



Australian Government

PSPGOV606A Prepare high-level/sensitive written materials

Revision Number: 3

PSPGOV606A Prepare high-level/sensitive written materials

Modification History

Release	TP Version	Comments
3	PSP12V1	Unit descriptor edited.
2	PSP04V4.2	Layout adjusted. No changes to content.
1	PSP04V4.1	Primary release.

Unit Descriptor

This unit covers high-level written communication including the preparation of complex, sensitive materials. It includes preparing for high-level written communication, critically analysing other positions and preparing persuasive written communication.

In practice, preparing high-level/sensitive written materials may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, applying government systems, managing change, managing diversity, etc.

This is one of 5 units of competency in the *Working in Government* Competency Field that deal with written communication. Related units are:

- PSPGOV208A Write routine workplace materials
- PSPGOV313A Compose workplace documents
- PSPGOV413A Compose complex workplace documents
- PSPGOV513A Refine complex workplace documents
-
- No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in ***bold italics*** is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for high-level written communication	<p>1.1 <i>Communication objectives</i> are clarified, stakeholders are identified and political or other sensitivities are determined.</p> <p>1.2 Research is undertaken to anticipate the likely attitudes of and positions of <i>stakeholders</i> on the matter/s under consideration.</p> <p>1.3 Subject matter is researched/<i>organised</i>, key messages to be conveyed are distilled and tactics are planned to utilise written materials to maximise outcomes for the organisation in accordance with <i>legislation, policy and guidelines</i>.</p>
2. Critically analyse other positions	<p>2.1 Other positions are considered critically to evaluate complex levels of meaning in written communication and to identify impartiality, bias or unsupported argument.</p> <p>2.2 Written materials are examined for subtext, significant inclusions and exclusions, socio-cultural values, attitudes and assumptions.</p> <p>2.3 Complex concepts and ideas are explored to clarify understanding, and justify, or challenge interpretations based on underlying assumptions, beliefs and values.</p> <p>2.4 Evidence is compared and contrasted and sources referred to are evaluated for reliability and authenticity.</p> <p>2.5 Evidence is used to test other positions and draw conclusions about their validity and strengths.</p>
3. Prepare persuasive written communication	<p>3.1 <i>Communication approach</i> is chosen and used to positively influence and remove barriers to understanding for the given audience.</p> <p>3.2 Risk assessment is undertaken and risk management is implemented in relation to document preparation and content.</p> <p>3.3 Input information/documents provided by others are analysed for fit with the chosen approach and to ensure consistency of values, attitudes and opinions.</p> <p>3.4 Information is synthesised and <i>complex documents</i> are prepared in accordance with <i>organisational requirements</i>, legislation, policy and procedures.</p> <p>3.5 Feedback from others is obtained on the documents' effectiveness for the purpose intended, outcomes are assessed and lessons learnt are articulated and used to underpin future writing.</p> <p>3.6 Feedback is provided to contributors of information/documents to improve future input in a manner that provides learning opportunities for the contributors.</p>

Required Skills and Knowledge

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

Skill requirements

Look for evidence that confirms skills in:

- reading and writing at a level to cope with a range of complex and sensitive workplace materials
- critically analysing and synthesising information to compose complex written documents
- researching other pertinent information, such as supporting/opposing position papers
- refining content, structure and sequence according to the required purpose of written material
- analysing and using language structures and features that influence the interpretation of written communication
- using spelling, punctuation and grammar for workplace documents at an experienced level
- providing feedback on other people's work in ways suited to the diversity of the workplace, including creation of learning opportunities to improve research/document input
- cross-cultural communication requirements
- implementing ergonomic requirements for office work
- complying with environmental policies such as those relating to paper use/wastage/recycling

