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Section 1: Meeting VET sector requirements

Training organisations have a range of requirements that they must meet in developing and implementing quality training and assessment strategies and practices for course programs. As a trainer, you also have a range of requirements that must be considered when implementing programs for your specific group of learners.

1.1 How Aspire's resources assist in meeting requirements

The following section outlines a range of VET sector requirements and how Aspire's resources may assist you and your training organisation in implementing a quality learning experience.

VET sector requirement	Aspire's approach
<p>Australian Qualifications Framework</p> <p>The Australian Qualifications Framework is the national policy for regulated qualifications in the Australian education and training system. The AQF incorporates the quality assured qualifications from each education and training sector into a single comprehensive national qualifications framework.</p> <p>You and your training organisation must be aware of the requirements of the relevant AQF qualification or course requirements, from the endorsed training package, as you implement course delivery.</p>	<p>Aspire's learning resources and checkpoints have been pitched at a level suitable for the unit of competency and the qualifications for which it is relevant, based on the specifications in the Australian Qualifications Framework (AQF) (Second edition, January 2013). For more information regarding these specifications, and to download the Australian Qualifications Framework, visit the AQF website at: www.aqf.edu.au.</p>

Section 2: Unit of competency information

2.1 Unit of competency

Modification History

Release	Comments
Release 1	This streamlined version first released with <i>FSK Foundation Skills Training Package version 1.0</i> .

Application

This unit describes the skills and knowledge required to write simple workplace texts which may be in printed or digital format, such as incident or accident reports, purchase orders, brief shift notes, emails, messages, or WHS records.

The unit applies to individuals who need writing skills at Australian Core Skills Framework (ACSF) level 2 to undertake a vocational training pathway or workplace tasks.

This unit is designed for integration and contextualisation with vocational units to support achievement of vocational competency.

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 texts	1.1 Identify the audience and purpose of workplace text 1.2 Identify text features 1.3 Plan to write text

2.2 Unit of competency assessment requirements

Assessment Requirements for FSKWTG06 Write simple workplace information

Modification History

Release	Comments
Release 1	This streamlined version first released with <i>FSK Foundation Skills Training Package version 1.0</i> .

Performance Evidence

Evidence of the ability to:

- write simple workplace texts appropriate to audience and purpose
- review drafts to revise and finalise simple workplace texts.

Evidence must be collected using simple texts typically found in the workplace.

Note: Where a specific volume and/or frequency is not specified, evidence must be provided at least once.

Knowledge Evidence

Evidence of the following knowledge must be demonstrated:

- features of simple workplace texts
- writing strategies – planning, drafting, reviewing – for simple workplace texts
- grammar and vocabulary for simple workplace texts
- writing conventions for simple workplace texts.

Assessment Conditions

Assessment texts and tasks reflect those typically found in the workplace.

Advice and support is available if requested.

Culturally appropriate processes and techniques suited to the language, literacy and numeracy capacity of individuals and the work being performed must be used.

Reasonable adjustment can be made to ensure equity in assessment for people with disabilities.

Assessors must satisfy NVR/AQTF assessor requirements, have sound knowledge of the ACSF and have demonstrable expertise in the vocational contextualisation and assessment of the core skill - writing.

3.2 Delivery plans

The following sample delivery plans can be used to deliver *FSKWTG06 Write simple workplace information*. These plans, including the time allocations, are suggestions only. You may need to add to them, change them or substitute your own activities according to the interest level, experience of the learners and the specific situation. Remember, it is your responsibility as the trainer to use the most appropriate strategies for your learners.

The delivery plans have been developed for use in a face-to-face delivery environment. However, certain features of the delivery plans can be adapted to be used for individual/online learners, particularly for those parts of the learning content that necessitate some form of group interaction or communication.

