

Instructions to the Assessor

The learner must submit all assessment items to meet the evidence requirements for the unit/s of competency.

Red font indicates what should be contained, as a minimum, within each response required to be submitted.

Where students are required to develop work samples or products, examples have been provided as a guide to required expectations.

The assessor must provide an overall result of satisfactory or not yet satisfactory.

This result must be provided to the learner within ten (10) business days.

Assessment records must be retained for at least six (6) months on the company server in accordance with ASQA requirements in case of an audit.

Marking and recording of results procedure:

When you complete all paperwork, ensure you fill in all the fields including dates, names, signatures etc.

- Step 1.** Mark the student's first assessment task
- Step 2.** Record the result for the first assessment task on the assessment cover sheet, ensure you provide feedback to the student for the assessment
- Step 3.** Mark the student's second assessment task
- Step 4.** Record the result for the second assessment task on the assessment cover sheet, ensure you provide feedback to the student for the assessment
- Step 5.** Repeat step 3 and 4 for any further assessment tasks
- Step 6.** Complete the Competency completion record. Record the results of all assessments and provide holistic feedback to the student

Assessment Plan – Delivery and Assessment Model

Unit Code	Unit Title	Is this unit assessed holistically with other units? If yes, please specify below	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
FSKWTG008	Complete routine workplace formatted texts		
Assessor/s			
Assessment Methods			
<input type="checkbox"/> Observation in the workplace <input type="checkbox"/> Observation in a simulated environment <input type="checkbox"/> Fault finding/Problem-solving <input type="checkbox"/> Role Play/Case Study <input type="checkbox"/> Game			
<input checked="" type="checkbox"/> Open Book Exam/Test <input type="checkbox"/> Verbal Questioning/Interview <input type="checkbox"/> Formal Exam/Test <input type="checkbox"/> Presentation <input type="checkbox"/> Debate/Discussion			
<input type="checkbox"/> Essay <input checked="" type="checkbox"/> Project <input type="checkbox"/> Documents <input type="checkbox"/> Products <input type="checkbox"/> Portfolio			
<input type="checkbox"/> Third-party report <input type="checkbox"/> Self-Assessment <input type="checkbox"/> Training Records <input type="checkbox"/> RPL <input type="checkbox"/> Other			
Assessment Instruments (please list)	Venue and Schedule (Location, due date, time allowed)	Resources and equipment required to conduct the assessment	
Knowledge Test	BrainstormRTO Classroom Main St, Yourtown Qld In class 60 minutes	Knowledge Test Marking Guide for Assessor Computer/Internet Stationery paper-based or electronic dictionary Own familiar support resources	
Project	BrainstormRTO Classroom Main St, Yourtown Qld In class 60 minutes each Task	Project Exemplar for Assessor Templates of Forms Computer/Internet paper-based or electronic dictionary Own familiar support resources	
Target Learner(s) (Describe the learner cohort generally and identify special needs)	<p>The learners completing this course will reflect the diversity of the local community and labour market. Typically, the learners will be developing entry level skills as a pathway to employment or further learning. Some learners will be early school leavers and may be at risk of long-term unemployment. The cohort will also include mature aged workers, who have previously been employed in low-skill jobs; - they have been recently retrenched due to the downturn in manufacturing and unskilled jobs. Several of the learners are refugees who have recently completed an AMEP program and have gained the Certificate I in General English for Adults. Some learners require additional assistance with digital literacy, having never used a computer.</p> <p>The additional support needs of individual students is documented on their Student Profile and Support Plan.</p>		
Assessment Conditions (insert from Unit of Competency)	Competency is to be assessed in the workplace, a workplace simulated environment or a vocational training context.		

