



## REGISTERED NATIONAL STANDARD

### UNIT OF COMPETENCY

<b>Title:</b>	<b>Use basic English in the workplace</b>		
	<p><u>Note:</u> A mapping exercise conducted by the developer(s) of this unit of competency has confirmed comparability to the units of competency <i>FSKRDG007 Read and respond to simple workplace information</i> and <i>FSKWTG006 Write simple workplace information</i>; and is partially mapped to <i>FSKOCM007 Interact effectively with others at work</i> in the Australia Training Package.</p>		
<b>TQF Level:</b>	2	<b>Credits:</b>	7
		<b>Version:</b>	1
<b>National standard code:</b>	NS073-02		
<b>Associated qualification (and code):</b>	National Certificate in Work-Readiness and Employability Skills Level 2		
<b>Approval date:</b>	TBC		<b>Review date:</b> TBC
<b>Purpose:</b>	<p>This unit describes the basic communication (speaking, listening, reading, and writing) skills and knowledge required by individuals to complete simple and routine tasks relevant to the workplace. All personnel at all levels use these skills in the workplace during the course of their daily activities.</p> <p>In successfully completing this unit, candidates will be able to:</p> <ol style="list-style-type: none"> <li>1. Participate in simple workplace engagements;</li> <li>2. Identify, interpret and respond to information in rudimentary workplace texts (print and digital); <i>[Range workplace texts include but not limited to short messages (sms), emails, notices, instructions, forms, rosters, simple diagrams, tables, charts, statements, simple reports, and Work Health and Safety (WHS) records.]</i></li> <li>3. Write simple workplace information and texts.</li> </ol>		

<b>Learning Outcome 1 (LO1)</b>	Prepare to read simple workplace texts
<b>Performance standards</b>	<p>1.1 Identify text type, structure and common text features;  1.2 Identify audience and purpose of text;  1.3 Locate or select a text relevant to a workplace task;  1.4 Use predictive reading strategies to anticipate contents of texts.</p> <p><i>[Range: predictive reading strategies include but not limited to: skimming, scanning, identifying text features, using picture walks, graphic organisers.]</i></p>
<b>Learning Outcome 2 (LO2)</b>	Identify and interpret information in simple workplace texts
<b>Performance Standards</b>	<p>2.1 Locate relevant or needed information in the text;  2.2 Recognise and interpret the workplace terminology in text;  2.3 Use reading strategies to interpret and construct meaning from text;  2.4 Use appropriate strategies to check that information in text has been correctly understood;  <i>[Range strategies to check include but not limited to: discuss what has been read with others, summarise, ask questions, rereading, read aloud, use a dictionary or notes to check words or ideas that unsure of, ask whether the understanding matches the title and subject, make links to information on the subject that is already known.]</i>  2.5 Use information to decide an appropriate written response when required;  2.6 Check all required information is provided when responding in writing.</p>
<b>Learning Outcome 3 (LO3)</b>	Provide appropriate oral responses as required in the workplace
<b>Performance standards</b>	<p>3.1 Use information to decide an appropriate oral response;  3.2 Use appropriate style, tone and level of formality for the audience;  3.3 Use verbal and non-verbal strategies to provide required information;</p>

