



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **SITXLAN5\_\_A Read and write workplace information in a language other than English**

Release: 1

## **SITXLAN5A Read and write workplace information in a language other than English**

### **Modification History**

Not applicable.

### **Unit Descriptor**

#### **Unit descriptor**

This unit describes the performance outcomes, skills and knowledge required to read and write workplace information in diverse language scripts to respond to customer needs. It covers routine and non-routine activities such as writing letters and brief workplace reports, and using a range of commonly used workplace documents such as emails, faxes, letters and brochures. This unit can be used for training delivery and assessment of reading and writing proficiency in any language, other than English. There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 3.

This unit is the first in a hierarchical set of two units dealing with reading and writing in a language other than English, ranging from entry to fluency and increasing in complexity with the level of linguistic ability. These units do not align with Australian Qualifications Framework (AQF) levels and do not include interpreting or translating, which are higher-level specialist skills.

## Application of the Unit

### Application of the unit

This unit applies to individuals working in any industry context and at many different levels of responsibility. Frontline, supervisory or management personnel may use the language skills described in this unit.

This unit may be customised for training delivery and assessment of proficiency in any language.

However, for reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry.

A specific code has been allocated for each of these languages, as detailed below. In addition, each language must be indicated in brackets after the unit title.

For example: SITXLAN502A Read and write workplace information in a language other than English (Indonesian).

SITXLAN501A	(Arabic)
SITXLAN502A	(Indonesian)
SITXLAN503A	(Cantonese)
SITXLAN504A	(Dutch)
SITXLAN505A	(Finnish)
SITXLAN506A	(French)
SITXLAN507A	(German)
SITXLAN508A	(Greek)
SITXLAN509A	(Hindi)
SITXLAN510A	(Hungarian)
SITXLAN511A	(Italian)
SITXLAN512A	(Japanese)
SITXLAN513A	(Korean)
SITXLAN514A	(Malay)
SITXLAN515A	(Mandarin)
SITXLAN516A	(Polish)
SITXLAN517A	(Portuguese)

SITXLAN501A	(Arabic)
SITXLAN518A	(Russian)
SITXLAN519A	(Serbian)
SITXLAN520A	(Spanish)
SITXLAN521A	(Swedish)
SITXLAN522A	(Swiss German)
SITXLAN523A	(Taiwanese)
SITXLAN524A	(Thai)
SITXLAN525A	(Turkish)
SITXLAN526A	(Croatian)
SITXLAN527A	(Bosnian)
SITXLAN528A	(Australian Indigenous languages)
SITXLAN529A	(AUSLAN)

## Licensing/Regulatory Information

Not applicable.

## Pre-Requisites

**Prerequisite units** Nil

## Employability Skills Information

**Employability skills** The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency. Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Read and understand workplace documents.	<p>1.1 Read and understand <b><i>routine and non-routine workplace documents</i></b>.</p> <p>1.2 Use and interpret any accompanying <b><i>visual information</i></b> to support comprehension.</p> <p>1.3 Identify main ideas, key facts and requirements.</p> <p>1.4 Identify and take into account tone and purpose of document.</p> <p>1.5 Act upon information and respond to requests, seeking assistance where required.</p>
2 Write simple routine workplace documents.	<p>2.1 Accurately prepare <b><i>simple workplace documents</i></b> using key words, phrases, simple sentences and visual aids where appropriate.</p> <p>2.2 Clearly and accurately convey main ideas, key facts and details in the written text.</p>

## **ELEMENT**

## **PERFORMANCE CRITERIA**

- 2.3 Write key information in the appropriate places in standard forms to enable the completion of *routine tasks*.
- 2.4 Provide clear and easy to follow *written directions and instructions* in a correctly ordered sequence.
- 2.5 Support written communication with the use of appropriately sequenced expressions and questions that help define or clarify the goal.
- 2.6 Adhere to workplace and cultural conventions and protocols when preparing written documents.
- 2.7 Provide written responses to documents in an appropriate form and tone.

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- reading comprehension skills to identify the document purpose, main idea, key issues and facts, writer attitude and mood, type of response and action, and to recognise when further assistance in translating may be required
- cross-cultural communication skills to avoid writing workplace information that may cause offence.