	<p>Skills must be demonstrated using routine formatted texts and tasks that reflect those typically found in a workplace.</p> <p>The following resources are to be made available:</p> <ul style="list-style-type: none"> ■ routine workplace forms requiring completion ■ functioning computer and keyboard when digital information is being written in the performance evidence ■ paper-based or electronic dictionary ■ own familiar support resources. <p>Assessors must:</p> <ul style="list-style-type: none"> ■ 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.
Applicable industry or workplace standards, and Training Package advice	<p>WHS Act 2011</p> <p>Organisational Policies and Procedures</p> <p>Organisational Templates</p>
Stakeholders that any of the assessment arrangements need to be confirmed with	<p>Students</p> <p>Trainers & Assessors</p> <p>Training Manager</p>
Special arrangements and allowable adjustments that may be made	<p>Extra time allowed</p> <p>Assessment broken into stages</p> <p>Assistive Technology</p>
Recording and Reporting Procedures	<p>Mark assessments, provide feedback and determine results</p> <p>Update student profile with results in LMS</p> <p>Conduct a compliance checklist</p> <p>Issue certification within 30 days of completion of the whole qualification</p> <p>Store data of results for 30 years</p> <p>Data is uploaded via reporting to USI</p> <p>Data is available for AVETMISS reports</p>

The Implementation Manual of the Training Package for this unit provides additional advice to provide trainers and assessors with insight from industry practitioners, peak bodies and other RTOs that will assist with creating meaningful and effective support material for learners. You can find the link to the companion volumes on [Training.gov.au](https://training.gov.au).

Assessment Cover Sheet - Knowledge Questions

Name of student	
Name of assessor	
Unit/s (code and name)	FSKWTG008 Complete routine workplace formatted texts
Method of assessment	Written <input type="checkbox"/> Verbal <input type="checkbox"/>

Instructions

- This assessment consists of 8 questions
- Answers must be clear, concise and in your own words
- All notes and responses to be done in the spaces provided
- You must answer all questions correctly to be deemed satisfactory in this assessment
- Re-assessment of any incorrect responses will be undertaken verbally and noted on the assessment
- Identified special needs students may be able to undertake this assessment in a slightly different way please speak with your assessor if you believe that you are eligible for a modified assessment item

Student Declaration

I declare that no part of this assessment has been copied from another person's work with the exception of where I have listed or referenced documents or work and that no part of this assessment has been written for me by another person.

Signed:

Date:

EDUCATIONAL ADJUSTMENTS MADE

Formatting	<input type="checkbox"/> Altered print size and layout <input type="checkbox"/> Audio Provided <input type="checkbox"/> Images to support text <input type="checkbox"/> Simplified language	
Time	<input type="checkbox"/> Extra Time <input type="checkbox"/> Rest Break <input type="checkbox"/> Administered in segments	
Assistive Technology	<input type="checkbox"/> Word Processor <input type="checkbox"/> Speech to text <input type="checkbox"/> Calculator	
Environmental	<input type="checkbox"/> Alternate location <input type="checkbox"/> Reduced audience <input type="checkbox"/> Support person present	
Other		
Assessor Safety Declaration	I confirm that I have completed a Safety Audit of the assessment environment prior to the commencement of the assessment process.	Yes <input type="checkbox"/> No <input type="checkbox"/>

☐ Satisfactory
☐ Not Satisfactory

**Due date for
reassessment
(if required):**

Feedback to student:

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Assessor Signature:		Date:	
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- 1. A workplace document contains information that relates to the workplace, or that you use in the workplace. It is important to recognise different workplace documents as well as understand what they are used for.**

For each of the following forms identify the audience and the purpose of the form.

Form or Document	Audience	Purpose
Personal details form	Employee	To gather employee details
Tax File Number Declaration Form	Employee	To obtain employees tax file number
Timesheet	Employee	To gather time worked data for wage calculations
Visitor logbook	Visitors/Customers	To gather feedback/thoughts from visitors/customers

- 2. When writing business letters, you will mainly use Open Punctuation, what does this mean?**

Open punctuation is where punctuation is used only in the body of the letter.

- 3. When writing emails what 2 language guidelines should you follow?**

Students are to provide 2 guidelines, example responses include:

- Don't use slang or abbreviations
- Keep language formal

- 4. When spelling words with which you are unfamiliar, explain how you would use a Visual Strategy to help you.**

Does the word look right?
Which part doesn't look right?
What else could it be?
What other letter/s can represent the sound?
Does any part of the word look like another word I know?

