (d) Spelling, punctuation and use of syntax are accurate.
- (e) The report is legible.

IA Assignment

From a proforma agreed with the tutor, the student will be required to produce one written report. The length of the report will be determined by the nature of the proforma.

Satisfactory performance will be that the student's report meets performance criteria (a) - (e).

LO4 WRITE AN EXTENDED FORMAL REPORT

- PC (a) Vocabulary, register and style are appropriate to purpose and audience.
- (b) The remit for the report and procedures used to gather information are clearly expressed.
- (c) The report has a coherent sequence and is presented in paragraphs which display thematic unity.
- (d) All essential information is included.
- (e) All information is necessary to purpose.
- (f) Conclusion/s and recommendation/s are drawn which are consistent with the information presented.
- (g) Spelling, punctuation and use of syntax are accurate.
- (h) A range of sentence forms, including the complex sentence, is used.
- (i) The report is legible.

IA Assignment

The student will be required to produce an extended formal report, complex in structure and comprising a minimum of 750 words. Graphical/pictorial information should be included as appropriate. The choice of topic should be negotiated with the tutor and approved before the student embarks on his/her assignment.

A wordprocessor or typewriter may be used. The use of a spellcheck will not be allowed.

Satisfactory performance will be that the student's report meets performance criteria (a)-(i).

LO5 WRITE A DISCURSIVE PAPER

- PC (a) Vocabulary, register and style are appropriate to purpose and audience.
- (b) The paper has a coherent sequence and is presented in paragraphs which display thematic unity.
- (c) Information, ideas and arguments are clearly expressed and relevant to the topic.

- (d) The different aspects of the topic are clearly identified.
- (e) An understanding of differing points of view is demonstrated.
- (f) Opinions and conclusions are supported by valid evidence and/or argument.

- (g) Spelling, punctuation and use of syntax are accurate.
- (h) A range of sentence forms, including the complex sentence is used correctly.
- (i) The paper is legible.

IA Assignment

The student will be required to produce an extended formal and discursive paper, complex in structure and comprising a minimum of 750 words. Graphical/pictorial information should be included as appropriate. The choice of topic should be negotiated with the tutor and approved before the student embarks on his/her assignment.

A wordprocessor or typewriter may be used. The use of a spellcheck will not be allowed.

Satisfactory performance will be that the student's paper meets performance criteria (a) - (i).