

FSKWTG009

Write routine workplace texts

Learner Guide

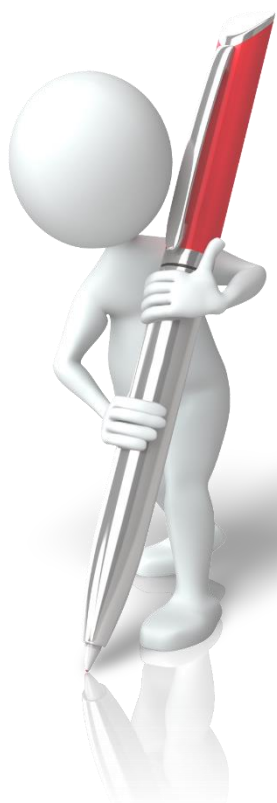


Table of Contents

Unit of Competency	3
Application	3
Performance Criteria.....	4
Foundation Skills	5
Assessment Requirements.....	6
1. Prepare to write routine workplace text	9
1.1 – Identify type and structure of routine workplace text	10
What are workplace texts?	10
Structuring workplace texts	11
Activity 1A	13
1.2 – Identify audience and purpose of text and determine appropriate register of writing	14
What is register?	14
Identifying your audience	15
Identifying your purpose.....	16
Activity 1B	17
1.3 – Locate and select information required to complete text.....	18
Identifying the required information.....	18
Activity 1C	19
1.4 – Plan structure of the text and steps required to complete	20
Why does structure matter?.....	20
Planning the text structure	20
Planning your steps.....	21
Activity 1D	22
2. Draft text	23
2.1 – Select text structure, features and layout consistent with text type	24
Selecting text features	24
Activity 2A	26
2.2 – Use drafting strategies to write routine workplace text.....	27
Drafting strategies.....	27
Activity 2B	29
2.3 – Use appropriate vocabulary, grammatical structures and conventions to write text.....	30

Using the appropriate vocabulary	30
Using the appropriate grammar	32
Using the appropriate punctuation	32
Activity 2C	34
2.4 – Logically sequence and interrelate information and ideas in draft text.....	35
Sequencing information.....	35
Interrelating information	36
Activity 2D	37
2.5 – Format text with appropriate layout and presentation to meet workplace purpose	38
Formatting your text.....	38
Activity 2E.....	40
3. Review and finalise text	41
3.1 – Review and revise draft text for completeness, accuracy and intended purpose.....	42
3.2 – Check writing is appropriate to workplace audience	42
Reviewing your draft text	42
Activity 3A	45
3.3 – Proofread draft text for spelling, punctuation and grammar	46
Proofreading	46
Activity 3B	48
3.4 – Finalise text for use	49
Finalising your text.....	49
Activity 3C	50
Summative Assessments.....	51

Unit of Competency

Application

This unit describes the skills and knowledge required to write formal and non-formal routine workplace texts and could be used for a variety of writing types and purposes in printed or digital formats, including letters and emails, instructions, quotation for proposed work factual texts, incident or accident reports, application letter, forms, or formatted job reports.

An individual performing these tasks works independently and uses familiar support resources as needed.

This unit applies to individuals who use, or are preparing to use, writing skills to complete workplace activities. This includes existing workers and individuals preparing for employment through vocational education and training. This unit should be integrated and contextualised with vocational training to support achievement of vocational competency.

This unit is aligned to, but does not fully address, the Australian Core Skills Framework (ACSF) writing core skill indicators .05 and .06 at level 3 in the workplace and employment domain of communication.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Mapping Information

Supersedes and is equivalent to FSKWTG09 Write routine workplace texts and FSKWTG07 Write routine formal workplace texts.

Unit Sector

Writing

Performance Criteria

Element

Elements describe the essential outcomes.

Performance Criteria

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | |
|---|--|
| 1. Prepare to write routine workplace text | 1.1 Identify type and structure of routine workplace text
1.2 Identify audience and purpose of text and determine appropriate register of writing
1.3 Locate and select information required to complete text
1.4 Plan structure of the text and steps required to complete |
| 2. Draft text | 2.1 Select text structure, features and layout consistent with text type
2.2 Use drafting strategies to write routine workplace text
2.3 Use appropriate vocabulary, grammatical structures and conventions to write text
2.4 Logically sequence and interrelate information and ideas in draft text
2.5 Format text with appropriate layout and presentation to meet workplace purpose |
| 3. Review and finalise text | 3.1 Review and revise draft text for completeness, accuracy and intended purpose
3.2 Check writing is appropriate to workplace audience
3.3 Proofread draft text for spelling, punctuation and grammar
3.4 Finalise text for use |

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Assessment Requirements

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- Write and review two of the following different routine workplace texts:
 - email or letter for routine workplace communication
 - formal email or letter to client, supplier, contractor or human resources
 - covering letter for job application
 - routine report, for example, accident or incident report
 - instructions for using every day technology, for example, machinery or equipment
 - factual text, for example, job history as part of an application letter, or text following workplace guidelines
 - performance appraisal review form and personal goals
 - record of customer comments regarding quality of service provided
 - notes from a short workplace discussion.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- Common features of a range of routine workplace texts and their uses
- Purpose of different text types, formats and layouts to communicate relevant information and ideas to differing audiences
- Techniques for planning routine workplace texts
- Methods to organise and sequence information
- Informal and formal register and relevance to different workplace audiences and purposes
- Grammar and vocabulary appropriate for routine workplace texts
- Acronyms and idioms relevant to workplace
- Punctuation appropriate to routine formal workplace texts and techniques to use as an aid to meaning
- Strategies to spell unfamiliar words
- Use and application of automated writing assistance tools, such as spellchecking devices
- Techniques to proofread, review and revise texts.