- 5. It is important to organise and sequence information so that you gain the interest of the reader and the information is easy to understand. What are 3 common methods for sequencing information?**

Students are to provide 3 responses, example responses include:

- Chronological order (presents facts in order in which they happened)
- Problem/solutions (this is the problem; this is how we solved it)
- Deductive (start with a generalisation, then support with facts)
- Inductive (start with examples then lead to main idea)
- Priority sequence (rank information in order of importance)

6. Before you finalise any document, who should you ask for approval?

Your supervisor

7. Completion of workplace forms

- a. When proofreading a document, why would a spell checker not be sufficient?
- b. Outline two techniques you can use to proofread, review and revise your document
- c. To improve on your work, who should you ask to review your draft and give you feedback?

a) Because software spell checks do not always identify errors

b) Students must provide 2 techniques, example response:

Read it back wards

Use a pen and ruler over a printed copy

Read it aloud

c) Example response: Supervisor, work colleague

8. For each of the following determine if the sentence has suitable grammar and vocabulary for workplace texts:

Sentence	Suitable grammar and vocabulary for workplace texts		If no, rewrite the sentence, using acceptable grammar and vocabulary
	Yes	No	
Gr8, tks for the info.		X	Great, thank you for the information.
The datas are collated in the spreadsheet.		X	The data is collated in the spreadsheet.
The issues has been investigated.	X		
The customer and me spoke about the issue.		X	The customer and I spoke about the issue.
We are literally sorry for the inconvenience.		X	We are very sorry for the inconvenience.

FSKWTG008 - Assessor Guide

Assessment Cover Sheet - Project

Name of student			
Name of Assessor			
Unit/s (code and name)	FSKWTG008 Complete routine workplace formatted texts		
Method of assessment	Project		
Instructions			
<ul style="list-style-type: none"> • This assessment consists of 2 activities • Answers must be clear, concise and in your own words • You will require access to a computer, internet, and office software e.g., Word • You must answer all questions or complete the activities correctly to be deemed competent in this unit • Re-assessment of any incorrect responses will be undertaken verbally and noted on the assessment • Identified special needs students may be able to undertake this assessment in a slightly different way please speak with your assessor if you believe that you are eligible for a modified assessment item 			
Student Declaration			
I declare that no part of this assessment has been copied from another person's work with the exception of where I have listed or referenced documents or work and that no part of this assessment has been written for me by another person.			
Signed:		Date:	
EDUCATIONAL ADJUSTMENTS MADE			
Formatting	<input type="checkbox"/> Altered print size and layout <input type="checkbox"/> Audio Provided <input type="checkbox"/> Images to support text <input type="checkbox"/> Simplified language		
Time	<input type="checkbox"/> Extra Time <input type="checkbox"/> Rest Break <input type="checkbox"/> Administered in segments		
Assistive Technology	<input type="checkbox"/> Word Processor <input type="checkbox"/> Speech to text <input type="checkbox"/> Calculator		
Environmental	<input type="checkbox"/> Alternate location <input type="checkbox"/> Reduced audience <input type="checkbox"/> Support person present		
Other			
Assessor Safety Declaration	I confirm that I have completed a Safety Audit of the assessment environment prior to the commencement of the assessment process.		Yes <input type="checkbox"/> No <input type="checkbox"/>
<input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Satisfactory		Due date for reassessment (if required):	
Feedback to student:			
Assessor Signature:			

ACTIVITY 1**Task 1: Training Request**

As you are a fairly new staff member at Bluey'sHQ you feel you could benefit from training in using MS Office products, such as Word, Publisher, PPT and Excel.

