



**Australian Government**

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

# **PSPREG422 Produce texts from recordings**

**Release 1**

## **PSPREG422 Produce texts from recordings**

### **Modification History**

<b>Release</b>	<b>TP Version</b>	<b>Comments</b>
1	PSP12V1	Primary release.

### **Unit Descriptor**

This unit describes the performance outcomes, skills and knowledge required to transcribe a recording using keyboarding techniques to produce accurate texts in a regulatory environment.

### **Application of the Unit**

This unit applies to individuals in a range of regulatory work environments who produce texts from recordings using keyboarding techniques. They may have been responsible for making the recordings they are transcribing or work as individuals who provide administrative support within an enterprise. In either case the regulatory context imposes legislative and evidentiary requirements that must be observed.

### **Licensing/Regulatory Information**

Not applicable.

### **Pre-Requisites**

Not applicable.

### **Employability Skills Information**

This unit contains employability skills.

## 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 range statement. Assessment of performance is to be consistent with the evidence guide.

## Elements and Performance Criteria

- |  |  |
|--|--|
| 1) <b>ELEMENTS</b>                           | 2) <b>PERFORMANCE CRITERIA</b>   |
| 3) <b>1. Prepare for transcription</b>       | 4) 1.1 Organisational and legislative requirements are identified for style, presentation and storage of completed texts, before commencing each task.                             |
|  | 5) 1.2 The <i>purpose and requirements of texts</i> are clarified with the supervisor or author.   |
|  | 6) 1.3 <i>Work organisation, ergonomic and OHS requirements</i> are observed according to organisational procedures.   |
|  | 7) 1.4 <i>Sustainable work practices</i> are used to conserve resources and minimise wastage.  |
| 8) <b>2. Transcribe from recorded source</b> | 9) 2.1 Keyboarding techniques are used to produce texts from <i>recordings</i> with the <i>required accuracy</i> .   |
|  | 10)2.2 Unclear speech in recordings is clarified with the author or by reference to notes made at the time or soon after.  |
|  | 11)2.3 Texts transcribed from recordings reflect a true and accurate record of what was recorded.  |
|  | 12)2.4 The spelling of names and any technical terms are checked to ensure accuracy and clarity of the texts.  |
|  | 13)2.5 Punctuation is used to ensure oral meanings are accurately transcribed into written form.   |
|  | 14)2.6 Draft texts are <i>self-checked</i> in line with their intended purpose and audience.   |
|  | 15)2.7 Draft texts are produced within <i>designated timelines</i> .   |
|  | 16)2.8 Recordings are stored in accordance with organisational and legislative requirements.   |
| 17) <b>3. Edit and revise texts</b>          | 18)3.1 Draft texts are circulated to <i>parties</i> involved in line with organisational and legislative requirements.   |
|  | 19)3.2 Feedback that identifies <i>inaccuracies</i> but does not affect the content or meaning of the texts is incorporated and texts are re-checked and any new errors corrected. |
|  | 20)3.3 Final transcriptions are formatted, named, stored, printed and distributed in accordance with organisational, legislative and task requirements.                            |

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## Required Skills and Knowledge

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

### Required skills

- communication skills to:
  - clarify transcription requirements and unclear speech
  - seek feedback on draft texts
- listening skills to:
  - identify different speakers from their voices on a recording
  - interpret intonation and stress to ensure an accurate reflection of the meaning of recorded speech
- literacy skills to:
  - read and interpret organisational and legislative requirements
  - draft and finalise transcribed documents
  - proofread and edit work for accuracy against original recordings
- self-management skills to:
  - produce and circulate texts within required timeframes
  - use sustainable and ergonomic work practices related to transcribing recordings
- technical skills to:
  - use computer software for transcribing texts
  - produce texts using keyboarding techniques

### Required knowledge

- key provisions of legislation relating to recording and transcribing information, including enabling legislation for regulators, privacy and freedom of information
- ethical principles relating to recording and transcribing information
- types of recordings, their purpose and specific legislative requirements
- rules of evidence
- formats and styles for workplace documents produced from recordings
- organisational requirements relating to formatting, naming, storing, printing and distributing texts produced from recordings, and the handling and storage of source recordings

## Evidence Guide

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.

