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# 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
<p><b>Australian Qualifications Framework</b></p> <p>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.</p> <p>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.</p>	<p>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: <a href="http://www.aqf.edu.au">www.aqf.edu.au</a>.</p>

## Section 2: Unit of competency information

### 2.1 Unit of competency

#### FSKRDG07 Read and respond to simple workplace information

##### Modification History

Release	Comments
Release 1	This streamlined version first released with <i>FSK Foundation Skills Training Package version 1.0</i> .

##### Application

This unit describes the skills and knowledge required to identify, interpret and respond to information in simple workplace texts in printed or digital format, such as short messages, notices, instructions, forms, rosters, simple diagrams, tables and charts.

The unit applies to individuals who need reading skills at Australian Core Skills Framework (ACSF) level 2 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

##### Elements and Performance Criteria

Element	Performance Criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>

## 2.2 Unit of competency assessment requirements

### Assessment Requirements for FSKRDG07 Read and respond to simple workplace information

#### Modification History

Release	Comments
Release 1	This streamlined version first released with <i>FSK Foundation Skills Training Package version 1.0</i> .

#### Performance Evidence

Evidence of the ability to:

- identify and interpret information in simple workplace texts
- respond appropriately to information in simple workplace texts.

Evidence must be collected using simple 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 simple workplace texts
- high-frequency terminology in simple workplace texts
- reading strategies to identify and interpret information in simple workplace texts.

#### Assessment Conditions

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

Advice and support available if requested.

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 *FSKRDG07 Read and respond to simple 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		
<p><b>Suggested time allocation:</b> 15 hours</p> <p><b>Suggested resources:</b></p> <ul style="list-style-type: none"> <li>• Recommended reading</li> <li>• Slide presentation software</li> </ul>	<p><b>Slide nos:</b> 5–17</p>	
Recommended reading	Terminology checklist	
<p>Aspire learner guide <i>FSKRDG07 Read and respond to simple workplace information</i>, Release 1</p> <p>Day 1</p>	<ul style="list-style-type: none"> <li>• Messages</li> <li>• Emails</li> <li>• Notices</li> <li>• Procedures and instructions</li> <li>• Forms</li> <li>• Diagrams</li> <li>• Floor plans</li> <li>• Maps</li> <li>• Timetables or shift rosters</li> <li>• Labels</li> <li>• Tables and charts</li> <li>• Audience</li> <li>• Purpose</li> <li>• Inform</li> <li>• Request</li> <li>• Instruct</li> <li>• Warn or prohibit</li> <li>• Structure</li> </ul>	<ul style="list-style-type: none"> <li>• Layout</li> <li>• Language</li> <li>• Words with tenses/mixed tenses</li> <li>• Imperative clauses</li> <li>• An omitted subject</li> <li>• Negatives</li> <li>• Contractions</li> <li>• Abbreviations</li> <li>• Clauses</li> <li>• Conjunctions</li> <li>• Adjectives</li> <li>• Prepositions</li> <li>• Pronouns</li> <li>• Block letters</li> <li>• Numbers</li> <li>• Graphical elements</li> <li>• Past tense</li> <li>• Present tense</li> <li>• Future tense</li> </ul>
Suggested training strategies		
<ul style="list-style-type: none"> <li>• Commence facilitation of this unit of competency by introducing learners to the Aspire learner guide <i>FSKRDG07 Read and respond to simple workplace information</i>.</li> </ul>		

## 3.3 Learning mapping

FSKRDG07 Read and respond to simple workplace information, Release 1

Unit of competency		Content	Checkpoint (CP)
<b>Element 1: Prepare to read simple workplace texts</b>			
1.1	Identify the text type	Day 1 Types of texts	CP Day 1: Q 1, 2
1.2	Identify audience and purpose	Day 1 Audience and purpose	CP Day 1: Q 3, 6
1.3	Identify the text features	Day 1 Text features	CP Day 1: Q 4, 5
<b>Element 2: Identify and interpret information in simple workplace texts</b>			
2.1	Use navigation skills to locate relevant information	Day 2 Finding information	CP Day 2: Q 1
2.2	Identify and interpret workplace terminology in texts	Day 2 High-frequency terminology	CP Day 2: Q 2
2.3	Use reading strategies to identify and interpret relevant information	Day 2 Reading strategies	CP Day 2: Q 3, 4
2.4	Use critical reading skills to interpret information	Day 2 Critical reading skills	CP Day 2: Q 5, 6
<b>Element 3: Confirm understanding and respond to simple workplace texts</b>			
3.1	Check that information has been correctly understood	Day 2 Check what you have read	CP Day 2: Q 7
3.2	Use information to respond appropriately	Day 2 Respond to information	CP Day 2: Q 8
<b>Performance evidence</b>			
PE1	Identify and interpret information in simple workplace texts	Day 2 High-frequency terminology	CP Day 2: Q 2
PE2	Respond appropriately to information in simple workplace texts	Day 2 Respond to information	CP Day 2: Q 8
<b>Knowledge evidence</b>			

## Ensuring readiness for assessment complete

Before learners begin to undertake final assessment tasks for the unit, it is important to ensure that they are comfortable and ready to begin the assessment process.