1. Review the Training Request Form attached. Outline the following:

What is the purpose of the form?	To apply for training
Who should complete the form?	Applicant/student asking for training
Who will you send the form to?	Manager

2. Your manager (Helen Highwater) Complete the Training Request form.

You will need to:

- Identify where you can undertake this training (see brochure on next page)
 - When, where, costs etc
- Identify why you should take this training
 - Benefit to business
 - What you will learn
 - What skills and knowledge you will develop?
 - How you can apply the training to your current area of work (Marketing & Design)

When completing the form, ensure you use:

- Professional business vocabulary
- Correct punctuation and grammar
- Review your form to ensure you have included all the necessary details and it is free from errors
- Ask your trainer to review your form and provide feedback on improvements
- Update your form in line with feedback and submit the final document



1300 888 724
8.30am to 5.30pm AEST (Mon-Fri)

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Home / Microsoft Word Training Courses / Word Intermediate Course

Word Intermediate Course

★★★★★ (4.86 out of 5) 669 Student Reviews

About the Course

This 1 day course extends on the basics of Microsoft Word and helps students create more complex and varied documents. Existing skills and knowledge are enhanced by covering more complex aspects of formatting, building blocks, tables and lists, and introduces new features such as mail merge, sections, styles, Themes, Word Art and more.

Who should do this course?

This course is suitable for participants with some Microsoft Word experience and who wish to take their skills to the next level. Upon successful completion of this course, participants will have enough skills to be able to work with tables, create drawings, perform mail merges and improve productivity with a range of automation features.

Prerequisites

Participants should have already completed Word Beginner course before attending this course or have equivalent skills.

COURSE DETAILS

\$385 incl GST

Duration: 1 Days

Max. Class Size: 10

Avg. Class Size: 5

Study Mode: **Classroom** **Online Live**

Level: Intermediate

Times: 9.00am - 5.00pm approx

[PDF Download Course PDF](#)

[Enquire](#)

[Book Now](#)

[Pay Later](#)

Course Dates

Sydney Class Dates

[Book Now](#)

Level 11, 32 Walker Street, North Sydney, NSW 2060

09 May 23	Tue	Classroom
11 May 23	Thu	Online Live
30 May 23	Tue	Online Live
08 Jun 23	Thu	Classroom
22 Jun 23	Thu	Online Live
04 Jul 23	Tue	Classroom

Melbourne Class Dates

[Book Now](#)

Level 12, 379 Collins Street, Melbourne, VIC 3000

11 May 23	Thu	Online Live
25 May 23	Thu	Classroom
30 May 23	Tue	Online Live
21 Jun 23	Wed	Classroom
22 Jun 23	Thu	Online Live
12 Jul 23	Wed	Online Live

Brisbane Class Dates

[Book Now](#)

Level 6, 371 Queen Street, Brisbane, QLD 4000

11 May 23	Thu	Online Live
30 May 23	Tue	Online Live
01 Jun 23	Thu	Classroom
22 Jun 23	Thu	Online Live
11 Jul 23	Tue	Classroom
12 Jul 23	Wed	Online Live

3. Draft an email to your Supervisor (Trainer) and include an image of it in your submission (you can use the snipping tool), ensure your email:
 - a. Includes a subject line and signature block
 - b. Use appropriate language for internal email (less formal)
 - c. Outlines what the attachment is for.

TRAINING REQUEST FORM

* All fields must be completed in order for any training requests to be approved.

Name of Employee	Student Name	Position	Administrative Assistant
Name of Manager	Helen Highwater		

Name of Programme / Qualification	Word Intermediate Cours
Method of Study (e.g. distance, classroom etc)	Classroom
Study Time Required (if any)	Not applicable
Training Provider	Dynamic Web training
Start Date and Date of Completion	TBA
Length of Programme	1 day; 9:00 – 5:00 pm
Total cost of Programme	\$385

PART ONE – To be completed by Job Holder and discussed with Line Manager

Business Case (How will this programme benefit the individual, their line manager and the business?):

Better understanding of MS Office suite, so that I will be able to complete tasks quicker and be more productive.

What are you expecting to learn on this course (your objectives)?

Build on my skills to be able to work with tables, create drawings, perform mail merges and improve productivity with a range of automation features.