Assessment Conditions

Competency is to be assessed in the workplace, a workplace simulated environment or a vocational training context.

Skills must be demonstrated using routine formal texts and tasks that reflect those typically found in a workplace.

The following resources are to be made available:

- Functioning computer and keyboard when digital information is being written in the performance evidence
- Paper-based or electronic dictionary
- Paper-based or electronic thesaurus
- Automated writing assistance tools utilised in the knowledge evidence
- Own familiar support resources.

Assessors must:

- 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.

Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178>

1. Prepare to write routine workplace text

- 1.1. Identify type and structure of routine workplace text
- 1.2. Identify audience and purpose of text and determine appropriate register of writing
- 1.3. Locate and select information required to complete text
- 1.4. Plan structure of the text and steps required to complete



1.1 – Identify type and structure of routine workplace text

By the end of this chapter, the learner should be able to:

- Identify different types of workplace text
- Determine the factors which contribute to the structure of workplace texts.

What are workplace texts?

In every industry, it's common to rely on written documents to communicate a wide range of information. Whether this be to confirm an order with a customer, report an incident, or apply for a new role; written text will form a huge part of how we communicate.

For this reason, it's important that you familiarise yourself with the different types of workplace texts which are commonly used in your workplace, what type of information they will communicate, and how to develop these to communicate this information successfully.

Different types of workplace texts

There are a wide range of workplace texts which might be developed and distributed, and these might differ between different workplaces.

Common examples of workplace texts include:

- Letters
- Emails
- Instructions
- Quotations for proposed work
- Factual texts
- Incident or accident reports
- Application letters
- Forms
- Formatted job reports.



Features of workplace texts

Features refer to all the different characteristics which help to make sure the text has the intended impact. These will be chosen by the writer, and some texts will have more features than others. For example, emails will tend to be quite straight forward without much design (unless we have some fancy graphics or videos included). Alternatively, when developing instructions, there are likely going to be more features to consider, such as breaking down the text into steps, and adding images or diagrams if relevant.

Some features of common texts include:

- Layout and structure
- Language
- Text size
- Text font
- Use of headings
- Pictures/images.

Structuring workplace texts

Along with the features, the structure of workplace texts will largely determine the initial impression the reader has. This will, in turn, decide how positively the reader interacts with your text, and ultimately how successfully the message is communicated.

There are two main factors which heavily contribute to structure:

- Format
- Layout.

Format

Format refers to the chosen style of a document.

It will cover things such as:

- Font type, size, and colour
- Indentations
- Bold/italics
- Bullet points
- Line spacing
- Tables.



When formatting a workplace text, you should consider the type of message you want to portray.

For example, different font types can have a great impact on how a reader engages with a document.

Consider this text, for example. It's probably not going to be great for formal workplace documents such as an incident form, and won't give the reader the impression that this is going to be a professional document.

Formatting will be explored further in the unit.

Layout

Layout will be an extension of your formatting, and the two may overlap in some cases. Similarly to formatting, layout can have a huge impact on how the reader engages with the document, and the impression that they initially have.

Take an incident form as an example again. This document needs to be easily accessible for the reader, helping them to clearly identify where information needs to be inputted, and the type of information they need to give. Layout will be a huge part of this.

Imagine a form looked like this:

Name of the person completing the form, name of the person(s) involved in the incident, date of the incident, time of the incident, has medical attention been sought yes or no? a brief description of the situation

As it stands, this form doesn't help the reader to engage with the document in any way. There is no indication of where to input the information, and in fact no space to do this either.

Now, let's see how amending the layout would help:

Name of the person completing the form:.....

Name of the person(s) involved in the incident:.....

Date of the incident:.....

Time of the incident:.....

Has medical attention been sought? (circle your answer) Yes No

Please give a brief description of the situation in which the incident occurred below:

.....

.....

.....

.....

.....

.....

.....

.....

Hopefully, you can see from changing the layout and formatting of the text, such as including a space for the reader to fill in the different sections, makes the document much easier to engage with, and understand what is expected without too much effort on their part.

Selecting appropriate layout for different types of texts will also be explored later in the unit.

1.2 – Identify audience and purpose of text and determine appropriate register of writing

By the end of this chapter, the learner should be able to:

- Identify the audience, purpose, and suitable register of a workplace text.

What is register?

Register refers to the tone of your text.

There are three main types of register:

- Formal
- Informal
- Neutral.

Formal

Formal register is commonly adopted in the working environment. It tends to be impersonal, and written in the third person, avoiding the use of words such as 'I' and 'we'.

Some other characteristics of formal register include:

- Full sentences
- Good grammar
- Paragraphs.

Formal register is common in the workplace as it ensures a sense of professionalism. Many workplaces will prefer to stick to this tone of writing, rather than to breach the boundaries of friendly and professional. You should be aware of the preferred tone of your workplace in terms of both internal and external communication to decide whether you will need to adopt formal register for all texts you produce.

Informal

Informal register is the opposite to formal register. It will be more casual and will usually be used if you know the person(s) who will be reading the text very well.

Characteristics of informal register include:

- Use of the active voice (we, us, etc.)
- Brief sentences
- Use of slang.



It's important to note that informal register doesn't mean a poorer quality of text will be developed. It will just address the reader in a different way. For example, consider the way in which you would develop an email to your manager to express an issue you have, compared to an email to ask your colleague a quick question. The tone of each of these texts is inevitably going to be different, but not in a way which means that one is less effective than the other.

