



Australian Government

Department of Education, Employment and Workplace Relations

PSPGOV413A Compose complex workplace documents

Revision Number: 3

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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 written communication involving the evaluation and composition of complex workplace documents. It includes interpreting and evaluating workplace information, composing complex written materials and editing.

In practice, composing complex workplace documents may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, applying government processes, gathering and analysing information, using resources, 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
- PSPGOV513A Refine complex workplace documents
- PSPGOV606A Prepare high-level/sensitive written materials
- 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. Interpret and evaluate workplace information

- 1.1 **Information** is sourced from inside and outside the organisation in accordance with organisational requirements and sources analysed for reliability.
- 1.2 Cultural context of the information is distinguished and used to aid in interpretation.
- 1.3 Information is analysed for relevance to own work and assistance is sought with interpretation of complex materials in accordance with organisational procedures.
- 1.4 Assumed prior knowledge underpinning workplace information is identified and additional information is gathered if necessary to allow interpretation.
- 1.5 Implications of information are passed on to relevant personnel in accordance with legislation, policy and procedures.

2. Compose complex written materials

- 2.1 The **purpose**, objectives and format for the **materials** are determined in accordance with organisational requirements.
- 2.2 Information to inform the document is sourced, collated in a logical manner and assessed for relevance and inclusion.
- 2.3 **Content, structure and sequencing** of materials are determined in line with the purpose and intended audience.
- 2.4 Options/recommendations are considered for inclusion.
- 2.5 Possible impact on the target audience is assessed and potential criticism countered where necessary.
- 2.6 Written materials are composed, reviewed to confirm objectives, **organisational and legislative requirements** are met, and materials are submitted within required timeframes.

3. Edit written material

- 3.1 Intent of the communication is confirmed.
- 3.2 Content is checked and proofread for grammar, spelling and punctuation.
- 3.3 Communication is assessed in light of the needs of the intended audience.
- 3.4 Recommendations for improvement are made if necessary and explained/recorded in a manner that provides a learning opportunity for the future.
- 3.5 Information is amended if required, and submitted for approval in accordance with organisational policy and procedures.

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 complex level to cope with a range of workplace materials
- integrating information from a diverse number of sources in order to generate meaning
- writing and sequencing abstract concepts according to the required purpose of written material
- linking complex ideas in written material through selection and use of words, grammatical structures, headings and punctuation appropriate to the purpose
- spelling, punctuation and grammar for workplace documents at an experienced level
- responding to diversity, including gender and disability
- 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
- principles of effective written communication at a high level of complexity
- differences in register/style between workplace communication for different purposes
- government style manual
- organisation protocols for a range of complex written communication
- channels of communication and processes for obtaining advice, approvals etc
- organisational policy for recordkeeping - paper-based and electronic
- equal employment opportunity, equity and diversity principles
- public sector legislation such as occupational health and safety and environment in the context of preparing 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:
 - PSPETHC401A Uphold and support the values and principles of public service
 - PSPGOV402B Deliver and monitor service to clients
 - PSPGOV405B Provide input to change processes
 - PSPGOV406B Gather and analyse information
 - PSPGOV408A Value diversity
 - PSPGOV411A Deal with conflict
 - PSPLEGN401A Encourage compliance with legislation in the public sector
 - PSPOHS401B Implement workplace safety procedures and programs

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
- advanced communication strategies used 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 communication in the public sector, including freedom of information, privacy, equal employment opportunity, anti-discrimination, occupational health and safety
- case studies and workplace scenarios to capture the range of advanced communication situations likely to be encountered and required in the public sector

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 using advanced communication strategies, including coping with difficulties, irregularities and

breakdowns in routine

- advanced communication strategies used 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:

- case studies
- demonstration
- observation
- portfolios
- questioning
- scenarios
- simulation or role plays
- 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.

<i>Information</i> for evaluation may include:	• applications • briefing papers • discussion papers • expert opinion • literature • minutes • project briefs • reports • research • speeches • strategic and operational plans • submissions • web site information
<i>Purpose</i> may include:	• to influence opinion • to report on achievement • to recommend options and corresponding actions • to meet regulatory requirements • to meet public sector reporting requirements • to develop policy • to document policy • to obtain funding • to provide briefing material • to provide or contribute to strategic planning • to respond to enquiries/complaints
<i>Materials</i> to be composed may include:	• position papers • discussion papers • briefing materials • funding submissions • business cases • project briefs • reports • operational and other plans
<i>Content, structure and</i>	• facts and observations • case studies

<i>sequencing</i> may include:	• critical analysis • opinion • creative ideas • recommendations and supporting arguments • anticipated arguments and rebuttals • conclusions • division into chapters or sections • tables of contents and indexes • glossaries • executive summary • precis • chronological structure • alphabetic structure • operating sequence
<i>Organisational and legislative requirements</i> may include:	• use of plain English • style formats • acknowledgements • particular terminology to be used/not used: • acronyms • 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, bibliographies • particular communication channels • State/Territory or Commonwealth legislation, regulations, policies, procedures and guidelines relating to the preparation and security of written information in the public sector, including freedom of information, copyright, privacy, confidentiality, equal employment opportunity, diversity, occupational health and safety • risk assessment • information security requirements • public sector standards • fraud control standards • codes of practice • codes of ethics • private or confidential materials • embargoed materials

	• security requirements • politically sensitive materials • security standards for government information
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Unit Sector(s)

Not applicable.

Competency field

Working in Government.