
Please complete this form with your details.

Learner to complete:

Your details	
Name:	
Contact number:	
Email:	
Start date:	

If you are working, write the following information:

Place of work	
Company name:	
Address:	
Postal address (if different):	
Workplace supervisor name:	
Phone number:	
Fax:	
Email:	

Contents

Before you begin	1
Words to remember	3
Your story	5
Day 1.....	7
Staff Details form.....	8
Sign In Sign Out form.....	18
Time Sheet.....	20
Other workplace information.....	23
What has happened on Day 1	24
Checkpoint: Day 1	25
Day 2.....	27
Your tasks	28
Checklist.....	29
Email.....	30
What has happened on Day 2	31
Checkpoint: Day 2.....	32


Day 3.....	33
Messages	33
Text features in a message	34
Draft	35
Punctuation.....	36
Examples of words and sentences	36
Punctuation.....	37
Spelling	40
Checking.....	40
What has happened on Day 3	41
Checkpoint: Day 3.....	42
What you have learned.....	46
Final assessment.....	47
Assessment information	48
Are you ready for assessment?	49
Final assessment overview	50
Assessment plan	51
Final assessment tasks	53
Solutions to Checkpoints	67
Checkpoint: Day 1	67
Checkpoint: Day 2.....	67
Checkpoint: Day 3.....	68

Before you begin

This learner guide is based on the unit of competency
FSKWTG03 Write basic workplace information, Release 1.

How to work through this learner guide

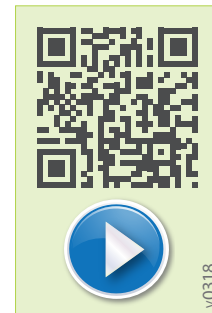
Your trainer or assessor will tell you which parts of the learner guide you need to read, and which activities you need to finish. The learner guide has the following parts.

Part	How you use it
Learning content	Read each topic. If you cannot understand it, talk to your trainer.
Examples	This learner guide has examples of completed documents that may be used in a workplace.
Video clips	Where you see a QR code, you can use a smartphone or tablet to access video clips about the content. For information about how to download an app that will read the QR code or for more help, please visit our website: www.aspirelr.com.au/help . 
Checkpoints	Checkpoints help you make sure you understand what you have read. Your trainer will tell you which activities to do.
What you have learned	At the end of the learner guide, there is a list of what you have learned. You can use this to check you are ready for the final assessment.
Final assessment	Your assessor may ask you to do the final assessment tasks. The assessment tasks allow you to show the assessor what you have learned.

Your story

Today is the first day of your new job at Sunny Hill Fruit Shop. When you arrive, Anna says hello to you. Anna is your supervisor. She is the person who will give you information about your new job. The title of your job will be Shop Assistant. You will be assisting and helping in the shop.

Anna takes you to the part of the shop where the fruit is cleaned and packaged for the people who buy the fruit. Anna explains the tasks you will do at Sunny Hill Fruit Shop. Tasks are things you do, to do your job.



Your tasks

Task	What it means
Package the fruit.	Put fruit in bags or trays.
Clean the work bench.	Use soap, water and a cloth to wipe the place where you package the fruit. This is to keep it clean.
Tidy the cool room.	Sweep the cool room where the fruit is kept.
List cleaning items that you need.	Write down when you need more soap or wiping cloths.
List packaging items that you need.	Write down when you need more bags, trays and bag ties.

Day 1

In her office, Anna talks with you about forms that must be filled out before you can start work and tells you some general information.

These forms are needed by the Human Resources Department. This is the department that records information about your job at Sunny Hill Fruit Shop. This department is sometimes called the HR Department, or just HR.

Here is an example of personal information on Anna's Staff Details form.

Sunny Hill Fruit Shop



Staff Details form										
First name:	Anna									
Last name:	Jones									
Start date:	01/10/2001									
Position title:	Manager									
Gender: (circle one) M / <input checked="" type="radio"/> F	Date of birth: 27/04/1966									
Address: 124 First Street										
Suburb: Ocean Bay										
State: Victoria	Postcode: 3288									
Home phone: 5555-3355	Mobile phone: 0434 777 999									
Email address: annajones@cloudstream.com										
Employee tax file number:	<table style="display: inline-table; border-collapse: collapse;"> <tr> <td style="border: 1px solid #ccc; padding: 2px 5px;">7</td> <td style="border: 1px solid #ccc; padding: 2px 5px;">7</td> <td style="border: 1px solid #ccc; padding: 2px 5px;">7</td> <td style="border: 1px solid #ccc; padding: 2px 5px;">3</td> <td style="border: 1px solid #ccc; padding: 2px 5px;">3</td> <td style="border: 1px solid #ccc; padding: 2px 5px;">2</td> <td style="border: 1px solid #ccc; padding: 2px 5px;">1</td> <td style="border: 1px solid #ccc; padding: 2px 5px;">2</td> <td style="border: 1px solid #ccc; padding: 2px 5px;">3</td> </tr> </table>	7	7	7	3	3	2	1	2	3
7	7	7	3	3	2	1	2	3		

This is what the information on Anna's Staff Details form means.