What preparation will you do before attending the course?

Read through Microsoft Office online training and practice skills before I attend, so that I know what areas I need to focus on and need assistance with.

What skills / knowledge will be developed as a result of attending this training?

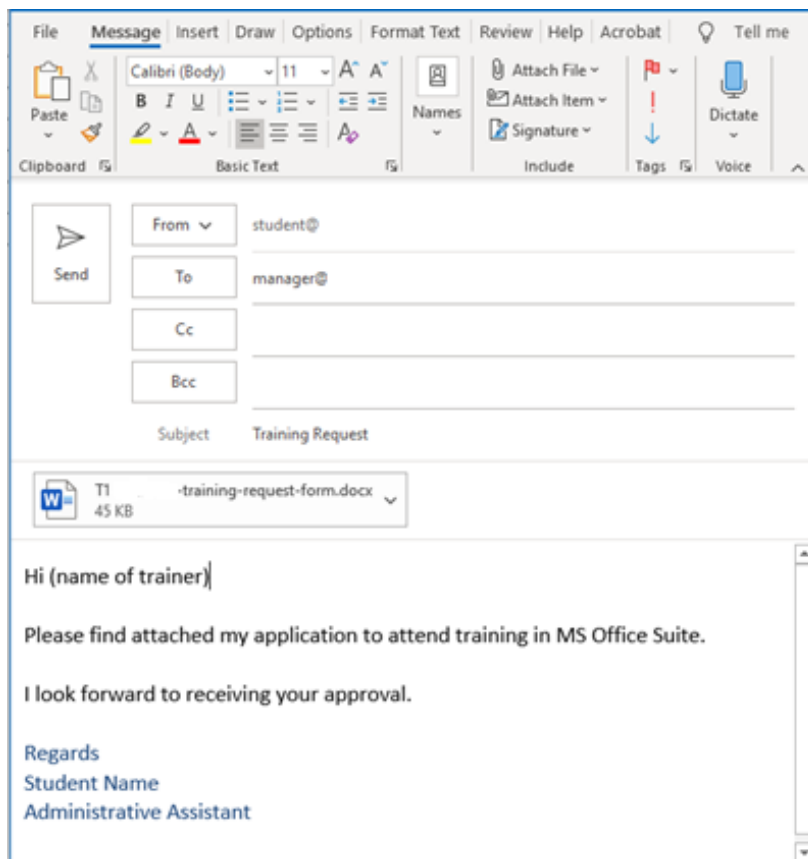
Knowledge of key features and functions of MS Office suite and better understanding on how to apply these skills in a business setting. I will be able to produce high quality and more productive business software material.

What will help you to apply the knowledge you gain to your area of work?

High-quality learning material that I will be able to refer to; hands on training and exercises. Undertaking more tasks and gaining experience.

Do you require any assistance in attending the course, including access, language, reading, writing or other? If the answer is YES, provide details:		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Most full day courses include refreshments. Do you have any dietary requirements? If the answer is YES, provide details:		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Employee Signature	Student Name	Date	Current date
PART TWO – To be completed by Line Manager			
Line Managers Supporting Comments:			
Manager Signature		Date	

Please return the form to HR Services (keep a copy for your own records)



The screenshot shows an Outlook 'Message' window. The 'To' field is filled with 'manager@'. The 'Subject' is 'Training Request'. An attachment named 'T1 -training-request-form.docx' (45 KB) is visible. The email body contains the following text:

Hi (name of trainer)

Please find attached my application to attend training in MS Office Suite.

I look forward to receiving your approval.

Regards
 Student Name
 Administrative Assistant

ACTIVITY 2

The following incident occurred at the following workplace at 10 am this morning: Bluey'sHQ, 36 Bryants Rd, Shailer Park Qld 4128, ABN: 21 254 645 326, Ph: 0439753496

The incident:

Sean went to retrieve a file from the metal filing cabinet. The bottom draw had been left open, and without bothering to close the draw he opened the top draw of the filing cabinet to retrieve a file. The cabinet began to tip, and Sean quickly caught it and put it upright. Sean also noticed a sharp edge on the filing cabinet just below where he caught it. As there was no injury, he didn't bother to report the incident to his supervisor.

