



**Australian Government**

# **FSKRDG004 Read and respond to short and simple workplace information**

**Release: 1**

# FSKRDG004 Read and respond to short and simple workplace information

## Modification History

| Release   | Comments                                                                             |
|-----------|--------------------------------------------------------------------------------------|
| Release 1 | This version first released with FSK Foundation Skills Training Package Version 2.0. |

## Application

This unit describes the skills and knowledge required to identify and respond to information in short and simple workplace texts in printed or digital formats, such as short messages (SMS, email, handwritten), notices, simple procedures and instructions, short forms, rosters, simple diagrams and tables.

An individual performing these tasks works alongside an expert or mentor where prompting and advice can be provided as needed.

This unit applies to individuals who use, or are preparing to use, reading skills to complete workplace activities. This includes existing workers and individuals preparing for employment through vocational education and training. This unit can 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) reading core skill indicators .03 and .04 at level 1 in the workplace and employment domain of communication.

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> |
| 1. Prepare to read short and simple workplace    | 1.1 Identify personally relevant reason for reading workplace text<br>1.2 Identify text type           |

| Element                                | Performance Criteria                                                                                                                                                                                                 |
|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| text                                   | 1.3 Identify audience and highly explicit purpose of text<br>1.4 Identify key text features                                                                                                                          |
| 2. Interpret information in text       | 2.1 Locate relevant information in text for initial understanding<br>2.2 Identify high-frequency vocabulary in the information<br>2.3 Use reading strategies to interpret relevant information and construct meaning |
| 3. Check and identify response to text | 3.1 Check information has been correctly understood<br>3.2 Identify appropriate response to information in text                                                                                                      |

## Foundation Skills

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

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

## Unit Mapping Information

Supersedes and is equivalent to FSKRDG04 Read and respond to basic workplace information and FSKRDG03 Read and respond to basic workplace instructions.

## Links

Companion Volume Implementation Guide is found on VETNet -

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

## Assessment Requirements for FSKRDG004 Read and respond to short and simple workplace information

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### Performance Evidence

Evidence of the ability to complete tasks outlined in the elements, performance criteria, and foundation skills of this unit, including on at least one occasion, evidence of the ability to:

- interpret and identify appropriate responses to specific information in at least two different short and simple workplace texts, with at least one being workplace instructions.
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### Knowledge Evidence

The candidate must be able to demonstrate the following knowledge to effectively complete the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- personally relevant reasons for reading short and simple workplace texts
- types of short and simple workplace texts and forms
- clear, simple and familiar purpose and uses of short and simple workplace texts
- common features of short and simple workplace texts and their uses
- techniques to navigate short and simple workplace texts to locate general and specific information
- high-frequency words, basic sight words and common phrases
- reading strategies to support recognising and interpreting information in short and simple workplace texts
- methods to check understanding of text
- suitable responses to short and simple workplace information.
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### Assessment Conditions

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

Skills must be demonstrated using short and simple information and texts that reflect those typically found in a workplace.

The following resources are to be made available:

- an expert or mentor to provide prompting and advice to learner, as needed
- pictorial or bilingual dictionary
- own familiar support resource
- short and simple workplace information.

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, reading, 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.
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