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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
Australian Qualifications Framework The Australian Qualifications Framework is the national policy for regulated qualifications in the Australian education and training system. The AQF incorporates the quality assured qualifications from each education and training sector into a single comprehensive national qualifications framework. You and your training organisation must be aware of the requirements of the relevant AQF qualification or course requirements, from the endorsed training package, as you implement course delivery.	Aspire's learning resources and checkpoints have been pitched at a level suitable for the unit of competency and the qualifications for which it is relevant, based on the specifications in the Australian Qualifications Framework (AQF) (Second edition, January 2013). For more information regarding these specifications, and to download the Australian Qualifications Framework, visit the AQF website at: www.aqf.edu.au.

Section 2: Unit of competency information

2.1 Unit of competency

FSKRDG10 Read and respond to routine 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 interpret and respond to information in routine workplace texts in printed or digital format, such as instruction manuals, reports, emails, brochures, work instructions, spreadsheets.

The unit applies to individuals who need reading skills at Australian Core Skills Framework (ACSF) level 3 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 FSKRDG10 Read and respond to routine 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:

- interpret information in routine workplace texts

- respond appropriately to information in routine workplace texts.

Evidence must be collected using routine workplace 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 routine workplace texts

- Some specialised terminology in routine workplace texts

- Reading strategies to interpret information in routine workplace texts

Assessment Conditions

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

Individuals can access own familiar support resources.

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 - www.ibsa.org.au

3.2 Delivery plans

The following sample delivery plans can be used to deliver *FSKRDG10 Read and respond to routine 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: 12 hours **Suggested resources**: • Recommended reading • Slide presentation software	**Slide nos:** 5–14
Recommended reading	**Terminology checklist**
Aspire learner guide *FSKRDG10 Read and respond to routine workplace information*, Release 1 Day 1	• Workplace texts • Brochures • Instruction manuals • Emails • Reports • Purpose • Audience • Text features • Words • Layout • Formatting • Sentences – simple, compound and complex • Verb • Noun • Conjunction • Clauses – dependent, independent, imperative and conditional • Modal verbs • Tense – past, present and future
Suggested training strategies	
• Commence facilitation of this unit of competency by introducing learners to the Aspire learner guide *FSKRDG10 Read and respond to routine 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.	

3.3 Learning mapping

FSKRDG10 Read and respond to routine workplace information, Release 1

Unit of competency		Content	Checkpoint (CP)
Element 1: Prepare to read routine workplace texts		Day 1	CP Day 1
1.1	Identify the text type	Day 1: Types of texts	CP Day 1: Q 8
1.2	Identify audience and purpose of text	Day 1: Audience and purpose	CP Day 1: Q 1, 2
1.3	Identify the text features	Day 1: Text features	CP Day 1: Q 3, 4, 5, 6, 7, 8, 9
Element 2: Interpret information in routine workplace texts		Day 2	CP Day 2
2.1	Use navigation skills to locate relevant information	Day 2: Finding information	CP Day 2: Q 1, 2
2.2	Identify and interpret workplace terminology in texts	Day 2: Understanding workplace words	CP Day 2: Q 3
2.3	Use reading strategies to locate and interpret relevant information	Day 2: Ways to read	CP Day 2: Q 4, 5, 6
2.4	Use critical reading skills to interpret information	Day 2: Understanding what you read	CP Day 2: Q 7, 8, 9
Element 3: Confirm understanding and respond to routine workplace texts		Day 2	CP Day 2
3.1	Check that information in routine workplace texts has been correctly understood	Day 2: Checking and responding	CP Day 2: Q 10
3.2	Use information to respond appropriately	Day 2: Checking and responding	CP Day 2: Q 11
Performance evidence			
PE1	Interpret information in routine workplace texts	Day 2: Understanding what you read	CP Day 2: Q 7, 8, 9, 11, 12
PE2	Respond appropriately to information in routine workplace texts	Day 2: Checking and responding	CP Day 2: Q 11

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

FSKRDG10 Read and respond to routine workplace information, Release 1

Unit of competency	Part A – Questioning	Part B – Project: Interpreting Information	Part C – Observation
Element 1: Prepare to read routine workplace texts			
1.1 Identify the text type	Q 1, 2		
1.2 Identify audience and purpose of text	Q 3, 4		
1.3 Identify the text features	Q 5, 6, 7, 13		
Element 2: Interpret information in routine workplace texts			
2.1 Use navigation skills to locate relevant information		P1	
2.2 Identify and interpret workplace terminology in texts	Q 8, 9, 10		
2.3 Use reading strategies to locate and interpret relevant information	Q 11, 12	P3	
2.4 Use critical reading skills to interpret information		P2	
Element 3: Confirm understanding and respond to routine workplace texts			
3.1 Check that information in routine workplace texts has been correctly understood		P4	O1
3.2 Use information to respond appropriately		P5	O2
Performance evidence			
PE1	Interpret information in routine workplace texts		P3	
PE2	Respond appropriately to information in routine workplace texts		P5	O2
Knowledge evidence			

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:	*FSKRDG10 Read and respond to routine workplace information*, Release 1
Assessor name:	
Assessor email:	
Assessor phone number:	

Assessment tasks:		**Satisfactorily completed**
	• Part A – Questioning	❑
	• Part B – Project: Interpreting 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