Later that day Letitia cut her hand steadying the same filing cabinet. She put a Band-Aid on her cut but as the injury was only minor, she did not report it. The next day Letitia called in sick and was off work for the following two weeks with a bad infection that had developed from the cut.

A few days later, Jordan, the Junior Admin Officer required medical treatment when the cabinet fell on him. He opened the top drawer of the filing cabinet and the cabinet overbalanced and fell on him. He tried to catch the cabinet and broke his left wrist, after visiting the Dr, Jordan had his arm put in plaster. He had two days off work and could only manage minor duties for the following 4 weeks.

Staff Details:

Jordan Burrows

- Administration Officer
- Address: 267 Nottingham Road, Calamvale, Q, 4115
- Mobile: 0418487125
- DOB: 26/03/1994

You may add or create additional information that you require to complete this assessment. Ask your trainer if unsure of what is required.

Instructions:

1. Referring to the Bluey'sHQ Incident Injury Form

What is the purpose of the form?	<i>To record and report the incident and injury that occurred in the workplace</i>
Who will read this form?	<i>Supervisor/WHS Officer</i>
What designates required fields for completion (ie: how do you know where to write information)?	<i>Lines</i>

2. Complete the Bluey'sHQ Incident Injury Form **Refer to example in solutions, students are to:**

- Use business language that is relevant to completing the form
- When filling in the incident details:
 - Use simple sentence structure (including: Capital letters, full stops and other punctuation as required)
 - Sequence information in logical order (eg: what was the issue, what happened next)
- Proofread to ensure
 - the form is free from spelling and grammatical errors
 - you have used the required punctuation
 - you have completed all required fields
 - the information you have provided is correct
 - you have included all required information

Incident/Injury Form

Reported by:	Student Name	Date:	Today	Time:	10 am
INCIDENT DETAILS: (what happened and how)					
Filing cabinet fell on Jordan – Jordan opened top draw of filing cabinet, this caused the cabinet to overbalance and fall on him.					
INJURED PERSON DETAILS:					
Name	Jordan Burrows				
Position:	Administration Officer				
Address:	267 Nottingham Road, Calamvale, QLD, 4115				
Date of Birth:	26/3/1994				
Contact Number:	0418487125				
INJURY DETAILS:					
Nature of injury (e.g.: burn, cut, sprain):	Break				
Cause of injury (e.g.: fall, slip/trip):	Furniture/Fittings				
Location on body (e.g.: back, right upper arm):	Left Wrist				
Agency (e.g.: another person, hot water, bookcase):	Filing Cabinet				
Did the injured person stop work?	<input checked="" type="checkbox"/> Yes - If yes for how long <u>2 days</u> <input type="checkbox"/> No				
Outcome (tick all that apply)	<input checked="" type="checkbox"/> Treated by Doctor <input type="checkbox"/> Hospitalised				

	<input type="checkbox"/> Returned to normal work <input checked="" type="checkbox"/> Alternative duties <input type="checkbox"/> Rehabilitation
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MANAGER TO COMPLETE: Student is not expected to complete this section.

RISK ANALYSIS

Likelihood or reoccurrence

Student is not expected to complete this section.

Severity of Outcome

Risk Rating:

Risk Rating = Likelihood x Severity

S e v e r i t y	Catastrophic	5	5	10	15	20	25
	Significant	4	4	8	12	16	20
	Moderate	3	3	6	9	12	15
	Low	2	2	4	6	8	10
	Negligible	1	1	2	3	4	5
			1	2	3	4	5
			Improbable	Remote	Occasional	Probable	Frequent
			Likelihood				

Catastrophic	STOP
Unacceptable	URGENT ACTION
Undesirable	ACTION
Acceptable	MONITOR
Desirable	NO ACTION

Immediate Action Required:

Completed

☐ Yes ☐ No

Time & Date:

Further Action Required:

Completed

☐ Yes ☐ No

Time & Date:

Manager Signature

Date:

Assessment Mapping Matrix

Mapping ensures the assessment instruments cover the requirements of the unit. The observation checklist should be mapped to the relevant performance criteria and all performance evidence. The knowledge questions should be mapped to relevant performance criteria and all of the knowledge evidence. Projects and other assessment tools should be mapped where appropriate.