	<p>3.4 Use simple grammar, familiar vocabulary and mostly intelligible pronunciation;</p> <p>3.5 Ask questions to check workplace information as needed.</p>
<b>Learning Outcome 4 (LO4)</b>	<p>Plan and draft simple workplace texts</p> <p><i>[Range workplace texts include but not limited to short messages (sms), emails, notices, instructions, forms, rosters, simple diagrams, tables, charts, statements, simple reports, and Work Health and Safety (WHS) records.]</i></p>
<b>Performance standards</b>	<p>4.1 Confirm the purpose and audience of a text to be written;</p> <p>4.2 Identify the text type and the level of formality of the text;</p> <p>4.3 Create a simple plan that includes the information needed to write the text;</p> <p>4.4 Write a first draft of the text that includes the needed text features and is suitable for audience and purpose.</p>
<b>Learning Outcomes 5 (LO5)</b>	<p>Review and finalise simple written workplace texts</p>
<b>Performance standards</b>	<p>5.1 Check information is logical and meets the text purpose;</p> <p>5.2 Check for clear vocabulary, sentence structures, and punctuation for the text;</p> <p>5.3 Check for grammar, spelling, and punctuation;</p> <p>5.4 Review information to ensure it is accurate, clear and complete;</p> <p>5.5 Write final draft of text, incorporating amendments.</p>
<b>Pre-requisites</b>	N/A
<b>Co-requisites</b>	N/A
<b>Underpinning skills and knowledge</b>	<ul style="list-style-type: none"> <li>• Common purposes and audiences of simple workplace interactions;</li> <li>• Basic differences between informal and formal communication in the workplace;</li> <li>• Simple grammar and key vocabulary of personal significance;</li> <li>• High-frequency terminology in the simple workplace texts including vocabulary to talk and read about familiar issues</li> </ul>

such as workplace events, weather, environment, simple current events;

- A range of common high frequency grammar including verb tenses and forms, including simple reported speech;
- Simple sentence structures, such as simple and compound sentences, relevant to self, workplace and everyday life;
- A range of modals and modal forms (positive and negative), e.g., should, would, could, might, need to;
- A range of common phrasal verbs, e.g. Can you finish this before you go home?;
- A range of conjunctions e.g., when, but, if, although, so, When I left school, I got a job here;
- A range of discourse markers and cohesive devices e.g., first, then, by the way, anyway, so, after that;
- Adjectives, adverbs and some adverbial phrases, e.g., as soon as possible;
- Prepositions and prepositional phrases, e.g., on the weekend, at the end of shift;
- Relevant oral communication strategies that support familiar spoken interactions;
- Questions forms e.g., to seek clarification in conversations;
- Non-verbal communication methods to clarify and confirm meaning;
- Different types, structures, uses, audience and purpose of simple formal and informal workplace texts;
- Common features of simple work place texts;
- Reading strategies to support the interpretation of information of simple work place texts;
- Understanding of suitable responses for formal and informal simple workplace texts;
- Techniques to plan to write simple workplace texts;
- Basic punctuation and spelling;
- Basic organisation and sequencing of information when writing;
- Basic layout and presentation of informal and formal workplace texts;

	<ul style="list-style-type: none"> <li>• Methods to check writing.</li> </ul>
<p><b>Assessment requirements</b></p>	<p><b><u>Assessment methods:</u></b>  A diverse range of assessment methods is recommended, including the following:</p> <ol style="list-style-type: none"> <li>1. Self-assessment;</li> <li>2. Reading Quiz (both oral and written responses);</li> <li>3. Direct observation of face-to-face or telephone communications;</li> <li>4. Role plays of workers participating in workplace conversations;</li> <li>5. Third party feedback from teachers and/ or supervisors;</li> <li>6. Portfolio of written workplace texts.</li> </ol> <p><b><u>Suggested assessment conditions:</u></b></p> <ol style="list-style-type: none"> <li>7. Access to own familiar resources including a dictionary;</li> <li>8. An expert or mentor to provide support to learner if requested;</li> <li>9. Contextual support using workplace materials when appropriate;</li> <li>10. Conducted in the training classroom but allow opportunities for interactive learning and assessment outside of the classroom.</li> <li>11. Assessment will involve students: <ol style="list-style-type: none"> <li>a. Selecting and using appropriate speaking, listening, reading, and writing strategies to complete basic workplace activities</li> <li>b. Responding appropriately to basic workplace text in writing and speaking as suitable to the task</li> </ol> </li> <li>12. Assessment task will require students to: <ol style="list-style-type: none"> <li>a. Read and respond to information in at least of three (3) simple workplace tasks;</li> <li>b. Use routine conventions and linguistic knowledge to:</li> <li>c. Participate in simple casual and formal simple spoken workplace conversations on a minimum of two (2) different occasions and review performance for appropriateness to audience and purpose.</li> <li>d. Write at least two (2) simple workplace texts.</li> </ol> </li> <li>13. Candidates may have up to three (3) attempts at the assessment tasks. Should the candidate’s 1st attempt be unsatisfactory,</li> </ol>

