



Australian Government

FSKWTG010 Write complex workplace texts

Release: 1

FSKWTG010 Write complex workplace texts

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 complex workplace texts, which may be in printed or digital formats, such as reports, technical or design briefs, induction manuals, standard operating procedures and instruction manuals.

An individual performing these tasks works independently and uses support from a range of established resources.

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.

This unit is aligned to, but does not fully address, the Australian Core Skills Framework (ACSF) writing core skill indicators .05 and .06 at level 4 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 complex workplace text	1.1 Identify type and context of workplace text 1.2 Identify audience and purpose of text, and choose appropriate register 1.3 Identify and select options for text structure, text features, and

Element	Performance Criteria
	text presentation 1.4 Develop plan to draft text in accordance with purpose
2. Develop information for text	2.1 Identify information required to write text 2.2 Extract and analyse information from a range of sources relevant to text purpose 2.3 Synthesise information and organise into logical text structure
3. Draft text	3.1 Use broad vocabulary, grammatical structures and conventions appropriate to text 3.2 Integrate information and sequence ideas in text 3.3 Format text with appropriate structure, layout and organisation to meet workplace purpose
4. Review and finalise text	4.1 Review and revise draft text for accuracy, consistency, structure, cohesion and appropriateness to audience and purpose 4.2 Proofread draft text for spelling, punctuation and grammar 4.3 Finalise text for use

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 FSKWTG10 Write complex 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 FSKWTG010 Write complex workplace texts

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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:

- prepare, draft and critically review at least one of the following complex workplace texts appropriate to audience and purpose:
 - induction manual or standard operating procedure used in the workplace
 - report, for example, sales figures with input from a range of sources
 - instruction manual for equipment or machinery
 - detailed instructions for a group activity
 - technical or design brief
 - evacuation instructions
 - formal text that incorporates specific workplace pro-formas and language, for example, agendas, minutes, emails or reports.
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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:

- broad range of complex text types and their uses
- audiences, purposes, features and contexts of complex workplace texts
- informal and formal text registers and application to different audiences
- methods to locate and analyse information required to write complex texts
- methods to synthesise and organise information to populate complex texts
- automated writing assistance tools, such as spellchecking devices
- grammar, vocabulary and punctuation relevant to complex workplace texts
- range of spelling strategies
- techniques to review and revise complex 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 independently using complex texts and tasks that reflect those typically found in a workplace and aligned to ACSF writing level 4.

The following resources are to be made available:

- paper-based or electronic dictionary
- paper-based or electronic thesaurus
- own familiar support resources
- functioning computer and keyboard when digital text is being completed in performance evidence
- resources to support research required to complete the performance or knowledge evidence
- automated writing assistance tools utilised in the knowledge evidence.

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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