The details for the mapping matrix need to be inserted from training.gov.au for the unit you have selected.

Unit Code	FSKWTG008	Unit Title	Complete routine workplace formatted texts	
Element	Performance Criteria		Assessment Tool (adjust titles as required)	
			Project	Knowledge Questions
1. Prepare to complete routine workplace formatted text	1.1 Identify audience and purpose of formatted text		Task 1,2	Q1
	1.2 Locate and interpret required fields for completion in formatted text		Task 1,2	Q1
	1.3 Locate and select information required to complete text		Task 1,2	
	1.4 Plan steps required to complete text		Task 1,2	Q5
2. Draft text	2.1 Use appropriate vocabulary, grammatical structures and conventions to write text		Task 1,2	Q3
	2.2 Logically organise and present information in formatted text		Task 1,2	
3. Review and finalise text	3.1 Review and revise draft text for completeness, accuracy and intended purpose		Task 1,2	Q8
	3.2 Proof read draft text for spelling, punctuation and grammar		Task 1,2	Q4, 7, 8
	3.3 Finalise text for use		Task 1,2	Q8
Performance Evidence	Complete and review two of the following different routine workplace formatted texts appropriate to audience and purpose:			
	<ul style="list-style-type: none"> workplace form or template, for example, incident report form including sections for description of incident, action taken, and follow up action required 			
	<ul style="list-style-type: none"> job application or training request form 		Task 1	
	<ul style="list-style-type: none"> shift handover report in template 			
	<ul style="list-style-type: none"> pro-formas, for example, purchase orders requiring detailed descriptions of goods 		Task 2	
	<ul style="list-style-type: none"> job report form, for example, vehicle maintenance record form 			
	<ul style="list-style-type: none"> performance appraisal review form. 			
Knowledge Evidence	<ul style="list-style-type: none"> common features of routine workplace formatted texts and their uses 			Q1, 2
	<ul style="list-style-type: none"> the purpose and use of different formatted texts to communicate relevant information and ideas to differing audiences 			Q1, 2
	<ul style="list-style-type: none"> techniques for planning completion of routine workplace formatted texts 			Q3
	<ul style="list-style-type: none"> methods to organise and sequence information 			Q3, 5
	<ul style="list-style-type: none"> grammar and vocabulary appropriate for routine workplace formatted texts 			Q4, 8
	<ul style="list-style-type: none"> strategies to spell unfamiliar words 			Q4
	<ul style="list-style-type: none"> punctuation appropriate to routine workplace formatted texts 			Q7, 8
	<ul style="list-style-type: none"> techniques to proofread, review and revise texts. 			Q7

Foundation Skills - This section describes those language, literacy, numeracy, and employment skills that are essential to performance but not explicit in the performance criteria.

Foundation skills are an integral part of a unit of competency and must be assessed. A unit's performance criteria can explicitly include foundation skills essential for performance. Alternatively, if foundation skills are not explicit in the performance criteria they must be described in the 'foundation skills' field of the unit of competency. (ASQA VAC 7.4)

Note: - You are required to complete the table below adding all information from the Foundation Skills mapping table for the unit of competency. **Some units do not list the foundation skills**, as they are embedded in the unit e.g., CHC and FSK units – in this case the table will be blank.

		Assessment Tool	
		Observation Checklist	Project/ Other Assessment
	Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.	N/A	N/A

Does the Assessment for this unit of competency comply with the Assessment Conditions	YES	NO
• Where the assessment takes place is appropriate to the assessment conditions	Yes	
• Equipment and resource requirements are appropriate to the assessment conditions	Yes	