



Australian Government

FSKWTG006 Write simple workplace information

Release: 1

FSKWTG006 Write simple workplace information

Modification History

Release	Comments
Release 1	This version first released with FSK Foundation Skills Training Package Version 2.0.

Application

This unit describes the skills and knowledge required to write simple workplace information, which may be in printed or digital formats, such as workplace reports, including incident or accident reports, pro-formas or templates, emails, messages, notes, statements or WHS records.

An individual performing these tasks may work with an expert or mentor where support is available if requested.

This unit applies to individuals who use, or are preparing to use, writing skills to complete workplace activities. This includes existing workers and individuals preparing for employment through vocational education and training. This unit should be integrated and contextualised with vocational training to support achievement of vocational competency.

The unit is aligned to, but does not fully address, the Australian Core Skills Framework (ACSF) writing core skill indicators .05 and .06 at level 2 in the workplace and employment domain of communication.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Writing

Elements and Performance Criteria

Element	Performance Criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Prepare to write simple workplace text	1.1 Identify and confirm type and purpose of familiar workplace text 1.2 Identify audience for workplace text and appropriate register of writing

Element	Performance Criteria
	1.3 Identify common text features and select for use 1.4 Identify personal and familiar workplace information required to develop text 1.5 Develop plan with a limited number of steps to write text
2. Draft text	2.1 Develop simple structure for text 2.2 Write text using simple vocabulary, grammatical structures and conventions 2.3 Apply very basic organising principles to sequence information 2.4 Layout and present text to meet workplace purpose
3. Review and finalise text	3.1 Check draft text for completeness, accuracy and suitability to audience and purpose 3.2 Review writing, incorporating feedback 3.3 Finalise text based on re-reading

Foundation Skills

This section describes language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

Supersedes and is equivalent to FSKWTG06 Write simple workplace information and FSKWTG04 Write simple informal workplace texts.

Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178>

Assessment Requirements for FSKWTG006 Write simple workplace information

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Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- draft, check and revise two of the following different simple workplace texts:
 - workplace report, including incident or accident reports
 - formatted text, pro-formas or templates, for example, internal job application form, shift handover reports, purchase orders, or invoices
 - standard workplace forms, including vehicle log or petty cash claim
 - brief shift note
 - email
 - message or note
 - roster or action plan for other members of a work group
 - list or simple flyer of information for discussion
 - dot point statement about a process or procedure.
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Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- different forms, structures, and uses of simple formal and informal workplace texts
- common features of simple workplace texts and their uses, including formatted and free form texts
- basic differences between informal and formal register of writing
- simple techniques for planning to write workplace texts
- simple grammar and vocabulary relevant to self, workplace and everyday life
- basic punctuation
- simple techniques for organising and sequencing information
- techniques to layout and present informal and formal workplace texts

- relevance and application, with support, of spell checking devices
- techniques to review and revise texts.
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Assessment Conditions

Competency is to be assessed in the workplace, a workplace simulated environment or a vocational training context.

Skills must be demonstrated using simple formatted texts and tasks with a clear purpose that reflect those typically found in a workplace.

The following resources are to be made available:

- an expert or mentor to provide support to learner if requested
- functioning computer and keyboard when digital information is being written in the performance evidence
- paper-based or electronic dictionary
- own familiar support resources.

Assessors must:

- satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards, and
- have sound knowledge of the ACSF and performance features of the ACSF level being assessed, and
- have demonstrable expertise, knowledge and skills in the vocational contextualisation and assessment of the core skill, writing, and
- have completed the following or equivalent:
 - TAESS00009 Address Foundation Skills in Vocational Practice Skill Set; or
 - a higher level education qualification, such as:
 - TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice (and its equivalent TAE70111); or
 - Bachelor of Education, Graduate Certificate or Graduate Diploma of Education, or higher. This may include qualifications relating to TESOL, adult education or vocational education.

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