Neutral

Neutral is less recognised as a type of register than formal and informal. It sits somewhere between the two, and offers a tone which will be appropriate for most situations.

As it sits between formal and informal, neutral register shares some characteristics from each.

For example, characteristics of neutral register include:

- Factual and non-emotive
- Active voice
- Limited use of slang
- Limited use of complex language.

Identifying your audience

To select the appropriate tone for a text, you will always need to consider who the reader will be, why they are reading the text, and the relationship you have with them. For this reason, it's important to identify who the audience of your text will be during the early stages of development.

To identify your audience, you will need to consider who you want to read your document.

Examples of audiences include:

- Colleagues
- Managers
- Stakeholders
- Customers.



Once you have identified your intended audience, you can then take the correct steps to ensure that the text is produced appropriately. For example, if you are developing a quotation for proposed work, this is going to be addressed to a customer. In this case, you know you want to adopt a professional but open tone, so possibly a neutral register. You would most likely avoid using industry terminology to avoid any confusion, and you would make use of positive and polite language to encourage the customer to opt for this quotation.

Identifying your purpose

Each type of workplace text has a different purpose, a reason why it is being developed. This purpose will also help you to determine the type of register you want to adopt.

Most texts have one of the following purposes:

- Instruct
- Explain
- Advise
- Persuade
- Argue
- Analyse.



Some of these purposes will be more common than others. For example, it's not likely that you will commonly produce workplace texts for the sole purpose of arguing. But, if you are aiming to produce an email to your manager to suggest workplace improvements, for example, you might consider using a formal register, maintaining professionalism and avoiding addressing your manager as though they are your friend.

With all this being said, it can sometimes be difficult to determine the appropriate register to adopt in the early stages of development. Once you have identified the information which will be included in your text, it should become more clear how best to pitch this to get the message across in the right way.

1.3 – Locate and select information required to complete text

By the end of this chapter, the learner should be able to:

- Determine how to accurately identify the information required for a text.

Identifying the required information

Once you have identified the purpose and intended audience for your text, you will then need to confirm the information which you need to communicate.

In some cases, you might have specific details of what type of information to include in a workplace text. For example, if you are providing a quotation, you will have been informed of the quotation price (or determined this yourself) and will be required to give the customer this information, along with the required next steps. In other cases, you will need to rely on your own knowledge and experience a little more. For example, if you are writing a general email, this will come from your own thinking. You will need to recall the key purpose of your communication and ensure that this is reflected in your writing.

To accurately identify the information required for a text, you should:

- **Communicate with others in your workplace** – if you're unsure, your peers should be able to help you to determine the type of information you would typically include in a workplace text
- **Refer to any relevant documentation** – similarly to seeking guidance from others, existing workplace texts should offer you some help. For example, you might seek out similar texts to that which you are developing to reference the type of information which is included
- **Remember the key purpose of the text** – this might seem like common sense, but it's still incredibly important. Bringing yourself back to the main reason you are developing the text will allow you to identify the type of information which must be communicated to address this purpose successfully.



1.4 – Plan structure of the text and steps required to complete

By the end of this chapter, the learner should be able to:

- Identify questions to ask when planning how to structure a text.

Why does structure matter?

The structure of text refers to the way in which the information is organised. Think about a novel, it will begin (in most cases) with an introduction to the story and the characters, the middle will include the action, and the end of the book will draw things to a conclusion. Without this structure, the reader would struggle to follow the plot, and understand what was going on.

Whilst the structure of workplace texts will be much simpler than a novel, they should be developed with the same premise; in a way which enables the reader to easily understand the information being relayed.

Take an email, for example. The first piece of information should always be the name of the person(s) the email is intended for, this will make sure that the reader knows that they are being addressed, Put this at the end, and your reader will have no idea if the email is addressed to them or not, making it unlikely that they will read on. Then you will have your main body of text, which will include the key point(s) of the email. Depending on length, this might be divided into paragraphs which organise the information and makes reading easier. Finally, you will have your formalities, including a 'Thank you' or 'Kind regards', followed by your name, so the reader can easily identify who the email is from.

Planning the text structure

The best way to ensure that you convey information effectively is to plan your structure beforehand. Drafting strategies will be explored in more detail in a later chapter, but when planning your structure, you should consider the key points of your text.

To do this, you should ask yourself the following questions:

- What is your goal when developing your text?
- What information do you need to provide to reach your goal?
- What does the recipient(s) already know about the topic? And what new information are you providing?
- Why is the reader going to engage with the text?
- What questions could the reader have?
- What formatting requirements do you need to follow?



Each of the above questions will allow you to determine the best way to structure your text, ensuring that the information is conveyed successfully and appropriately.

Planning your steps

Once you have a good idea of your structure, you can then begin to plan the steps you need to take to develop your text. Bear in mind that this process might be longer for some texts than others.

Let's look at an example...

Imagine you are required to develop a performance appraisal review for an employee in your workplace. To do this, you will need to gather information about the employee.

This could include:

- Attendance records
- Performance records
- Supervisor feedback.



This information will need to be analysed before the appraisal is developed to ensure that it accurately reflects the employee's performance. Once this has been done, the document can then be drafted, ensuring that all key points have been covered.