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, regulations, policies, procedures and guidelines relating to written communication in the public sector such as privacy, freedom of information, information security, confidentiality, copyright, intellectual property
- critical analysis of complex information in a government context
- politically and culturally sensitive documents
- organisational requirements for complex written documents
- government style manual requirements
- persuasive written language devices and their ethical use for calculated effect
- the ways in which socio-cultural factors, language features and structures combine to influence the interpretation of written information
- equal employment opportunity, equity and diversity principles
- public sector legislation such as occupational health and safety and environment in the context of preparing complex/sensitive written materials

Evidence Guide

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:
 - PSPETHC601B Maintain and enhance confidence in public service
 - PSPGOV601B Apply government systems
 - PSPGOV605A Persuade and influence opinion
 - PSPMNGT605B Manage diversity
 - PSPMNGT608B Manage risk
 - PSPMNGT609B Formulate business strategies
 - PSPLEGN601B Manage compliance with legislation in the public sector
 - PSPOHS602A Manage workplace safety

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- preparation of high-level/sensitive written materials in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to written communication in the public sector
- examples of complex workplace documents
- government style guide
- organisational writing guides
- case studies and workplace scenarios to capture the range of situations likely to be encountered when preparing high-level/sensitive written materials

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when preparing high-level/sensitive written

materials, including coping with difficulties, irregularities and breakdowns in routine

- preparation of high-level/sensitive written materials in a range of (3 or more) contexts (or occasions, over time).

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- portfolios
- projects
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in ***bold italics*** in the Performance Criteria is explained here.

<p><i>Communication objectives</i> may include:</p>	<ul style="list-style-type: none"> • influencing opinion • share information • brief Minister • reach consensus • shape opinion • influence policy • represent the organisation's position • represent the business unit's position • build reputation (of self and organisation) • market services • obtain funding
<p><i>Stakeholders</i> may include:</p>	<ul style="list-style-type: none"> • all those individuals and groups both inside and outside the government that have some direct interest in government conduct, actions, products and services, such as: <ul style="list-style-type: none"> • employees at all levels of the public sector • government • Ministers • clients • the public • other public sector organisations • other jurisdictions • union and association representatives • boards of management • international governments • international bodies • community groups • non-government organisations • special interest groups • key individuals of influence
<p><i>Organisation of subject matter</i> may include:</p>	<ul style="list-style-type: none"> • identifying features, advantages and benefits and aligning evidence/examples • anticipating likely disagreements and structuring material to address these

<p><i>Legislation, policy and guidelines</i> may include:</p>	<ul style="list-style-type: none"> • State/Territory and Commonwealth legislation, regulations, policies, guidelines and standards relating to high-level written communication in the public sector, such as: <ul style="list-style-type: none"> • ethics and accountability guidelines/codes of practice • information security standards • principles of equal employment opportunity, equity and diversity • confidentiality • freedom of information • privacy • intellectual property • fraud standards • copyright • risk management
<p><i>Communication approach</i> may include:</p>	<ul style="list-style-type: none"> • consideration of wider organisational/public sector issues • consideration of political sensitivities • language calculated to appeal emotionally to a particular audience, such as authoritative, serious, informal, informative • cultural, ethnic, diversity or equity considerations • working within government processes and operational frameworks • consultative • collaborative • assertive • reasonable
<p><i>Complex documents</i> may include:</p>	<ul style="list-style-type: none"> • Cabinet submissions • briefing papers • speeches • media briefs • position papers • discussion papers • business cases • reports • public policy strategies • justification for policy development • policy guidance
<p><i>Organisational requirements</i> may include:</p>	<ul style="list-style-type: none"> • use of plain English • style formats • acknowledgements • particular terminology to be used/not used: <ul style="list-style-type: none"> • acronyms

	<ul style="list-style-type: none">• technical terms• bureaucratic language• abbreviations• requirements for minimising jargon in written materials• requirements for written material to take account of cultural, ethnic, religious or language differences, disabilities, etiquette• guidelines for illustrative items• standards for references, acknowledgements, citations, footnotes, endnotes• use of particular communication channels• private or confidential materials• embargoed material• politically sensitive materials• security standards for government information
--	--

Unit Sector(s)

Not applicable.

Competency field

Working in Government.