	<p>teachers are to provide feedback and reteach when necessary, before arranging a date for the candidate's 2nd attempt. All re-assessments must be completed within 14 days of their first assessment.</p>
<b>Moderation arrangements</b>	<p>Training providers are required to:</p> <ol style="list-style-type: none"> <li>1. Use their existing moderation processes which have been approved by TNQAB, to moderate the assessment in this unit.</li> <li>2. Plan their assessment and moderation and submit these plans to TNQAB for approval before they are implemented. Assessment and moderation plan forms are available on request from TNQAB.</li> </ol>
<b>Resource requirements</b>	<ol style="list-style-type: none"> <li>1. Relevant printed resources – including dictionaries and/or glossaries;</li> <li>2. Projector and audio speakers;</li> <li>3. Relevant Power Point presentations;</li> <li>4. Chalkboard, white board &amp; markers;</li> <li>5. Workplace documents to provide contextual support as appropriate;</li> <li>6. Relevant video clips and audio recordings;</li> <li>7. Participants for familiar spoken workplace interactions;</li> <li>8. Student and staff computers with access to Word, and to the internet;</li> <li>9. Student and staff work stations (tables and chairs);</li> <li>10. Student and staff stationery (books, pens, charts, USB).</li> </ol>
<b>Requirements to complete this unit</b>	<p>Demonstrate attainment of all learning outcomes and the ability</p>
<b>Important notes and definitions</b>	<p><u>Notes:</u></p> <ol style="list-style-type: none"> <li>1. Candidates of assessment must provide objective evidence of their attainment of all learning outcomes.</li> <li>2. Candidates may have up to three (3) attempts at the assessment tasks. Should the candidate's 1st attempt be unsatisfactory, teachers are to provide feedback and reteach when necessary, before arranging a date for the</li> </ol>

candidate's 2nd attempt. All reassessments must be completed within 14 days of the first assessment.

**Definitions:**

1. *Skimming*: refers to the process of reading only main ideas within a passage to get an overall impression of the content of a reading selection;
2. *Scanning*: refers to a reading technique used when the readers wants to find specific information quickly. In scanning, the reader has a question in mind and proceeds to read a passage only to find the answer to that question, ignoring unrelated information.
3. *Text features*: refers to what a text looks like and facilitates easier reading of the text. Text features vary according to the text and include, but are not limited to, headings, subheadings, titles, diagrams, pictures, captions, labels, charts, graphs, tables, symbols, tick boxes, lines or boxes to write in, colour, bolded writing, underlined writing, block letters, date, time, recipient, sender, table of contents, index, glossary, timelines, map.
4. *Picture walks*: refers to a pre-reading strategy that familiarizes readers with a text prior to reading. Readers preview the images or graphic features in fiction or nonfiction texts to make predictions, and activate background or prior knowledge to enhance comprehension. They make sense of new or unfamiliar vocabulary and/or concepts and explore answering questions related to the images in depth prior to engaging with the text.
5. *Graphic organizer*: refers to visual aids designed to help students organize substantial amounts of content information. There are many types. One common organizer is basically a series of boxes or circles connected by arrows going from left to right, implying a sequence, where the reader would either write or draw important events in the order that they occurred in the reading. This causes the reader to stop, process, and think about what is important. Another organiser is used to sort the information into categories and to show the relationships among important

	<p>concepts. For more information about this and other skills for teaching reading go to: <a href="https://iris.peabody.vanderbilt.edu/module/sec-rdng/cresource/q3/p11/">https://iris.peabody.vanderbilt.edu/module/sec-rdng/cresource/q3/p11/</a></p>
<b>Public comments on unit</b>	<p>Please contact TNQAB National Qualifications Unit (email <a href="mailto:EnquireNQ@tnqab.to">EnquireNQ@tnqab.to</a> or Telephone 28136) if you like to discuss or suggest changes to the details of this unit.</p>