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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
Australian Qualifications Framework 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. 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.	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.

Section 2: Unit of competency information

2.1 Unit of competency

FSKOCM03 Participate in simple spoken interactions at work

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Application

This unit describes the skills and knowledge required to participate in a limited range of simple spoken interactions in the workplace, such as talking with co-workers, participating in workplace meetings, giving and responding to simple instructions, receiving and passing on simple messages, or talking with clients.

This unit applies to individuals who need oral communication skills at Australian Core Skills Framework (ACSF) level 2 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

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

2.2 Unit of competency assessment requirements

Assessment Requirements for FSKOCM03 Participate in simple spoken interactions at work

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Performance Evidence

Evidence of the ability to:

• participate in a simple spoken interaction appropriate to audience and purpose.

Evidence must be collected using spoken interactions 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 simple spoken interactions

• non-verbal communication for simple spoken exchanges

• grammar, vocabulary and pronunciation for simple spoken interactions.

Assessment Conditions

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

Advice and support available if requested.

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.

Links

Companion volumes from the IBSA website - http://www.ibsa.org.au

3.2 Delivery plans

The following sample delivery plans can be used to deliver *FSKOCM03 Participate in simple spoken interactions 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: 15 hours **Suggested resources**: • Recommended reading • Slide presentation software	**Slide nos**: 5–14
Recommended reading	**Terminology checklist**
Aspire learner guide *FSKOCM03 Participate in simple spoken interactions at work*, Release 1 Day 1	• Interaction • Communication • Purpose • Audience • Inform and share • Explain • Plan • Report • Build relationships
Suggested training strategies	
• Commence facilitation of this unit of competency by introducing learners to the Aspire learner guide *FSKOCM03 Participate in simple spoken interactions at work*.	
• 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.	
• 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 in the Aspire learner guide for guidance.	

• Introduce learners to the unit by reviewing their story:
   – It's your first day at the Big River Zoo.
   – You are assistant animal keeper.
   – You are part of a team looking after squirrel monkeys.
   – Max is your team leader.	

3.3 Learning mapping

FSKOCM03 Participate in simple spoken interactions at work, Release 1

Unit of competency		Content	Checkpoint (CP)
Element 1: Prepare to participate in simple spoken interactions			
1.1	Identify the purpose and audience of the spoken interaction	Day 1	CP Day 1: Q 1, 2, 3, 4
1.2	Identify oral communication strategies for spoken interactions	Day 2	CP Day 2: Q 1
Element 2: Use oral communication skills to participate in simple spoken exchanges			
2.1	Use oral communication strategies for simple interactions	Day 2	CP Day 2: Q 1
2.2	Use appropriate grammar, vocabulary and pronunciation	Day 2	CP Day 2: Q 3, 4, 5
2.3	Use appropriate non-verbal communication	Day 2	CP Day 2: Q 2
Element 3: Review own performance			
3.1	Seek feedback on whether exchange was appropriate for audience and purpose	Day 3	CP Day 3: Q 2, 3
3.2	Reflect on performance to identify areas for improvement	Day 3	CP Day 3: Q 1, 3
Performance evidence			
PE1	Participate in a simple spoken interaction appropriate to audience and purpose	Day 3 Seek feedback	CP Day 3: Q 2
Knowledge evidence			
KE1	Oral communication strategies for simple spoken interactions	Day 2 Communication strategies	CP Day 2: Q 1
KE2	Non-verbal communication for simple spoken exchanges	Day 2 Non-verbal communication Listening	CP Day 2: Q 2
KE3	Grammar, vocabulary and pronunciation for simple spoken interactions	Day 2 Using the right words	CP Day 2: Q 3, 4, 5

Ensuring readiness for assessment complete

Before learners begin to undertake final assessment tasks for the unit, it is important to ensure that they are comfortable and ready to begin the assessment process.

The final assessment provided contains a self-assessment checklist that learners should complete to confirm that they feel they hold the skills and knowledge required for the unit, and that they feel ready to undertake a successful assessment process.

Once the learner has completed and is comfortable with their self-assessment, they are then ready to proceed to the final assessment tasks.

Final assessment tasks and recommended options

The final assessment provided in Aspire's print learner guide or online resource includes an overview that is laid out as follows (or similar):

To demonstrate your competency using this final assessment you must successfully complete three assessment tasks.

Complete Part A	Part A – Questioning You will demonstrate a sound knowledge of the unit requirements in your responses.
Complete Part B	Part B – Project: Speaking You will demonstrate your skills and knowledge by completing a story-based project.
Complete Part C	Part C – Observation Your performance will be documented while being observed by an assessor.

Negotiating assessment tasks

It is critical that learners understand the assessment tasks and expectations of their performance, as well as any options that may be available. Aspire's learner guides include a range of options for assessment (as outlined), depending on the unit being assessed and the characteristics of the learner.

For example, a learner completing assessment in a workplace (their own or via a work placement) may rely on a third-party report assessment. However, learners completing assessment after a workshop-based program may require assessor observations in a simulated workplace task.

Learners may also typically have the option of a verbal interview with their assessor or a written assessment (written questions) to demonstrate their knowledge of the unit being assessed. It should be noted that, even where only a written assessment option is provided, assessors may undertake this assessment in a verbal interview mode if suitable for the unit content, as a reasonable adjustment strategy.

How to use the assessment plan

Once assessment tasks and options have been discussed with the learner, required and preferred tasks should be selected and documented in the assessment plan. An example of the assessment plan is provided here.

Assessment plan	
Training organisation name:	
Learner name:	
Contact number:	
Date:	
Email:	
Assessor name:	
Unit of competency:	*FSKOCM03 Participate in simple spoken interactions at work*, Release 1
Assessment parts:	Part A – Questioning Part B – Project: Speaking Part C – Observation

4.3 Assessment mapping

FSKOCM03 Participate in simple spoken interactions at work, Release 1

Unit of competency		Part A – Questioning	Part B – Project: Speaking	Part C – Observation
Element 1: Prepare to participate in simple spoken interactions				
1.1	Identify the purpose and audience of the spoken interaction	Q1		
1.2	Identify oral communication strategies for spoken interactions	Q2		
Element 2: Use oral communication skills to participate in simple spoken exchanges				
2.1	Use oral communication strategies for simple interactions		P1	O1
2.2	Use appropriate grammar, vocabulary and pronunciation		P2	O2
2.3	Use appropriate non-verbal communication		P3	O3
Element 3: Review own performance				
3.1	Seek feedback on whether exchange was appropriate for audience and purpose		P4	O4
3.2	Reflect on performance to identify areas for improvement		P5	O5
Performance evidence				
PE1	Participate in a simple spoken interaction appropriate to audience and purpose		P1	O1
Knowledge evidence				
KE1	Oral communication strategies for simple spoken interactions		P1	O1
KE2	Non-verbal communication for simple spoken exchanges		P3	O3
KE3	Grammar, vocabulary and pronunciation for simple spoken interactions		P2	O2
Foundation skills				