



**Australian Government**

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

# **BSBWRT401A Write complex documents**

**Revision Number: 1**

## BSBWRT401A Write complex documents

### Modification History

Not applicable.

### Unit Descriptor

<b>Unit descriptor</b>	<p>This unit describes the performance outcomes, skills and knowledge required to plan documents, draft text, prepare final text and produce documents of some complexity.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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### Application of the Unit

<b>Application of the unit</b>	<p>This unit applies to individuals who work in a range of business environments and are skilled in the creation of reports, information and general promotion documents that are more complex than basic correspondence, memos or forms and that require review and analysis of a range of information sources.</p>
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### Licensing/Regulatory Information

Not applicable.

### Pre-Requisites

<b>Prerequisite units</b>		

## Employability Skills Information

<b>Employability skills</b>	This unit contains employability skills.
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## Elements and Performance Criteria Pre-Content

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

ELEMENT	PERFORMANCE CRITERIA
1. Plan documents	<ul style="list-style-type: none"><li>1.1. Determine the <i>purposes</i> of documents</li><li>1.2. Choose <i>appropriate formats</i> for documents</li><li>1.3. Establish <i>means of communication</i></li><li>1.4. Determine <i>requirements of documents</i></li><li>1.5. Determine <i>categories and logical sequences of data, information and knowledge</i> to achieve document objectives</li><li>1.6. Develop overview of structure and content of documents</li></ul>
2. Draft text	<ul style="list-style-type: none"><li>2.1. Review and organise available data, information and knowledge according to proposed structure and content</li><li>2.2. Ensure data, information and knowledge is aggregated, interpreted and summarised to prepare text that satisfies document purposes and objectives</li><li>2.3. Include graphics as appropriate</li><li>2.4. Identify gaps in required data and information, and collect additional material from <i>relevant enterprise personnel</i></li><li>2.5. Draft text according to document requirements and genre</li><li>2.6. Use language appropriate to the audience</li></ul>
3. Prepare final text	<ul style="list-style-type: none"><li>3.1. Review draft text to ensure document objectives are achieved and requirements are met</li><li>3.2. Check grammar, spelling and style for accuracy and punctuation</li><li>3.3. Ensure draft text is approved by <i>relevant</i> enterprise personnel</li><li>3.4. Process text amendments as required</li></ul>
4. Produce document	<ul style="list-style-type: none"><li>4.1. Choose basic <i>design elements</i> for documents appropriate to audience and purpose</li><li>4.2. Use word processing software to apply basic design elements to text</li><li>4.3. Check documents to ensure all requirements are met</li></ul>

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

#### Required skills

- communication skills to clarify requirements of documents
- literacy skills to edit and proofread documents; to create documents with a complex, organised structure of linked paragraphs which use simple and complex syntactic structure
- numeracy skills to collate and present data, graphs and annotated references
- problem-solving skills to use processes flexibly and interchangeably.

#### Required knowledge

- enterprise style guide/house style
- formatting styles and their impact on formatting, readability and appearance of documents
- organisational requirements for ergonomics, work periods and breaks, and resource conservation techniques
- rules and conventions for written English, as defined by general and specialist dictionaries and books about grammar.

## Evidence Guide

<b>EVIDENCE GUIDE</b>	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
<b>Overview of assessment</b>	
<b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b>	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> <li>• production of documents</li> <li>• editing draft text to ensure accuracy and clarity of information</li> <li>• knowledge of enterprise style guide/house style.</li> </ul>
<b>Context of and specific resources for assessment</b>	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> <li>• access to an actual workplace or simulated environment</li> <li>• access to office equipment and resources</li> <li>• examples of documents and style guides.</li> </ul>
<b>Method of assessment</b>	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> <li>• direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate</li> <li>• review of structure and content of documents</li> <li>• review of draft documents</li> <li>• review of final documents</li> <li>• demonstration of techniques</li> <li>• oral or written questioning to assess knowledge of word processing software functions.</li> </ul>
<b>Guidance information for assessment</b>	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> <li>• BSBITU401A Design and develop complex text documents.</li> </ul>

## Range Statement

### 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, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<b><i>Purposes of documents</i></b> may include:	<ul style="list-style-type: none"> <li>• conveying research findings</li> <li>• documenting policies, procedures and processes</li> <li>• influencing attitudes, opinions, beliefs</li> <li>• meeting legal requirements</li> <li>• meeting other data, information or knowledge needs of an audience</li> <li>• proposing recommendations, options and actions</li> </ul>
<b><i>Appropriate formats</i></b> for documents may include:	<ul style="list-style-type: none"> <li>• detailed business letters</li> <li>• emails</li> <li>• instructions and procedures</li> <li>• manuals</li> <li>• publications, leaflets, brochures</li> <li>• reports</li> <li>• speeches and presentations</li> <li>• submissions tender documentation and public notices</li> <li>• website text</li> </ul>
<b><i>Means of communication</i></b> may include:	<ul style="list-style-type: none"> <li>• software packages such as MS Word, MS Excel, MS PageMaker, MS PowerPoint and templates</li> </ul>
<b><i>Requirements of documents</i></b> may include:	<ul style="list-style-type: none"> <li>• compliance with genre</li> <li>• compliance with proformas, standardised reporting requirements or undertakings made by the organisation about reporting</li> <li>• file types and sizes for online documents</li> <li>• languages other than English requirements</li> <li>• legal or traditional requirements for the particular document format</li> <li>• organisational policy, procedures and guidelines applying to writing documents, including house style</li> <li>• point numbering systems</li> <li>• requirements for illustrations, photographs, graphs, charts, maps and other illustrative material</li> </ul>

<b>RANGE STATEMENT</b>	
	<p>to explain texts</p> <ul style="list-style-type: none"> <li>standards for references, footnotes, citations, acknowledgements</li> <li>time lines, including deadlines</li> <li>word length</li> <li>writing styles, including simplicity of English and use of technical language</li> </ul>
<i>Categories and logical sequences of data, information and knowledge</i> may include:	<ul style="list-style-type: none"> <li>arguments and rebuttals</li> <li>categories and sequences traditionally used for the particular type of document being prepared</li> <li>chronological, alphabetical or operating sequences</li> <li>facts, observations, conclusions and recommendations</li> <li>illustrative case studies and other examples</li> <li>linking and summary statements</li> <li>recommendations and supporting arguments</li> </ul>
<i>Relevant enterprise personnel</i> may include:	<ul style="list-style-type: none"> <li>colleagues/staff in own work area section/team members</li> <li>consultative committees</li> <li>internal providers of specialist expertise</li> <li>managers/leaders/coordinators/supervisors</li> <li>owners</li> <li>staff in relevant work sections</li> </ul>
<i>Design elements</i> may include:	<ul style="list-style-type: none"> <li>capitals and underlining</li> <li>fonts</li> <li>headings</li> <li>illustrations, photographs and other illustrative material for design purposes</li> <li>justification and alignment</li> <li>lists and tables</li> <li>logos, branding, organisational identity requirements</li> <li>margins and paragraph indentation</li> <li>page shape</li> <li>page size</li> <li>templates</li> <li>use and amount of colour</li> <li>use and amount of white space</li> </ul>



**Unit Sector(s)**

<b>Unit sector</b>	
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**Competency field**

<b>Competency field</b>	Communication - Writing
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**Co-requisite units**

<b>Co-requisite units</b>		