Contents

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
Australian Qualifications Framework 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. 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.	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.

Section 2: Unit of competency information

2.1 Unit of competency

FSKWTG03 Write basic workplace information

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Application

This unit describes the skills and knowledge required to write basic workplace texts which may be in printed or digital format, such as simple emails, SMSs, personnel forms, time sheets and checklists.

The unit applies to individuals who need writing skills at Australian Core Skills Framework (ACSF) level 1 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

2.2 Unit of competency assessment requirements

Assessment Requirements for FSKWTG03 Write basic workplace information

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Performance Evidence

Evidence of the ability to:

- write basic workplace texts appropriate to audience and purpose
- check drafts to finalise basic workplace texts.

Evidence must be collected using basic 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:

- purpose and features of basic workplace texts
- writing strategies for basic workplace texts
- grammar and vocabulary for basic workplace texts
- writing conventions for basic workplace texts.

Assessment Conditions

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

Advice and support is available.

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 *FSKWTG03 Write basic 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: 8 hours **Suggested resources**: • Recommended reading • Slide presentation software	**Slide nos**: 4–18
Recommended reading	**Terminology checklist**
Aspire learner guide *FSKWTG03 Write basic workplace information*, Release 1 Day 1	• Tasks • Staff Details form • Emergency Information form • Bank details form • Sign In Sign Out form • Time Sheet • Text message • Emergency contact
Suggested training strategies	
• Commence facilitation of this unit of competency by introducing learners to the Aspire learner guide *FSKWTG03 Write basic workplace information*.	
• Learners should develop a personal glossary to record any terms that are new to them, using the table provided at the beginning of the learner guide. They should record a definition and use the term in the correct context.	
• Describe assessment processes in the preliminary section of the unit. Ensure learners understand that they will be required to demonstrate their ability to perform the required skills related to this unit of competency. They will usually need to arrange to be observed performing appropriate tasks. Learners should plan with you the opportunities that will be available to them to demonstrate their competence. Refer to the final assessment task in the Aspire learner guide for guidance.	
• To prepare learners for Day 1, discuss their role and their story about walking into Sunny Hill Fruit Shop, and meeting Anna, the manager. Learners may share their experiences of starting a new job, what that feels like, and important things to know.	
• Encourage learners to get to know the tasks they would need to complete when working at Sunny Hill Fruit Shop. These include: − packaging fruit	

3.3 Learning mapping

Unit of competency		Content	Checkpoint (CP)
Element 1: Prepare to write basic workplace texts		Day 1	
1.1	Recognise the audience and purpose of workplace text	Day 1 Day 2	CP Day 1: Q 2, 3 CP Day 2: Q 1, 2
1.2	Recognise text features	Day 1 Day 2	CP Day 1: Q 1
1.3	Identify relevant key personal and workplace information required in text	Day 1	CP Day 1: Q 4
Element 2: Use writing strategies to write basic workplace texts		Day 2	
2.1	Identify writing strategies to use when writing text	Day 3	CP Day 3: Q 3, 4
2.2	Write text using appropriate grammar and vocabulary and writing conventions	Day 3	CP Day 3: Q 2
Element 3: Review and finalise basic workplace texts		Day 3	
3.1	Check written text	Day 3	CP Day 3: Q 4
3.2	Seek advice and assistance from supervisor or trainer on draft where required	Day 3	CP Day 3: Q 4
3.3	Finalise text	Day 3	CP Day 3: Q 4
Performance evidence			
PE1	Write basic workplace texts appropriate to audience and purpose	Day 3: Messages	CP Day 2: Q 1
PE2	Check drafts to finalise basic workplace texts	Day 3: Draft Checking	CP Day 3: Q 3
Knowledge evidence			

Section 4: Assessment

4.1 Assessment approach

Assessment is all about collecting evidence and making decisions as to whether or not a learner has achieved competency. Assessment confirms that the learner can perform to the expected workplace standard, as outlined in the units of competency.

This section contains marking guidance for the final assessment tasks in the corresponding Aspire learner guide.

It is an important responsibility of trainers and assessors to complete the assessment records themselves. This ensures all additional assessment activities deemed appropriate, outside those in the Aspire learner guide, are included in these records.

All assessment activities should be undertaken in conjunction with your training organisation's relevant course training and assessment strategy, policies and procedures.

4.3 Assessment mapping

FSKWTG03 Write basic workplace information, Release 1

Unit of competency		Part A – Questioning	Part B – Project: Writing text	Part C – Observation
Element 1: Prepare to write basic workplace texts				
1.1	Recognise the audience and purpose of workplace text	Q 4, 5		
1.2	Recognise text features	Q 1, 2, 3, 6		
1.3	Identify relevant key personal or workplace information required	Q 1, 2, 3, 4		
Element 2: Use writing strategies to write basic workplace texts				
2.1	Identify writing strategies to use when writing text		Q 1, 2	
2.2	Write text using appropriate grammar and vocabulary and writing conventions		Q 2	
Element 3: Review and finalise basic workplace texts				
3.1	Check written text		Q 3	
3.2	Seek advice and assistance from supervisor or trainer on draft where required		Q 2	O1
3.3	Finalise text		Q 3	
Performance evidence				
PE1	Write basic workplace texts appropriate to audience and purpose		Q 1, 2, 3	
PE2	Check drafts to finalise basic workplace texts		Q 2, 3	
Knowledge evidence				
KE1	Purpose and features of basic workplace texts	Q 1		
KE2	Writing strategies for basic workplace texts			

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:	*FSKWTG03 Write basic workplace information*, Release 1
Assessor name:	
Assessor email:	
Assessor phone number:	

Assessment tasks:		**Satisfactorily completed**
	• Part A – Questioning	❑
	• Part B – Project: Writing text	❑
	• Part C – Observation	❑

Declaration:	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.
	Evidence collected has been confirmed as:
	❑ Valid ❑ Sufficient ❑ Current ❑ Authentic