Day 1		
Suggested time allocation: 15 hours Suggested resources: <ul style="list-style-type: none"> Recommended reading Slide presentation software 	Slide nos: 5–19	
Recommended reading	Terminology checklist	
Aspire learner guide <i>FSKWTG06 Write simple workplace information</i> , Release 1 Day 1	<ul style="list-style-type: none"> Colleague Team members Clients Supervisor Line manager Personnel Record Comply Inform Advise Request Update Clauses and conjunctions Verb and tenses Time markers Adjectives Pronouns Prepositions Contractions Telegraphic language High-frequency vocabulary 	<ul style="list-style-type: none"> Abbreviations Emails Formatted documents Notes and messages Subject line Salutation Message Closing The layout Text characteristics Graphical elements Title text fields Lines 'Office use only' section Highlight Bolding Underlining Tick boxes Ticks Crosses Arrows
Suggested training strategies		

3.3 Learning mapping

FSKWTG06 Write simple workplace information, Release 1

Unit of competency		Content	Checkpoint (CP)
Element 1: Prepare to write simple workplace texts			
1.1	Identify the audience and purpose of workplace text	Day 1 Audience and purpose	CP Day 1: Q 1, 2
1.2	Identify text features	Day 1 Writing documents	CP Day 1: Q 3, 4, 5, 6, 7
1.3	Plan to write text	Day 2 Writing strategies	CP Day 2: Q 1
Element 2: Use drafting strategies to write simple workplace texts			
2.1	Identify drafting strategies to use when writing simple workplace text	Day 2 Drafting strategies	CP Day 2: Q 2, 3
2.2	Write text using appropriate layout and organisation	Day 1 Writing documents	CP Day 1: Q 6, 7
2.3	Use appropriate grammar and vocabulary and writing conventions	Day 1 Writing documents Day 2 Writing conventions	CP Day 1: Q 3, 4, 5, 6 CP Day 2: Q 5
Element 3: Review and finalise simple workplace texts			
3.1	Check draft text	Day 2 Writing conventions Day 3 Use a checklist	CP Day 2: Q 3, 4, 5 CP Day 3: Q 1
3.2	Seek advice and assistance from supervisor or trainer on draft where required	Day 3 Use a checklist	CP Day 3: Q 1
3.3	Finalise text	Day 3 Finalise the document	CP Day 3: Q 2
Performance evidence			
PE1	Write simple workplace texts appropriate to audience and purpose	Day 1 Audience and purpose	CP Day 1: Q 1, 2

4.2 Assessment procedures

Contextualisation

Final assessment tasks provided to learners may need to be contextualised to include such requirements as organisational policies and procedures, work health and safety management strategies, state/territory regulatory requirements and organisational resources or equipment.

If contextualising any resources, assessors must:

- meet with key personnel within the organisation such as supervisors, human resources personnel and team leaders to identify sources of information and establish how performance and knowledge are demonstrated within the workplace
- re-map the resources in the relevant mapping documentation to ensure the integrity of the assessment tool is unaffected
- forward contextualised resources to your training organisation's compliance manager for approval.

Assessor responsibilities

As an assessor, you need to ensure that you are completely familiar with the unit of competency you are assessing, where it fits within the course structure being delivered and where it fits within the relevant national training package.

Each assessor must be competent for the functions they perform. The new *Standards for RTOs (2015)* have determined that assessors must:

- have vocational competencies at least to the level being assessed
- have current industry skills directly relevant to the assessment being undertaken
- have current knowledge and skills in vocational training and learning that informs their assessment
- hold one of the following qualifications:
 - TAE40110 Certificate IV in Training and Assessment or its successor
 - a diploma or higher level qualification in adult education
 - TAESS00001 Assessor Skill Set or its successor (if undertaking assessment only).

It is both your responsibility as an assessor and your training organisation's responsibility to ensure that your qualifications are up to date and you have the knowledge required to assess in the unit areas you are assessing.

Ensuring readiness for assessment complete

Before learners begin to undertake final assessment tasks for the unit, it is important to ensure that they are comfortable and ready to begin the assessment process.

The final assessment provided contains a self-assessment checklist that learners should complete to confirm that they feel they hold the skills and knowledge required for the unit, and that they feel ready to undertake a successful assessment process.

Once the learner has completed and is comfortable with their self-assessment, they are then ready to proceed to the final assessment tasks.