2. Draft text

- 2.1. Select text structure, features and layout consistent with text type
- 2.2. Use drafting strategies to write routine workplace text
- 2.3. Use appropriate vocabulary, grammatical structures and conventions to write text
- 2.4. Logically sequence and interrelate information and ideas in draft text
- 2.5. Format text with appropriate layout and presentation to meet workplace purpose



2.1 – Select text structure, features and layout consistent with text type

By the end of this chapter, the learner should be able to:

- Select the text structure, features, and layout of a letter.

Selecting text features

As was previously discussed, features refer to the specific characteristics of a text. You will choose your features to ensure that the message is successfully communicated to the required audience.

Examples of features include:

- Layout and structure
- Vocabulary and grammar
- Text size
- Text font
- Use of headings
- Pictures/images.



Structure and sequencing

Structure refers to how the information itself is organised, and it is a crucial factor when delivering information. There are two main parts to this; sequencing of the information, and the layout of information (including formatting). Sequencing and formatting processes will be explored in more detail in a later chapter, and we will explore layout below.

Layout

Layout refers to the way the text looks. This can incorporate a number of factors.

For example:

- **Legibility** – this will include the general accessibility of your text, aided by things such as font type, size, colour, and structure
- **Graphics** – graphics can include aspects such as tables, diagrams, charts, etc. Graphics can be really useful for conveying information as well as making your text more visually appealing
- **Structure** – this was discussed in a previous chapter and above, but it's important to note that structure also impacts the way a text looks, as well as how it reads. For example, if you have a large block of text with no breaks, it's not going to be very appealing to read. Structuring texts using smaller paragraphs will make it easier for the reader to follow along.

The appropriate layout will differ depending on the type of text you are developing.

In a previous chapter, we explored the layout of an incident report form. Let's now take a look at emails and letters.

Emails and letters are very similar, and may even contain the same information. However, the appropriate layout for each of these two documents can differ.

Generally speaking, emails are considered to be less formal than letters. They are quicker to produce, and can be delivered immediately. With that being said, the level of formality will always depend on who the text is going to be sent to, the relationship you have with that person, and the information which is being communicated.

The layout of an email will generally be similar to the following:

Greeting – such as “Hello recipient”

Body of text – main purpose of the email

Signature – such as Thanks, your name.

Alternatively, letters are considered to be a more formal means of communicating. Arguably, they are written with more purpose than an email as the development process is longer, and the letter will be delivered to the recipient personally.

The general layout of a letter is as follows:

Contact information – of the recipient as well as yourself (or your workplace)

Greeting – such as “Dear recipient”

Body of text – this will tend to be broken down into paragraphs

Closing – such as “Sincerely”

Signature of writer

As you can see, there are more formalities which come with writing a letter, but the key components are very similar. These are generally accepted layout for these types of text, and you might find that your workplace guidelines differ. But, as mentioned above, the key to determining the appropriate structure and layout of a text is remembering the audience and the purpose of the text.

Vocabulary and grammar

As you know, vocabulary and grammar refer to how a piece of text is put together; the words which are used and how sentences are formed. The appropriate choice of vocabulary and grammar will make all the difference when developing any type of text, and will again differ depending on the audience and the purpose of the text. Vocabulary and grammar will be explored in more detail later in the unit.

2.2 – Use drafting strategies to write routine workplace text

By the end of this chapter, the learner should be able to:

- Outline one method for drafting a workplace text and explain how this is effective.

Drafting strategies

Drafting is a key step when producing a workplace text. At this stage, you will finalise your ideas and begin to shape them into your final text.

Mind mapping

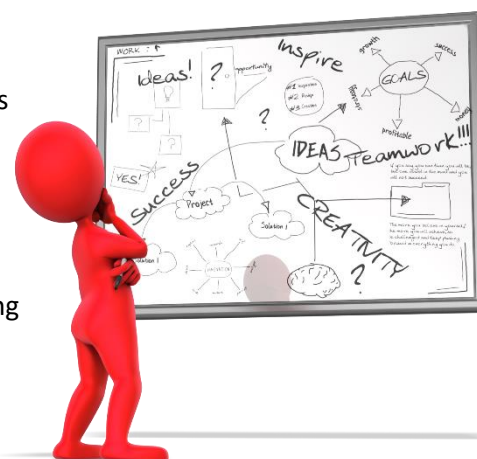
Mind mapping (sometimes called a brainstorm or a spider diagram) is a common step to take before you put together your full written draft. Mind mapping can be helpful as it focuses on gathering your ideas in note form. All you would need to do is write the title of your text in the middle of a page, and around this, write the different components which need to be included in this text. This will allow you to see all the different aspects which must be included. This will also be helpful to refer to when producing the written draft.

Producing your draft

The right drafting strategy to adopt will depend on the type of text you are developing, but more often than not, the most effective drafting strategy is to just write. This may sound simple, but drafts are often developed by simply having a go at writing the text in full. Then, once you have your first draft, you will go back and edit it until you are happy. You may find that you produce a number of drafts when done this way, so don't worry if you don't get things right the first (or even third) time

Here are some tips for you to follow when developing a draft:

- **Don't focus too much on the finer details** – drafting is about getting the key points down on paper before going ahead and perfecting the overall text. Think about the first draft as the structure of a building; this should be solid and secure before we can go on to develop the intricate details of the interior
- **Take your time** – drafting a text can be a time-consuming process. Even if the text isn't particularly long, making sure all of the relevant information is included in the right way is challenging. If you are finding the drafting process difficult, leave your workstation for a short period of time to refresh your brain, this should allow you to return with a clearer outlook
- **Ask for help** – as an extension of the above, often when we're working on something for long periods of time, we can no longer see the solution to simple problems. If you have colleagues around, ask them to quickly cast an eye over your draft to see what they think; they'll be able to give a fresh perspective, from a place of having not been staring at the same set of words for a long period of time.