Each piece of information is called a field.

First name

The name people call you when they speak to you.

For example:

- In the name **Anna** Jones, Anna is the first name.

Last name

The family name or the last part of your name. This may also be called a surname.

For example:

- In the name Anna **Jones**, Jones is the last name.

Position title

This is the title of the job you do.

For example:

- At Sunny Hill Fruit Shop, Anna's job is the **Manager**.

Gender

This is if you are male or female. The form may use:

- the letter **M** for male
- the letter **F** for female.

For example, Anna is female, so she circles F:

- Gender (circle one) M / **F**

Date of birth

This is your birthday. This may also be written as DOB. The form may ask you to write in the information by day, month and year.

For example, Anna was born on the 27th day of the 4th month in 1966.

- **27/04/1966**

What has happened on Day 1

On your first day of work, you have learned about the information that you will write on your Staff Details form, such as:

- first name
- last name
- position title
- gender
- date of birth
- address
- telephone number
- email address
- employee tax file number.

You have also learned about:

- emergency information and what it is
- bank details information.

Anna has also shown you the Sign In Sign Out form and the Time Sheet.

She has also told you what to do if you are late, and where the emergency telephone numbers are.

Examples of words and sentences

Here are examples of sentences with a verb and a noun.

In this example, **delivering** (verb) is what you want to do with **box** and **apples** (nouns).



v0329

Dear Jane,

Please **deliver** one **box** of **apples**.
Thank you.

verb noun noun

In this example, **sweeping** (verb) is what you are doing to the **floor** (noun).

I have finished **sweeping** the **floor**.

verb noun

In this example, **writing** (verb) is what you are doing. A **checklist** (noun) is the thing you are making.

I am **writing** a **checklist**.

verb noun

3. Rewrite your message and make the changes that are needed.

4. Show the draft from Question 3 to your supervisor. Talk to your supervisor and discuss changes that need to be made. On the lines below, write the changes you need to make.

Are you ready for assessment?

Make sure you are ready to begin the final assessment.

Complete the following checklist.

This is to review what you have learned. It will also show if you are ready to do the assessment.

Talk to your supervisor if you are not ready to do the assessment.

Key outcomes

- I can recognise the audience and purpose of a message.
- I can recognise text features in a message such as capital letters, highlight, underline and bold.
- I know what information is personal and what information is for the workplace.
- I can identify a strategy to use to help me write a message.
- When writing a message, I can use correct:
 - words and sentences
 - punctuation
 - capital letters
 - conjunctions
 - spelling.
- I can check my written message.
- I can ask my supervisor or trainer for help to review my draft message.
- I can complete a final copy of my message.

Final assessment tasks

Part A – Questioning

Purpose	You will demonstrate a sound knowledge of the unit requirements in your responses.
Instructions to the learner	All questions must be answered satisfactorily for Part A to be completed satisfactorily. There is no limit to the length of your responses. There is no time limit to completing the assessment. You may ask your assessor for advice and support.
Resources required	The question responses section provided is the only resource required for this questioning assessment to be completed.
Reasonable adjustment	If you do not wish to respond to the questions in writing, discuss using verbal responses with your assessor.

Learner to complete

Learner name:	<input type="text"/>
Date of assessment:	<input type="text"/>
Assessment declaration:	<p>I declare that no part of this assessment has been copied from another person's work, except where clearly noted on documents or work submitted.</p> <p>I declare that no part of this assessment has been written for me by another person.</p> <p>I understand that plagiarism is a serious offence that may lead to disciplinary action by my training organisation.</p>
Learner signature:	<input type="text"/>

Question 1: Think about your staff details form. List three kinds of information that you will need to fill in on the form. Also explain what the information is for. For example:

- First name

This is the name I am called.

Answer:

-

-

-

Marking: Satisfactory Unsatisfactory

Solutions to Checkpoints

Checkpoint: Day 1

1. The learner must write their own personal details into the form provided.
The learner must be able to identify the information fields and fill in the right information.
2. The learner should choose 'record' as the right answer.
3. The learner should choose 'inform' as the right answer.
4. The learner should choose 'Emergency Details' as the right answer.
5. The learner should choose 'Sign In Sign Out form' as the right answer.

Checkpoint: Day 2

The learner must answer the following:

1. The audience is the learner. The learner is the only one reading this checklist.
2. The purpose of this checklist is to record the things the learner needs to remember.