



Australian Government

FSKRDG011 Read and respond to complex workplace information

Release: 1

FSKRDG011 Read and respond to complex 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 analyse, evaluate and respond to a range of complex workplace texts in printed or digital formats, such as work and organisational plans, training needs analyses, reports, manuals, standard operating procedures, product reviews and flow charts.

An individual performing these tasks works independently and uses support from a range of established resources.

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 4 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 complex workplace text	1.1 Identify text features and confirm text type 1.2 Determine purpose of text

Element	Performance Criteria
	1.3 Identify explicit purpose for reading text and develop a range of questions to be answered through reading
2. Analyse information in text	2.1 Select reading approach and navigate text to identify relevant information 2.2 Interpret specialised or technical vocabulary in text 2.3 Apply reading strategies to interpret information 2.4 Synthesise information and construct meaning
3. Evaluate and respond to information in complex workplace texts	3.1 Critically evaluate information in complex workplace text 3.2 Evaluate usefulness of text to meet workplace purpose 3.3 Use information to identify appropriate response

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 FSKRDG11 Read and respond to complex workplace information.

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 FSKRDG011 Read and respond to complex workplace information

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Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- analyse and evaluate information from at least one complex workplace text in order to complete workplace tasks.
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Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- reasons for reading complex workplace texts and develop a range of questions to be answered through reading
- purpose and uses of complex workplace texts
- common features of complex workplace texts
- techniques to navigate complex workplace texts to locate information
- techniques to extrapolate information presented in graphic, diagrammatic or visual forms interpreted in the complex texts
- conventions of complex workplace texts
- strategies to maintain focus and self-monitor reading of complex workplace information
- techniques to synthesise information from complex workplace texts
- relevant techniques to critically evaluate texts
- reading strategies to support the interpretation of complex workplace texts
- vocabulary, including an increasing number of unknown, technical and specialised words
- suitable responses to complex 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 complex information that reflects that typically found in a workplace.

The following resources are to be made available:

- complex workplace information
- own familiar support resources
- dictionary, thesaurus, or other references to determine the meaning of unknown words.

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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