



**Australian Government**

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

# **FDFOP2064A Provide and apply workplace information**

**Revision Number: 1**

## FDFOP2064A Provide and apply workplace information

### Modification History

Not applicable.

### Unit Descriptor

<b>Unit descriptor</b>	This unit of competency covers the skills and knowledge required to identify, collect and provide information to convey meaning to others.
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### Application of the Unit

<b>Application of the unit</b>	This unit typically targets the worker responsible for applying basic communication skills and providing information to support work practices. Information is previously generated and may be in a written or verbal form. Information can include data, charts, instructions, operating procedures, codes, production information, and simple reports (e.g. a breakdown report). Information can be provided to other members of a team, a supervisor, or maintenance staff. Communication skills include verbal and non-verbal methods and basic literacy according to the level of work information needs.
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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. Provide and apply information to suit workplace and audience requirements	1.1. Information requirements for work operations are identified 1.2. Information is collected and assessed 1.3. Information is selected and structured in a logical way to convey meaning to others 1.4. Appropriate methods are used to communicate effectively with others
2. Respond to information requests	2.1. Information requests are processed promptly and courteously 2.2. Effective listening and verbal communication skills are applied to obtain information 2.3. The nature of requests is clarified 2.4. Appropriate information is provided in response to requests 2.5. Information is provided in a form appropriate to the enquirer 2.6. Requests are referred to the appropriate personnel where they fall outside area of responsibility
3. Use and maintain workplace information	3.1. A range of information sources is accessed to support work requirements 3.2. Information is recorded in appropriate formats according to workplace reporting requirements 3.3. Work is conducted in accordance with workplace environmental guidelines 3.4. Information is analysed to meet work requirements 3.5. Effective listening and verbal communication skills are applied to exchange information

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

##### *Ability to:*

- identify and access information to undertake work responsibilities
- seek information from people in the workplace to support work roles and responsibilities
- ascertain or clarify information requirements by asking questions
- prepare simple written or verbal presentations that structure and present information in a logical sequence
- present information appropriate to audience and information purpose, such as use of graphs and/or diagrams as appropriate (the audience may include people from diverse cultural backgrounds and with people with limited ability to speak or understand English)
- participate with others to achieve work outcomes using interactive communication processes
- participate in group discussions and processes as required, including demonstrating active listening skills and participating constructively in discussions
- respect and, where appropriate, represent the views of others
- record information in required format/s
- apply effective listening, questioning and verbal skills
- apply reading and writing skills to the level required by work operations
- work cooperatively within a culturally diverse workforce

#### Required knowledge

##### *Knowledge of:*

- communication channels, including consultative arrangements established in the workplace
- common colloquial and technical terms relating to work function
- sources of information and advice relating to work responsibilities
- methods and technologies used to access, record and store workplace information, including print, and screen-based systems as relevant to the workplace
- presentation techniques to convey information on a range of typical workplace subjects appropriate to the audience
- recognition of different personal communication styles and appropriate communication options
- recognition of cultural diversity as appropriate in the workplace
- reporting roles and responsibilities
- interpersonal skills including active listening, questioning, seeking and responding

<b>REQUIRED SKILLS AND KNOWLEDGE</b>
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| <ul style="list-style-type: none"><li>• basic meeting procedures to identify and achieve meeting/discussion outcomes</li></ul> |
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## Evidence Guide

<b>EVIDENCE GUIDE</b>	
<p>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.</p>	
<p><b>Overview of assessment</b></p>	<p>Assessment must be carried out in a manner that recognises the cultural and literacy requirements of the assessee and is appropriate to the work performed. Competence in this unit must be achieved in accordance with food safety standards and regulations.</p>
<p><b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b></p>	<p>Evidence of ability to:</p> <ul style="list-style-type: none"> <li>• use, interpret and apply work-related information presented in a variety of forms</li> <li>• select and apply communication methods to present information to others</li> <li>• respond to information requests</li> <li>• record and maintain information in required work formats.</li> </ul>
<p><b>Context of and specific resources for assessment</b></p>	<p>Assessment must occur in a real or simulated workplace where the assessee has access to:</p> <ul style="list-style-type: none"> <li>• advice on work roles and responsibilities</li> <li>• opportunities to interact with others using typical workplace communication processes</li> <li>• typical group forums, such as work groups and committees</li> <li>• typical workplace information</li> <li>• information systems and procedures</li> <li>• standard forms and equipment (as required) for recording workplace information.</li> </ul>
<p><b>Method of assessment</b></p>	<p>This unit should be assessed together with other units of competency relevant to the function or work role. Examples could be:</p> <ul style="list-style-type: none"> <li>• FDFOP1007A Participate effectively in a workplace environment</li> <li>• FDFOP2005A Work in a socially diverse environment</li> <li>• TLIK107C Use infotechnology devices and computer applications in the workplace.</li> </ul>
<p><b>Guidance information for</b></p>	<p>To ensure consistency in one's performance, competency should be demonstrated on more than one occasion over</p>

**EVIDENCE GUIDE****assessment**

a period of time in order to cover a variety of circumstances, cases and responsibilities, and where possible, over a number of assessment activities.



## Range Statement

<b>RANGE STATEMENT</b>	
<p>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.</p>	
<b>Workplace information</b>	<p>Workplace information may include:</p> <ul style="list-style-type: none"> <li>• standard operating procedures (SOPs)</li> <li>• specifications</li> <li>• production schedules and instructions</li> <li>• signs and symbols</li> <li>• materials safety data sheets (MSDS)</li> <li>• manufacturers' advice</li> <li>• standard forms and reports</li> </ul>
<b>Information to be accessed/conveyed</b>	<p>Information to be accessed/conveyed may be verbal, written and/or screen based and may include:</p> <ul style="list-style-type: none"> <li>• symbols</li> <li>• charts</li> <li>• signs</li> <li>• data</li> <li>• instructions</li> <li>• pictures and diagrams as relevant to own work</li> </ul>
<b>Typical subjects for communication</b>	<p>Typical subjects for communication include:</p> <ul style="list-style-type: none"> <li>• work functions</li> <li>• shift handovers</li> <li>• company policies and codes of practice</li> <li>• rights and responsibilities</li> <li>• procedures</li> <li>• employment conditions and entitlements</li> </ul>
<b>Interactive communication processes</b>	<p>Interactive communication processes include:</p> <ul style="list-style-type: none"> <li>• active listening</li> <li>• turn taking</li> <li>• questioning and tolerating the views of others</li> <li>• seeking and providing constructive feedback</li> </ul>

<b>RANGE STATEMENT</b>	
<b>Recording and/or accessing information electronically</b>	Recording and/or accessing information electronically does not require an understanding of the programs used and the function involves limited interaction, such as simple keyboard operations.

**Unit Sector(s)**

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

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

<b>Co-requisite units</b>		