Remember that the purpose of the drafting process is to give you the opportunity to edit and amend your text until you are happy with it. Take your time, and don't beat yourself up if it's not falling into place straight away. Even the simplest of texts usually take a couple of shots.

2.3 – Use appropriate vocabulary, grammatical structures and conventions to write text

By the end of this chapter, the learner should be able to:

- Identify considerations to make when selecting the appropriate vocabulary for a workplace text
- Edit a short piece of text to include appropriate grammatical structures.

Using the appropriate vocabulary

The words you use will always determine whether communication is successful. Think about the conversations you have in everyday life; you will likely use different language when speaking with your friends than you do when speaking with your manager at work, for example. Sometimes we don't realise that we're doing this, but we do so to make sure that our message, and the delivery of this message, is effective. This will be the same in writing.

Vocabulary refers directly to your choice of words. When developing workplace texts, your words will need to be appropriate but understandable. For example, you may make use of terminology which is relevant to your workplace when developing a text which will be distributed internally. But if you are producing a text which is aimed at customers, for example, you'll likely want to avoid workplace lingo which could confuse them.

When selecting the appropriate vocabulary, you should consider:

- **The purpose of the text** – for example, if the purpose of your text is to inform, then you will use words which will aid the reader's understanding
- **The reader of the text** – as mentioned above, the last thing you want to do is isolate your reader by using words which they won't understand. You should consider the reader's current knowledge on the subject, and choose your words based on this
- **The format of the text** – some types of text, such as incident forms, will not allow for a large word count. In this case, you should use your words sparingly to ensure that the key message is relayed. Others will give you the opportunity to expand your message as much as you like, here you can focus more on providing as much information as you can to the reader, using descriptive words.



Acronyms

Depending on your reader, you may be able to make use of acronyms and idioms.

Acronyms are abbreviations formed by letters or components shorter than the original word or phrase.

Some common examples include:

- ASAP – As soon as possible
- COD – Cash on delivery
- Dept – Department
- EOD – End of day
- ETA – Estimated time of arrival
- FAO – For attention of
- FYI – For your information
- KPI – Key performance indicators
- TBA – To be agreed
- WFH – Working from home.

The above list is by no means exhaustive, many acronyms might be commonly used within your workplace. You should always be sure before you incorporate acronyms that they are commonly recognised by your reader(s). If you are unsure, play it safe and write out the word in full. You may lose your reader if they feel excluded by abbreviations they do not understand.

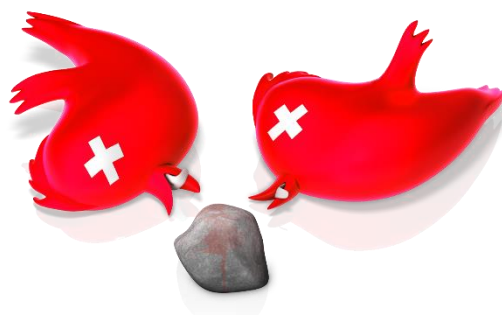
Idioms

An idiom is a phrase which is widely understood to mean something different than what it says. For example, 'take the bull by the horns' is a culturally accepted phrase, which most of us understand not to mean we are literally going to grab the horns of a bull.

Idioms are commonly used in the workplace, but if you are going to include them in a workplace text, you must be sure that these are going to be interpreted correctly. Again, consider your audience, and always avoid using phrases which could isolate readers who might not understand what they mean.

Common idioms used in the workplace might include:

- "Up in the air" meaning that a final decision has not yet been made
- "Piece of cake" meaning that something is/was very easy
- "Kill two birds with one stone" meaning to accomplish two different tasks at the same time
- "Break a leg" meaning good luck
- "Rule of thumb" meaning a general rule which might not be completely accurate.



Again, the above list is not exhaustive; your workplace may use a wide range of different idioms. Always consider your reader and ensure that idioms will be interpreted correctly if used; if in doubt, go without!

Using the appropriate grammar

Grammar refers to how written text is put together. It can include things such as sentence structure, paragraphs, and the way we order our words. Without grammar, even the simplest of texts can be difficult to understand. For this reason, it's important that you get into the habit of good practices across all types of texts.

There are many 'rules' of grammar which govern how we make sense of the words we put together; most of these you will already be aware of without even realising it.

For example, one of the most general rules of grammar refers to how a sentence is put together to create meaning. To do this, every sentence must have a noun and a verb.



- Nouns are words for person, place, or thing
- Verbs are words which show action.

So, as long as a sentence contains one each of these, it should in theory always have meaning.

Using the appropriate punctuation

Punctuation is often referred to interchangeably with grammar, but it more specifically refers to the punctuation marks we use to confirm the meaning of a text.

For example, let's take the paragraph you have just read above:

Grammar refers to how written text is put together it can include things such as punctuation sentence structure paragraphs etc without grammar even the simplest of texts can be difficult to understand for this reason its important that you get into the habit of good practices across all types of texts

Hopefully you can see that without the use of simple punctuation such as commas, full stops, and capital letters, written text becomes difficult to follow.

As well as ensuring that a text reads well, the main uses of punctuation include:

- **Aid understanding** – the incorrect use of grammar can not only make written text difficult to read but can also change the meaning of the text altogether. Let's look at a simple example:

Let's eat, Grandma

Let's eat Grandma

Here you should see that without the correct use of a comma, the sentence has a very different meaning

- **Show emotions** – punctuation such as exclamation marks ‘!’ or ellipses ‘...’ can translate your emotions as the writer. This will help the reader to understand the tone of the text.