Final assessment tasks and recommended options

The final assessment provided in Aspire's print learner guide or online resource includes an overview that is laid out as follows (or similar):

To demonstrate your competency using this final assessment you must successfully complete three assessment tasks.

Complete Part A	Part A – Questioning You will demonstrate a sound knowledge of the unit requirements in your responses.
Complete Part B	Part B – Project: Write a workplace document You will demonstrate your skills and knowledge by completing a story-based project.
Complete Part C	Part C – Observation Your performance will be documented while being observed by an assessor.

Negotiating assessment tasks

It is critical that learners understand the assessment tasks and expectations of their performance, as well as any options that may be available. Aspire's learner guides include a range of options for assessment (as outlined), depending on the unit being assessed and the characteristics of the learner.

For example, a learner completing assessment in a workplace (their own or via a work placement) may rely on a third-party report assessment. However, learners completing assessment after a workshop-based program may require assessor observations in a simulated workplace task.

Learners may also typically have the option of a verbal interview with their assessor or a written assessment (written questions) to demonstrate their knowledge of the unit being assessed. It should be noted that, even where only a written assessment option is provided, assessors may undertake this assessment in a verbal interview mode if suitable for the unit content, as a reasonable adjustment strategy.

How to use the assessment plan

Once assessment tasks and options have been discussed with the learner, required and preferred tasks should be selected and documented in the assessment plan. An example of the assessment plan is provided here.

Assessment plan	
Training organisation name:	
Learner name:	
Contact number:	
Date:	
Email:	
Assessor name:	
Unit of competency:	FSKWTG06 Write simple workplace information, Release 1
Assessment parts:	Part A – Questioning Part B – Project: Write a workplace document Part C – Observation

4.3 Assessment mapping

FSKWTG06 Write simple workplace information, Release 1

Unit of competency		Part A – Questioning	Part B – Project: Write a workplace document	Part C – Observation
Element 1: Prepare to write simple workplace texts				
1.1	Identify the audience and purpose of workplace text	Q 1	P1	O1
1.2	Identify text features		P2	O2
1.3	Plan to write text		P3	O3
Element 2: Use drafting strategies to write simple workplace texts				
2.1	Identify drafting strategies to use when writing simple workplace text		P4	O4
2.2	Write text using appropriate layout and organisation		P5	O5
2.3	Use appropriate grammar and vocabulary and writing conventions	Q 2, 3, 4	P6	O6
Element 3: Review and finalise simple workplace texts				
3.1	Check draft text		P7	O7
3.2	Seek advice and assistance from supervisor or trainer on draft where required		P8	O8
3.3	Finalise text		P9	O9
Performance evidence				
PE1	Write simple workplace texts appropriate to audience and purpose		P1	O1
PE2	Review drafts to revise and finalise simple workplace texts		P7	O7
Knowledge evidence				
KE1	Features of simple workplace texts		P2	O2

4.5 Completing the record of outcome

Once all required assessment tasks and options have been completed satisfactorily by the learner, the final assessment record of outcome form must be completed.

This must be submitted to your training organisation's records administration as soon as possible after the final assessment tasks are completed and marked. An example is provided here.

Record of outcome

Training organisation name:		
Learner name:		
Unit code and title:	FSKWTG06 Write simple workplace information, Release 1	
Assessor name:		
Assessor email:		
Assessor phone number:		
Assessment tasks:		Satisfactorily completed
	• Part A – Questioning	<input type="checkbox"/>
	• Part B – Project: Write a workplace document	<input type="checkbox"/>
	• Part C – Observation	<input type="checkbox"/>
Declaration:	<p>In completing this assessment, I confirm that the learner has demonstrated all unit outcomes through consistent and repeated application of skills and knowledge with competent performance demonstrated in multiple instances over a period of time.</p> <p>Evidence collected has been confirmed as:</p>	
	<input type="checkbox"/> Valid <input type="checkbox"/> Current	<input type="checkbox"/> Sufficient <input type="checkbox"/> Authentic