



Australian Government

FSKRDG012 Read and respond to highly complex workplace information

Release: 1

FSKRDG012 Read and respond to highly 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, critically evaluate and respond to information from a range of highly complex workplace texts in printed or digital formats, such as research reports, technical journals, training manuals, position descriptions and job applications, case studies, policy, legislation and regulations.

An individual performing these tasks works autonomously and access and evaluates support from a broad range of sources 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 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 5 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 highly complex workplace text	1.1 Identify purpose for reading text and information sought 1.2 Identify text features and text type

Element	Performance Criteria
	1.3 Critically analyse purpose of text
2. Analyse information in workplace text	2.1 Navigate text to focus reading effort and locate highly embedded information 2.2 Interpret highly specialised workplace terminology in text 2.3 Apply a range of reading strategies to interpret relevant information 2.4 Synthesise information and construct meaning
3. Evaluate and respond to information in text	3.1 Critically evaluate information in highly complex workplace texts 3.2 Reflect on relevance of text to meet identified need 3.2 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 FSKRDG12 Read and respond to highly 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 FSKRDG012 Read and respond to highly 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 highly complex workplace text in order to complete workplace tasks.
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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:

- typical workplace purposes for reading highly complex workplace texts
- purpose and uses of a broad range of highly complex workplace texts
- features of complex workplace texts
- techniques to navigate highly complex workplace texts with highly embedded information using knowledge of text features
- highly specialised and technical vocabulary relevant to highly complex workplace texts
- primary and secondary sources and relevance of each
- techniques to synthesise information from highly complex workplace texts
- reading strategies that support the analysis and evaluation of information from highly complex workplace texts
- suitable responses to highly 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 highly complex information that reflects that typically found in a workplace.

The following resources are to be made available:

- highly complex workplace information
- dictionary and thesaurus
- own familiar support resources.

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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