

# Contents

<b>About this guide</b>	<b>5</b>
<b>Section 1: Meeting VET sector requirements</b>	<b>7</b>
1.1 How Aspire's resources assist in meeting requirements	7
<b>Section 2: Unit of competency information</b>	<b>15</b>
2.1 Unit of competency	15
2.2 Unit of competency assessment requirements	17
2.3 Aspire resources available for this unit	18
<b>Section 3: Training requirements</b>	<b>20</b>
3.1 Delivery approach	20
3.2 Delivery plans	21
3.3 Learning mapping	28
3.4 Solutions – general guidance	33
3.5 Solutions to checkpoints	34
<b>Section 4: Assessment</b>	<b>39</b>
4.1 Assessment approach	39
4.2 Assessment procedures	40
4.3 Assessment mapping	45
4.4 Assessment solutions and marking guidance	47
4.5 Completing the record of outcome	52
<b>Section 5: Forms</b>	<b>55</b>
<b>Section 6: Glossary of VET terminology</b>	<b>59</b>

# 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><b>Australian Qualifications Framework</b></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: <a href="http://www.aqf.edu.au">www.aqf.edu.au</a>.</p>

## Section 2: Unit of competency information

### 2.1 Unit of competency

#### FSKOCM07 Interact effectively with others 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 effectively with others – external clients and internal staff, such as giving or responding to spoken instructions, responding to customer queries and complaints, negotiating with co-workers and management, explaining a workplace procedure, or taking telephone calls from the general public or internal staff.

This unit applies to individuals who need oral communication skills at Australian Core Skills Framework (ACSF) level 3 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 FSKOCM07 Interact effectively with others 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 spoken interactions appropriate to audience and purpose
- review own performance to identify areas for improvement.

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 spoken interactions
- non-verbal communication for spoken interactions
- grammar, vocabulary and pronunciation for spoken interactions.

#### Assessment Conditions

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

Individuals can access own familiar support resources.

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 *FSKOCM07 Interact effectively with others 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	
<b>Suggested time allocation:</b> 12 hours <b>Suggested resources:</b> <ul style="list-style-type: none"> <li>Recommended reading</li> <li>Slide presentation software</li> </ul>	<b>Slide nos:</b> 5–19
Recommended reading	Terminology checklist
Aspire learner guide <i>FSKOCM07 Interact effectively with others at work</i> , Release 1 Day 1	<ul style="list-style-type: none"> <li>Interaction</li> <li>Audience</li> <li>Purpose</li> <li>Updating</li> <li>Responding</li> <li>Negotiating</li> <li>Relationships</li> <li>Opinions</li> <li>Goods</li> <li>Ordering</li> <li>Instructing</li> <li>Reporting</li> </ul>
Suggested training strategies	
<ul style="list-style-type: none"> <li>Commence facilitation of this unit of competency by introducing learners to the Aspire learner guide <i>FSKOCM07 Interact effectively with others at work</i>.</li> </ul>	
<ul style="list-style-type: none"> <li>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.</li> </ul>	
<ul style="list-style-type: none"> <li>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.</li> </ul>	

## 3.3 Learning mapping

### FSKOCM07 Interact effectively with others at work, Release 1

Unit of competency	Content	Checkpoint (CP)
<b>Element 1: Prepare to interact with others at work</b>	Day 1	CP Day 1
1.1 Identify the audience and purpose of the interaction	Day 1: Audience and purpose	CP Day 1: Q 1, 2, 3, 4
1.2 Identify the oral communication strategies for spoken interaction	Day 1: Updating Responding Negotiating Developing relationships Day 2: Speaking Listening	CP Day 1: Q 1, 3 CP Day 2: Q 1, 2, 3
<b>Element 2: Participate in interactions with others at work</b>	Day 2	CP Day 2
2.1 Use oral communication strategies to communicate effectively	Day 2: Speaking Reasons for a conversation	CP Day 2: Q 1, 3, 6
2.2 Use appropriate grammar, vocabulary and pronunciation	Day 2: Sentences Modal verbs Clauses	CP Day 2: Q 1, 2, 3
2.3 Use appropriate non-verbal communication strategies	Day 2: Listening Nonverbal communication	CP Day 2: Q 4, 5
<b>Element 3: Review own performance</b>	Day 3	CP Day 3
3.1 Seek feedback on effectiveness of interaction with others at work	Day 3: Feedback Self-evaluation checklist	CP Day 3: Q 1, 2
3.2 Evaluate own performance to identify strategies for improvement	Day 3: Self-evaluation checklist Reflecting on feedback Using feedback to improve	CP Day 3: Q 2, 3

## 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

*FSKOCM07 Interact effectively with others at work*, Release 1

Unit of competency		Part A – Questioning	Part B – Project: Spoken interaction	Part C – Observation
<b>Element 1: Prepare to interact with others at work</b>				
1.1	Identify the audience and purpose of the interaction			O1
1.2	Identify the oral communication strategies for spoken interaction	Q 1	P1	O2, O3
<b>Element 2: Participate in interactions with others at work</b>				
2.1	Use oral communication strategies to communicate effectively	Q 1	P1	O3
2.2	Use appropriate grammar, vocabulary and pronunciation		P3	O4, O5, O6
2.3	Use appropriate non-verbal communication strategies	Q 2	P2	O7
<b>Element 3: Review own performance</b>				
3.1	Seek feedback on effectiveness of interaction with others at work	Q 3		O8
3.2	Evaluate own performance to identify strategies for improvement	Q 4		O9
<b>Performance evidence</b>				
PE1	Participate in spoken interactions appropriate to audience and purpose			O1, O2
PE2	Review own performance to identify areas for improvement	Q 4		O10
<b>Knowledge evidence</b>				
KE1	Oral communication strategies for spoken interactions	Q 1	P1	O3
KE2	Non-verbal communication for spoken interactions	Q 2	P2	O7



## 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

<b>Training organisation name:</b>		
<b>Learner name:</b>		
<b>Unit code and title:</b>	FSKOCM07 Interact effectively with others at work, Release 1	
<b>Assessor name:</b>		
<b>Assessor email:</b>		
<b>Assessor phone number:</b>		
<b>Assessment tasks:</b>		<b>Satisfactorily completed</b>
	• Part A – Questioning	<input type="checkbox"/>
	• Part B – Project: Spoken interaction	<input type="checkbox"/>
	• Part C – Observation	<input type="checkbox"/>
<b>Declaration:</b>	<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>	
	<input type="checkbox"/> Valid <input type="checkbox"/> Current	<input type="checkbox"/> Sufficient <input type="checkbox"/> Authentic