# 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**<br><br>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.<br><br>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

### FSKRDG04 Read and respond to 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 identify and respond to information in basic workplace texts in printed or digital format, such as short messages, notices, instructions, forms, rosters, simple diagrams and tables.

The unit applies to individuals who need reading 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

Reading

## 2.2  Unit of competency assessment requirements

## Assessment Requirements for FSKRDG04 Read and respond to 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:

- identify specific information in basic workplace texts
- respond appropriately to information in 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
- high-frequency vocabulary in basic workplace texts
- reading strategies for locating and recognising information in 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 adjustments 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 - reading.

### Links

Companion volumes from the IBSA website - http://www.ibsa.org.au

# 3.2  Delivery plans

The following sample delivery plans can be used to deliver FSKRDG04 Read and respond to 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**:<br>**Suggested resources**:<br>•    Recommended reading<br>•    Slide presentation software | **Slide nos**: 2–22 |
| **Recommended reading** | **Terminology checklist** |
| Aspire learner guide *FSKRDG04 Read and respond to basic workplace information*, Release 1<br>Day 1 | •    Written text<br>•    Form<br>•    Time sheet<br>•    Floor plan<br>•    Notice<br>•    Purpose<br>•    Audience<br>•    Title<br>•    Abbreviation<br>•    Information field |
| **Suggested training strategies** | |
| •    Commence facilitation of this unit of competency by introducing learners to the Aspire learner guide *FSKRDG04 Read and respond to 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. | |
| •    Prepare learners for this unit of competency by explaining 'your story'. The unit of competency is taught through a personal story. In this case, 'your story' is as follows:<br>   –   You work in the shop for the Fashion Stars Clothing Company<br>   –   You have been asked to work in the warehouse for three weeks instead of the shop | |

# 3.3  Learning mapping

*FSKRDG04 Read and respond to basic workplace information*, Release 1

| Unit of competency | Content | Checkpoint |
|---|---|---|
| **Element 1: Prepare to read basic workplace texts** | Day 1 | n/a |
| 1.1  Identify the text type | Day 1<br>Day 2 | CP 1: Q 4, 5, 7 |
| 1.2  Identify audience and purpose of text | Day 1<br>Day 2 | CP 1: Q 1, 2, 10 |
| 1.3  Identify the text features | Day 1 | CP 1: Q 4, 8, 9 |
| **Element 2: Identify information in basic workplace texts** | Day 2 | |
| 2.1  Use navigation skills to locate relevant information | Day 2 | CP 2: Q 1 |
| 2.2  Identify high-frequency vocabulary | Day 2 | CP 2: Q 2 |
| 2.3  Use reading strategies to locate relevant information | Day 2 | CP 2: Q 1 |
| **Element 3: Confirm understanding and respond to basic workplace texts** | Day 2 | |
| 3.1  Check information has been correctly understood | Day 2 | CP 2: Q 3 |
| 3.2  Use information to respond appropriately | Day 2 | CP 1: Q 3, 6 |
| **Performance evidence** | | |
| PE1 | Identify specific information in basic workplace texts | Day 1:<br>Basic text features<br>Time Sheet<br>Floor Plan | CP 1: Q 1, 2, 4, 5, 7, 8, 9 |
| PE2 | Respond appropriately to information in workplace texts | Day 1:<br>Using the Emergency Information form<br>Using the Time Sheet<br>Using the Floor Plan | CP 1: Q 3, 6 |
| **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

*FSKRDG04 Read and respond to basic workplace information*, Release 1

| Unit of competency | Part A – Questioning | Part B – Project: Reading and responding to basic workplace information | Part C – Observation |
|---|---|---|---|
| **Element 1: Prepare to read basic workplace texts** | | | |
| 1.1  Identify the text type | Q 1, 5 | | |
| 1.2  Identify audience and purpose of text | Q 3, 4 | | |
| 1.3  Identify the text features | Q 2 | | |
| **Element 2: Identify information in basic workplace texts** | | | |
| 2.1  Use navigation skills to locate relevant information | Q 6 | Q 1 | |
| 2.2  Identify high-frequency vocabulary | | Q 3 | |
| 2.3  Use reading strategies to locate relevant information | | Q 2 | |
| **Element 3: Confirm understanding and respond to basic workplace texts** | | | |
| 3.1  Check information has been correctly understood | | Q 2 | O1 |
| 3.2  Use information to respond appropriately | | Q 4 | |
| **Performance evidence** | | | |
| PE1  Identify specific information in basic workplace texts | Q 2, 3, 4 | | |
| PE2  Respond appropriately to information in workplace texts | | Q 4 | |
| **Knowledge evidence** | | | |
| KE1  Purpose and features of basic workplace texts | Q 3, 4 | | |

# 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**: | *FSKRDG04 Read and respond to basic workplace information*, Release 1 |
| **Assessor name**: | |
| **Assessor email**: | |
| **Assessor phone number**: | |

| **Assessment tasks**: | | **Satisfactorily completed** |
|---|---|---|
| | • Part A – Questioning | ❑ |
| | • Part B – Project: Reading and responding to basic workplace information | ❑ |
| | • 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 |