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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
<p>Australian Qualifications Framework</p> <p>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.</p> <p>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.</p>	<p>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.</p>

Section 2: Unit of competency information

2.1 Unit of competency

FSKOCM02 Engage in basic spoken exchanges at work

Modification History

Release	Comments
Release 1	This streamlined version first released with <i>FSK Foundation Skills Training Package version 1.0</i> .

Application

This unit describes the skills and knowledge required to interact with others in basic spoken exchanges at work, such as following simple instructions, engaging in informal exchanges with colleagues, leaving a short telephone message, or participating in a workplace team meeting.

This unit applies to individuals who need oral communication skills at Australian Core Skills Framework (ACSF) level 1 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

Oral Communication

2.2 Unit of competency assessment requirements

Assessment Requirements for FSKOCM02 Engage in basic spoken exchanges at work

Modification History

Release	Comments
Release 1	This streamlined version first released with <i>FSK Foundation Skills Training Package version 1.0</i> .

Performance Evidence

Evidence of the ability to:

- participate in basic spoken exchanges appropriate to audience and purpose.

For individuals competent in this unit long pauses and numerous repetitions may be evident in spoken exchanges.

Evidence must be collected using spoken exchanges 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:

- oral communication strategies for basic spoken exchanges
- non-verbal communication for basic spoken exchanges
- grammar, vocabulary and pronunciation for basic spoken exchanges.

Assessment Conditions

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

Advice and support is available.

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 – oral communication.

3.2 Delivery plans

The following sample delivery plans can be used to deliver *FSKOCM02 Engage in basic spoken exchanges at work*. 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: Suggested resources: <ul style="list-style-type: none"> Recommended reading Slide presentation software 	Slide nos: 5–17
Recommended reading	Terminology checklist
Aspire learner guide <i>FSKOCM02 Engage in basic spoken exchanges at work</i> , Release 1 Day 1	<ul style="list-style-type: none"> Telephone message Inform Share information Obtain information Workplace relationships Checking information
Suggested training strategies	
<ul style="list-style-type: none"> Commence facilitation of this unit of competency by introducing learners to the Aspire learner guide <i>FSKOCM02 Engage in basic spoken exchanges at work</i>. 	
<ul style="list-style-type: none"> 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. 	
<ul style="list-style-type: none"> Describe assessment processes in the preliminary section of the unit. Ensure learners understand that they will be required to demonstrate their ability to perform the required skills related to this unit of competency. They will usually need to arrange to be observed performing appropriate tasks. Learners should plan with you the opportunities that will be available to them to demonstrate their competence. Refer to the final assessment task in the Aspire learner guide for guidance. 	
<ul style="list-style-type: none"> Prepare learners for the unit of competency by explaining their story: <ul style="list-style-type: none"> It's your first day at Paws Animal Hospital as an office assistant. Your supervisor is Ben. The people coming to the hospital are customers. Ask learners if they understand their story, and if they have questions. Attempt to answer all questions thoroughly. 	

3.3 Learning mapping

FSKOCM02 Engage in basic spoken exchanges at work, Release 1

Unit of competency		Content	Checkpoint (CP)
Element 1: Prepare to interact in basic spoken exchanges		Day 1	n/a
1.1	Identify purpose and audience of the exchanges	Day 1	CP 1: Q 1, 2, 4
1.2	Identify oral communication strategies for basic exchanges	Day 1	CP 1: Q 3
Element 2: Interact in basic spoken exchanges		Day 2	n/a
2.1	Use oral communication strategies for basic spoken exchanges	Day 2	CP 2: Q 1, 2
2.2	Use appropriate grammar, vocabulary and pronunciation	Day 2	CP 2: Q 1, 2
2.3	Use appropriate non-verbal communication	Day 2	CP 2: Q 1
Element 3: Review own performance		Day 3	n/a
3.1	Seek feedback on whether exchange was appropriate for audience and purpose	Day 3	CP 3: Q 1, 2
3.2	Reflect on performance to identify areas for improvement	Day 3	CP 3: Q 3
Performance evidence			
PE1	Participate in basic spoken exchanges appropriate to audience and purpose	Day 1: Purpose and audience of messages Day 2: Using communication	CP 1: Q 1, 2, 3 CP 2: Q 2, 3, 4
Knowledge evidence			
KE1	Oral communication strategies for basic spoken exchanges	Day 1: Checking information	CP 1: Q 3
KE2	Non-verbal communication for basic spoken exchanges	Day 2: Using communication Verbal and non-verbal communication	CP 2: Q 1, 2

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

FSKOCM02 Engage in basic spoken exchanges at work, Release 1

Unit of competency		Part A – Questioning	Part B – Project: Speaking	Part C – Observation
Element 1: Prepare to interact in basic spoken exchanges				
1.1	Identify purpose and audience of the exchanges	Q 1, 2	P1	O1
1.2	Identify oral communication strategies for basic exchanges	Q 3, 4	P1	O1
Element 2: Interact in basic spoken exchanges				
2.1	Use oral communication strategies for basic spoken exchanges	Q 3, 4	P1	O1
2.2	Use appropriate grammar, vocabulary and pronunciation		P1	O1
2.3	Use appropriate non-verbal communication	Q 5	P1	O1
Element 3: Review own performance				
3.1	Seek feedback on whether exchange was appropriate for audience and purpose		P1	O1
3.2	Reflect on performance to identify areas for improvement		P1	O1
Performance evidence				
PE1	Participate in basic spoken exchanges appropriate to audience and purpose	Q 3, 4	P1	O1
Knowledge evidence				
KE1	Oral communication strategies for basic spoken exchanges	Q 4	P1	O1
KE2	Non-verbal communication for basic spoken exchanges	Q 5	P1	O1

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:	FSKOCM02 Engage in basic spoken exchanges at work, Release 1	
Assessor name:		
Assessor email:		
Assessor phone number:		
Assessment tasks:		Satisfactorily completed
	• Part A – Questioning	<input type="checkbox"/>
	• Part B – Project: Speaking	<input type="checkbox"/>
	• Part C – Observation	<input type="checkbox"/>
Declaration:	<p>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.</p> <p>Evidence collected has been confirmed as:</p>	