When using punctuation, you should consider whether your choices are suitable for the type of text you are producing. For example, if you are writing a formal text, you might avoid punctuation such as exclamation marks and ellipses’. Whilst there is nothing ‘incorrect’ about the use of these, they can give the text a more casual tone.

Take, for example, if you are writing an email to your manager, you probably wouldn’t start with ‘Hello!’. This immediately sets the tone as friendly, which you likely want to avoid. Instead, you would begin by saying ‘Hello,’.

To ensure that you are using appropriate grammar and punctuation, the best thing to do in most cases is to read your draft out loud. Whilst there may be some differences in how we read text aloud compared to in our heads, reading it aloud will allow you to identify the natural pauses which should be replicated in the written text. For example, when we say ‘for example’ we usually pause before going ahead to give examples. As such, a comma will fit nicely following ‘for example’ to replicate this natural pause in written text.



2.4 – Logically sequence and interrelate information and ideas in draft text

By the end of this chapter, the learner should be able to:

- Suggest two methods for sequencing information within a workplace text
- Explain why it is beneficial to identify and connect related information when developing a workplace text.

Sequencing information

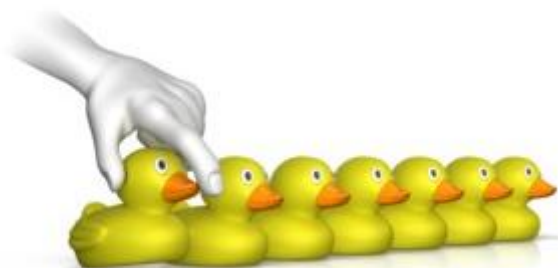
Sequencing information refers to the way it is ordered. It is closely linked to structure, and the process of making sure that the text runs in a way which enables the reader to understand the information being presented.

There is no one rule of thumb for how to correctly order information. It will depend on the type of information you are relaying, as well as the audience you are reaching out to.

Here are some common methods for sequencing information:

- **Chronologically** – this will go from beginning to end through a series of events or time. It is a good way to explain a situation to an audience who have little or no background information. For example, imagine you are sending an email to your colleague to give them instructions for how to complete a task. The best way to do this would be to talk them through each step from beginning to end
- **Most important first** – this is common in the workplace, making sure that the most important points are explained first before then moving on to the less important information. An example of this would be when sending a quotation for proposed work. You can be pretty sure that the key information the recipient will be looking for is the price of the quotation, so this information should be given early on. Then, you can provide additional information after this.

When sequencing information, the key purpose is to ensure that the reader is provided with the necessary information. If this means that you follow neither of the above methods, that's fine. You know your audience best, and you should trust your instinct when it comes to how best to present information to them. For example, imagine that you manage a small team, and need to deliver the news that they need to work overtime over the weekend. The best way to do this will depend on what motivates your team, and you will know this best. You might write an email letting them know how great of a job they have been doing recently, before then letting them know that overtime will be required. Alternatively, you might lead with the notice of overtime, but then follow up that this will mean extra pay for everyone. Each of these options sequences the information differently, and so will have an impact on how it is received.

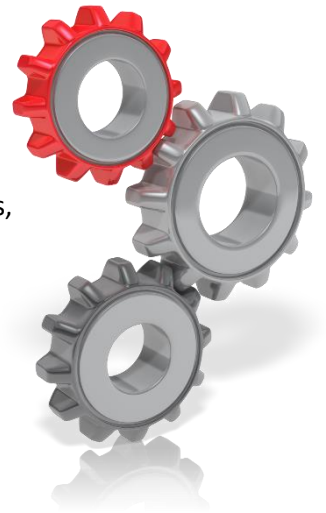


Interrelating information

When sequencing information, it will be beneficial to link together related information. This will help your text to run smoothly, avoiding jumping back and forth between the key points.

The best way to ensure that related information is pieced together is to be clear of your key points from the beginning. This way, when it comes to the drafting process, you can ensure that these related points can be communicated at the same stage.

It might be beneficial to make a list of your key points before you write up your first draft. This will help you to see the different points clearly in front of you, and identify which ones are related and would benefit from being covered together.



2.5 – Format text with appropriate layout and presentation to meet workplace purpose

By the end of this chapter, the learner should be able to:

- Suggest methods of formatting a text
- Explain why it is important to be consistent when formatting a text.

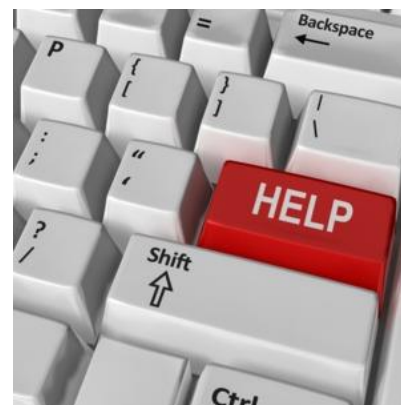
Formatting your text

Formatting refers to the process of arranging how your text is presented. Similarly to structuring, poor formatting can have a negative impact on how your text is interpreted by the reader; even if the information itself is perfectly written.

Formatting can be as simple or as complex as you choose, and will likely depend on the type of text you are developing. For example, the formatting requirements for an email to your colleagues are likely to be minimal, whereas if you are developing a set of instructions, then there may be more steps to consider.