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

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms consistency of performance in producing texts from recordings. This will include:

- transcribing at least three different types of recordings to the required standard on at least three separate occasions
- critically evaluating transcriptions for accuracy
- proofreading and editing of texts
- adhering to legislative and organisational requirements relating to the recording and transcription of information

### **Context of and specific resources for assessment**

Assessment must ensure access to a real or simulated workplace environment that closely resembles normal work practice and replicates the range of conditions likely to be encountered, including coping with difficulties, irregularities and breakdowns in routine.

Access is required to office equipment and resources, such as:

- workplace reference materials such as style guides
- recording equipment such as hand held devices, digital recorders, audio-tapes, Dictaphone equipment
- computer equipment including word processing software
- dictionary

### **Method of assessment**

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

- case studies
- demonstration
- observation
- written or oral questions
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

### **Guidance information for assessment**

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

## Range Statement

<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. <b><i>Bold italicised</i></b> 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>	
<p><b><i>Purpose and requirements of texts</i></b> may include:</p>	<ul style="list-style-type: none"> <li>• for use in court as evidence</li> <li>• primary evidence</li> <li>• contemporaneous notes</li> <li>• verbatim records of interviews</li> <li>• verbatim records of meetings</li> <li>• verbatim records of dictation</li> <li>• reports</li> <li>• minutes</li> <li>• formal or informal letters</li> <li>• compliance with legislative requirements e.g. rules of evidence</li> </ul>
<p><b><i>Work organisation</i></b> may include:</p>	<ul style="list-style-type: none"> <li>• mix of repetitive and other activities</li> <li>• keyboarding rest breaks</li> <li>• exercises or stretching</li> </ul>
<p><b><i>Ergonomic and OHS requirements</i></b> may include:</p>	<ul style="list-style-type: none"> <li>• screen position</li> <li>• workstation height and layout</li> <li>• chair height, seat and back adjustment</li> <li>• keyboard and mouse position</li> <li>• document holder</li> <li>• footrest</li> <li>• lighting</li> <li>• posture</li> <li>• noise minimisation</li> <li>• avoiding radiation from computer screens</li> </ul>
<p><b><i>Sustainable work practices</i></b> may include:</p>	<ul style="list-style-type: none"> <li>• utilising power-save options for equipment</li> <li>• double-sided paper use</li> <li>• re-using paper for rough drafts (observing privacy and confidentiality requirements)</li> <li>• recycling used and shredded paper</li> </ul>
<p><b><i>Recordings</i></b> may include:</p>	<ul style="list-style-type: none"> <li>• electronic files</li> <li>• audiotape</li> <li>• micro-cassette</li> <li>• dictation machine or Dictaphone</li> </ul>
<p><b><i>Required accuracy</i></b> may</p>	<ul style="list-style-type: none"> <li>• capturing a true and accurate record of recordings</li> </ul>



include	<ul style="list-style-type: none"> <li>• correct grammar</li> <li>• correct spelling</li> <li>• correct punctuation</li> <li>• correct use of technical terms</li> <li>• intended meaning</li> </ul>
<i>Self-checking</i> may include:	<ul style="list-style-type: none"> <li>• accuracy</li> <li>• intended meaning</li> <li>• readability and flow</li> <li>• grammar</li> <li>• spelling</li> <li>• punctuation</li> </ul>
<i>Designated timelines</i> may include:	<ul style="list-style-type: none"> <li>• organisational timelines eg for minutes</li> <li>• timeline agreed with supervisor or person requiring texts</li> <li>• legislated timeframes</li> </ul>
<i>Parties</i> will include:	<ul style="list-style-type: none"> <li>• only those legally able to view transcripts eg only those who were present when recordings were made</li> </ul>
<i>Inaccuracies</i> may include:	<ul style="list-style-type: none"> <li>• spelling of names</li> <li>• incorrect technical terms</li> <li>• punctuation that changes the meaning or emphasis of what was recorded</li> </ul>

## Unit Sector(s)

Regulatory

## Custom Content Section

Not applicable.