The final assessment provided contains a self-assessment checklist that learners should complete to confirm that they feel they hold the skills and knowledge required for the unit, and that they feel ready to undertake a successful assessment process.

Once the learner has completed and is comfortable with their self-assessment, they are then ready to proceed to the final assessment tasks.

## Final assessment tasks and recommended options

The final assessment provided in Aspire's print learner guide or online resource includes an overview that is laid out as follows (or similar):

To demonstrate your competency using this final assessment you must successfully complete three assessment tasks.

<b>Complete Part A</b>	Part A – Questioning You will demonstrate a sound knowledge of the unit requirements in your responses.
<b>Complete Part B</b>	Part B – Project: Read and respond to information You will demonstrate your skills and knowledge by completing a story-based project.
<b>Complete Part C</b>	Part C – Observation Your performance will be documented while being observed by an assessor.

## Negotiating assessment tasks

It is critical that learners understand the assessment tasks and expectations of their performance, as well as any options that may be available. Aspire's learner guides include a range of options for assessment (as outlined), depending on the unit being assessed and the characteristics of the learner.

For example, a learner completing assessment in a workplace (their own or via a work placement) may rely on a third-party report assessment. However, learners completing assessment after a workshop-based program may require assessor observations in a simulated workplace task.

Learners may also typically have the option of a verbal interview with their assessor or a written assessment (written questions) to demonstrate their knowledge of the unit being assessed. It should be noted that, even where only a written assessment option is provided, assessors may undertake this assessment in a verbal interview mode if suitable for the unit content, as a reasonable adjustment strategy.

## How to use the assessment plan

Once assessment tasks and options have been discussed with the learner, required and preferred tasks should be selected and documented in the assessment plan. An example of the assessment plan is provided here.

Assessment plan	
<b>Training organisation name:</b>	
<b>Learner name:</b>	
<b>Contact number:</b>	
<b>Date:</b>	
<b>Email:</b>	
<b>Assessor name:</b>	
<b>Unit of competency:</b>	<i>FSKRDG07 Read and respond to simple workplace information, Release 1</i>
<b>Assessment parts:</b>	Part A – Questioning Part B – Project: Read and respond to information Part C – Observation



## 4.3 Assessment mapping

FSKRDG07 Read and respond to simple workplace information, Release 1

Unit of competency		Part A – Questioning	Part B – Project: Read and respond to information	Part C – Observation
<b>Element 1: Prepare to read simple workplace texts</b>				
1.1	Identify the text type	Q 5		
1.2	Identify audience and purpose	Q 1, 2		
1.3	Identify the text features	Q 3		
<b>Element 2: Identify and interpret information in simple workplace texts</b>				
2.1	Use navigation skills to locate relevant information		P1	O1
2.2	Identify and interpret workplace terminology in texts		P2	O2
2.3	Use reading strategies to identify and interpret relevant information	Q 4	P3	O3
2.4	Use critical reading skills to interpret information		P4	O4
<b>Element 3: Confirm understanding and respond to simple workplace texts</b>				
3.1	Check that information has been correctly understood		P5	O5
3.2	Use information to respond appropriately		P1	O1
<b>Performance evidence</b>				
PE1	Identify and interpret information in simple workplace texts		P1, P2, P3	O1, O2, O3
PE2	Respond appropriately to information in simple workplace texts		P2	O2
<b>Knowledge evidence</b>				
KE1	Purpose and features of simple workplace texts	Q 1, 2		
KE2	High-frequency terminology in simple workplace texts		P2	O2

## 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

<b>Training organisation name:</b>		
<b>Learner name:</b>		
<b>Unit code and title:</b>	FSKRDG07 Read and respond to simple workplace information, Release 1	
<b>Assessor name:</b>		
<b>Assessor email:</b>		
<b>Assessor phone number:</b>		
<b>Assessment tasks:</b>		<b>Satisfactorily completed</b>
	• Part A – Questioning	<input type="checkbox"/>
	• Part B – Project: Read and respond to information	<input type="checkbox"/>
	• Part C – Observation	<input type="checkbox"/>
<b>Declaration:</b>	<p>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.</p> <p>Evidence collected has been confirmed as:</p>	
	<input type="checkbox"/> Valid	<input type="checkbox"/> Sufficient
	<input type="checkbox"/> Current	<input type="checkbox"/> Authentic