The following knowledge must be assessed as part of this unit:

- linguistic knowledge required to write workplace documents in a language other than English, including structure and other specific language features such as vocabulary, sentence structure, grammar, spelling and punctuation conventions

awareness and limited application of social, workplace and cultural conventions and protocols in relation to the culture and language being assessed.

## Evidence Guide

### EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

#### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

There are three critical considerations for the assessment of this unit.

- This unit can be used to assess basic oral proficiency in any language other than English. Assessment must be customised to the requirements of a particular language.
- Assessment should not only focus on the language being assessed but must also incorporate the practical customer service requirements of the tourism or hospitality industry, i.e. the assessment of language must be conducted while the candidate is carrying out

## EVIDENCE GUIDE

typical tourism or hospitality vocational activities.

- This unit can apply to any tourism and hospitality sector, workplace and circumstance. Assessment activities must ensure that the use of a specific language is contextualised and linked to vocational activities which are relevant to the particular tourism or hospitality sector and workplace. For example, if assessment is linked to restaurant service, language usage should relate to a restaurant.

Evidence of the following is essential:

- reading comprehension skills to understand and identify the document purpose, main ideas, key issues, facts, attitude and mood in written texts in the specific language (some use of a dictionary may be made but infrequently)
- appropriate linguistic knowledge and skills to communicate meaning effectively when writing documents relevant to the specific language in a particular workplace (some errors may occur in writing, provided facts are not distorted and meaning is clear)
- ability to understand meaning with reasonable accuracy when reading texts related to straightforward everyday situations, in order to respond or take action according to the business of a particular workplace
- ability to read and write the script relating to routine workplace information needs in a particular language (including alphabet, syllable and character-based languages) specific to the business requirements of a particular workplace.



## EVIDENCE GUIDE

### Context of and specific resources for assessment

Assessment must ensure:

- operational conditions of a tourism or hospitality customer service environment
- that the person being assessed is undertaking typical tourism or hospitality workplace activities such as providing quotations, issuing itineraries and vouchers, issuing letters, processing reservations while reading and writing in the language being assessed
- provision of services to customers within typical workplace time constraints
- use of relevant and current tourism and hospitality materials and equipment, such as timetables, brochures, rate schedules and menus
- use of relevant and current office equipment such as computers, faxes and email facilities
- use of resources which would be commonly used to assist workplace written communication, including:
  - dictionaries
  - maps
  - pamphlets
  - menus
  - tour brochures.

## EVIDENCE GUIDE

### Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- written testing of written language use (note: this should not be the sole method of assessment)
- written and oral questioning or interview to test the candidate's ability to read and interpret workplace documents written in a language other than English in a customer service environment
- review of samples of written communications translated by the candidate
- review of samples of workplace written communications prepared by the candidate
- review of project activities that simulate the application of reading and writing in a customer service activity
- written and oral questioning or interview to test knowledge of the culture, social and cultural conventions and cross-cultural communication requirements associated with the language
- written and oral questioning or interview to test linguistic knowledge, generic structure and other specific language features, such as vocabulary and sentence structure
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SITTTSL006B Prepare quotations
- SITTTSL009B Process travel-related documentation.

### Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically with other relevant units that make up the skill set or qualification and in the context of the job role.

## Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

***Routine and non-routine workplace documents*** required to be read and understood include:

- emails, memos and faxes
- brochures and promotional material
- menus and wine lists
- schedules and itineraries
- formal and informal letters
- reservation and booking information
- simple reports, such as progress and incident reports
- conference programs and signage
- visual and graphic materials.

***Visual information*** may include:

- signs
- maps
- diagrams
- forms
- labels
- tickets.

***Simple workplace documents*** may include:

- emails, memos and faxes
- letters of enquiry and complaint
- letters to customers
- thank you letters and invitations
- response to requests for routine information
- covering letters
- brief reports on events, negotiated arrangements, offers and opportunities.

- Routine tasks*** must relate to:
- providing factual information on the workplace
  - conducting simple product and service transactions
  - answering queries about products and services
  - responding to requests for general assistance and factual information within the scope of responsibility.

- Written directions and instructions*** may include:
- general information on workplace health and safety rules
  - how to use simple equipment.

## **Unit Sector(s)**

**Sector** Cross-Sector

## **Competency field**

**Competency field** Languages other than English