Let's explore some of the common things you might do when formatting a text:

- Change the font type and size
- Incorporate headings
- Amend line spacing
- Add images
- Include tables
- Add lists.



The above list is not exhaustive; as mentioned above, formatting can be complex if you choose it to be. Each of the above formatting steps is simple and won't take you long to do, so long as you are familiar with your device (assuming that your text is going to be digitally produced).

Meeting workplace purpose

As ever, one of your key considerations when formatting is the overall purpose of the text. This will help to guide you towards the general formatting style which you will want to follow.

Remember that your formatting choices should always enhance the text; increasing the likelihood of the audience's engagement and understanding. For example, formatting techniques such as tables or lists can be used to display information more precisely. Think about the list above; displaying the different formatting steps in bullet-point list form makes it much easier to read than if it was written as prose text.

Here are some tips to remember when formatting your text:

- **Keep things simple** – whilst it can be tempting to incorporate lots of fancy elements, it will likely take away from the message of your text. Try to avoid too many pictures, or fonts which are difficult to read
- **Use traditional fonts** – as above, it can be tempting to choose the fanciest, smartest looking font, but if the text is difficult to read, your audience isn't likely going to engage. Stick to fonts which are commonly used across businesses such as Times New Roman, Calibri, or Arial, and if you want to add emphasis, make use of italics, bold, or underlining instead
- **Be consistent** – this really is key when producing documents, but is often overlooked. A text will look much more professional when the formatting is consistent throughout. Take this Learner Guide for example, *are you* going to want to keep reading if ~~the text font~~ *and style* **keeps changing** like this? It's frustrating for a reader if they can't follow a text easily and know what to expect as they read on.

3. Review and finalise text

- 3.1.** Review and revise draft text for completeness, accuracy and intended purpose
- 3.2.** Check writing is appropriate to workplace audience
- 3.3.** Proofread draft text for spelling, punctuation and grammar
- 3.4.** Finalise text for use



3.1 – Review and revise draft text for completeness, accuracy and intended purpose

3.2 – Check writing is appropriate to workplace audience

By the end of this chapter, the learner should be able to:

- Identify what to look for when reviewing a draft text
- Explain why it is beneficial to review a text from the position of the reader.

Reviewing your draft text

Now that you have drafted your text, you can carry out the final steps towards completion; the review.

Reviewing is, in theory, a simple process, but can be challenging and time-consuming. It will involve reading over your draft, looking out for anything you are unhappy with.

Here are some things to look out for:

- Repetitive words or phrases
- Filler words
- Uncertain language.

Of course, you will also be looking for any errors, but that will be explored in more detail in the next chapter. For now, you will be focusing on making sure your text makes sense and contains the information you want to communicate.

When reviewing your draft, you will be looking to make sure that the text is:

- Complete
- Accurate
- Addressing the key purpose(s)
- Suitable for the intended audience.

Checking for completeness

Checking for completeness should include making sure that:

- All relevant information is included
- Required formatting has been applied
- Written content is finalised' including greetings and sign-offs.

Checking for accuracy

Checking for accuracy will overlap with the process of checking that the text is complete, but will focus more on the finer details.



This will include checking for:

- Content errors (fact-checking)
- Readability
- Legibility.

In doing the above, you will be specifically looking to make sure that your text addresses the key purpose, and is suitable for the intended audience. Let's look at how you will do that in more detail.

Checking that the text addresses the key purpose

The purpose of the text is the reason why it is being developed in the first place. So if this key purpose isn't properly addressed, the text will have little use at all. For this reason, it's important that you take the time to make sure that you are happy that the purpose has been addressed clearly in your written draft.

The general rule of thumb when doing this is to make sure that your text is as clear as it can be. Put yourself in the position of the reader, if you cannot understand what you've written, how would you expect the reader to be able to do so? If there is any doubt, then try your best to clear this up. This might mean extending your point to provide further explanation, or clearing up what is already there by simplifying your language.

Checking suitability for the audience

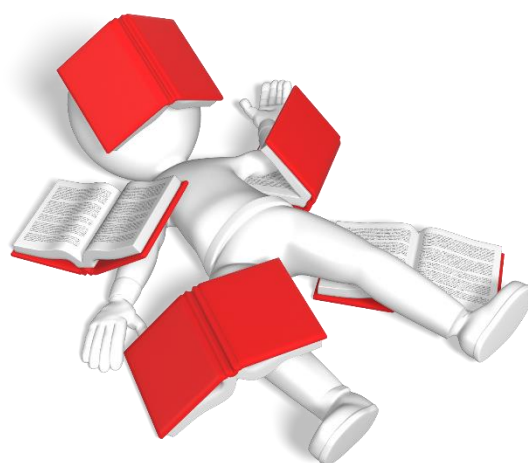
As well as ensuring that the key purpose of the text has been addressed, you will also need to be sure that your written draft is suitable for the audience.

When doing this, you will need to consider many of the features we have discussed thus far:

- Your choice of language
- The register adopted
- The structure and layout.

As above, you should put yourself in the position of the reader. Think about the level of knowledge they are likely to have in regards to the information you are relaying. If this is going to be minimal, have you explained everything fully, without relying on the background knowledge that you have? If they're likely to have a more advanced understanding, have you cut out any unnecessary explanations which are just filling up space?

Similarly, when you consider your chosen register, consider if this is how you would expect to be addressed if you were the reader. Imagine you are communicating with your colleagues and have adopted a formal register. Are they going to be taken aback by this approach and in turn overlook the information being presented?



