



Australian Government

FSKRDG006 Read and respond to simple informal workplace texts

Release: 1

FSKRDG006 Read and respond to simple informal workplace texts

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, interpret and respond to information in simple informal workplace texts in printed or digital formats, such as a written phone message, a note from a supervisor, an email from a team member, message at end of shift, an electronic message, or an instant message.

An individual performing these tasks may work with an expert or mentor where support is available if requested.

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 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) reading core skill indicators .03 and .04 at level 2 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 simple and familiar informal	1.1 Identify purpose for reading and select informal text relevant to task

Element	Performance Criteria
workplace text	1.2 Identify audience and purpose of informal text 1.3 Identify distinguishing text features 1.4 Identify informal language features in text and register of writing
2. Identify and interpret information in text	2.1 Navigate text to locate specific information 2.2 Identify and interpret high-frequency vocabulary in informal text 2.3 Use reading strategies to interpret relevant information and construct meaning
3. Check understanding and identify response to text	3.1 Check that information in workplace text has been accurately understood 3.2 Identify appropriate response to 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 FSKRDG06 Read and respond to simple informal workplace texts.

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 FSKRDG006 Read and respond to simple informal workplace texts

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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 information in two different simple and familiar informal workplace texts.
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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:

- reasons for reading and engaging with simple informal workplace texts
- audience, purpose and uses of simple informal workplace texts
- common informal language features of simple informal workplace texts
- uses and meaning of informal register of writing
- distinguishing text features of simple, informal texts
- high-frequency vocabulary relevant to workplace in simple informal workplace texts
- techniques to navigate simple informal texts to locate specific information
- reading strategies that support the interpretation of information in simple informal workplace texts
- suitable responses to simple informal workplace texts.
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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 simple and familiar informal texts that reflect those typically found in a workplace.

The following resources are to be made available:

- an expert or mentor to provide support to learner if requested
- dictionary or online resource to check word meanings
- own familiar support resources
- simple informal workplace texts.

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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