Try your best to always see your text from the viewpoint of the reader; this will help you to gain a better insight into how it will be interpreted, and rectify any possible deviations from your purpose before the text is distributed.

3.3 – Proofread draft text for spelling, punctuation and grammar

By the end of this chapter, the learner should be able to:

- Proofread a short piece of text and identify any mistakes.

Proofreading

Proofreading refers to the process of reading over a text to identify any mistakes which have been made. You should note that proofreading is different from editing; at this stage, you won't be looking to make any significant amendments to the content of your text. When proofreading, you will be looking to identify minor (but important) errors.

When proofreading, you will be looking for:

- Spelling mistakes/typos
- Correct use of grammar and punctuation
- Layout and formatting errors or inconsistencies (think line spacing, text size, etc.).

Depending on your text, you might be looking for additional things when proofreading. The above list suggests general factors to keep an eye out for when proofreading.

Proofreading can be a tedious process; you've already spent time developing your text and making sure that it is accurate and complete, so why would now want to read through it again to trawl out any minor mistakes? What's important to remember is that it's these simple mistakes which your reader will notice, and form an opinion upon. This is especially important when communicating externally, any mistakes, no matter how minor, can give an unprofessional impression at best, and a lazy and incompetent impression at worst.

Here are some tips to consider when proofreading your text:

- **Take your time** – particularly with longer texts, skim reading just won't cut it. Consider splitting your text into sections to make it more manageable, whatever it takes to make sure that each word is double-checked
- **Print out a copy** – proofreading can often be difficult on a screen. Consider printing out a copy and doing it the old-fashioned way. Just make sure you have a pen to hand to note any mistakes spotted. Hard copies can also be shared easily with your colleagues if you want a second (or third) pair of eyes
- **Be aware of common mistakes** – these might be personal to you (we all have words we struggle with), or general things which people often get wrong, such as incorrect use of colons and semi-colons). Just being conscious of repeat errors will make them easier to spot



- **Be consistent** – in some areas, there won't necessarily be a 'right' way to do things, but you will need to make sure that you're following the same rules throughout. For example, the type of bullet points you use and the indentation of these on the page. These are likely not going to be governed by strict rules, but will look messy if the formatting isn't consistent.

Spelling unfamiliar words

As mentioned above, it's natural to experience certain words that you personally struggle to spell correctly. This is especially likely if you are trying to spell words you are not familiar with.

Here are some strategies to help you spell unfamiliar words:

- **Spell the word out phonetically** – phonetics refers to how something sounds. So when you say the word, how does it sound like it will be spelt? Whilst there may be some difference between how the word sounds and how it is spelt, this is a good place to start
- **Look at the word** – this may sound simple, but when you have attempted the spelling, ask yourself if it looks right. Often we can recognise the correct spelling of a word by identifying the wrong spelling
- **Remember the rules** – there are lots of spelling 'rules' which you are likely already familiar with. For example, 'i' before 'e' except after 'c'.



Spell checkers

There are many applications which can perform general proofreading checks on digitally produced documents. For example, Microsoft Word has an inbuilt spell checker which will pick up any incorrect spellings or typos. In recent updates, this has also been upgraded to include grammar checks too.

There are also more advanced applications such as Grammarly which not only check for spelling mistakes but also possible content errors. For example, this can pick up on words which don't fit with the sentence, or where clarity could be better achieved if the sentence is too wordy (probably much like this one).

These applications are beneficial as they can pick up on errors in a fraction of the time than it would take to manually proofread the text, but you should avoid relying on them completely. Applications will never be able to pick up everything, and there are always limitations to digital aids. For example, if you have mistyped a word, but this mistype forms a legible alternative word, then this won't necessarily be picked up by the application, e.g., from/form. You should see such applications as a back-up option, double-checking for anything that you might have missed yourself, rather than the other way around.

3.4 – Finalise text for use

By the end of this chapter, the learner should be able to:

- Identify the steps to finalise a workplace text.

Finalising your text

At this point, you have drafted your text, reviewed it for accuracy and completeness, and carried out your final proofread. Now you will be ready to take the final steps to complete your text and provide access to the intended audience.

The final steps to making your text accessible will depend on the type of text, and who will be reading it.

You might need to take steps such as:

- **Seek approval** – depending on the guidelines of your workplace, you might need to gain approval from a person in your workplace, such as your supervisor, before the text can be distributed. This will likely be the case for texts such as instruction and quotations, rather than for general emails
- **Print the text** – some texts will be given in paper-form rather than distributed digitally. In this case, you will need to make sure there are enough copies printed, and that they reach the intended audience, by post, for example
- **Upload the text** – alternatively to printing the text, some texts will be distributed digitally, on your company website, for example. In this case, you will need to make sure that the text has been published correctly. Remember to seek help from your designated IT team if you are unsure of this process
- **Copy the text into the correct format** – if you have produced your text in a word document, for example, you might need to copy this over to the space that it will be distributed. You might do this if you are producing a long email, for example, and prefer to work on this in a word document rather than in the email application.



Remember that until the text is distributed, it's not too late to make changes. If you spot anything you're unhappy with just before sending or printing, don't be afraid to make the corrections. The time needed to make these corrections is minor compared to the poor impression even the simplest of mistakes can have.

Summative Assessments

At the end of your Learner Workbook, you will find the Summative Assessments.

This includes:

- Skills Activity
- Knowledge Activity
- Performance Activity.

This holistically assesses your understanding and application of the skills, knowledge and performance requirements for this unit. Once this is completed, you will have finished this unit and be ready to move onto the next one – well done!