Contents

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

FSKDIG01 Use digital technology for basic workplace tasks

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 use digital technology to undertake basic workplace tasks under supervision.

The unit applies to individuals at Australian Core Skills Framework (ACSF) level 1 who need 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

Digital Technology

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare to use digital technology	1.1 Identify basic workplace task 1.2 Identify appropriate digital technology for the task 1.3 Recognise basic workplace information and terminology

2.2 Unit of competency assessment requirements

Assessment Requirements for FSKDIG01 Use digital technology for basic workplace tasks

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:

- identify and using digital technology appropriate to the task
- complete basic workplace tasks.

Evidence must be collected using tasks 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:

- procedures for accessing and using digital technology.

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 digital technology.

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 *FSKDIG01 Use digital technology for basic workplace tasks.* 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: 12 hours **Suggested resources**: • Recommended reading • Slide presentation software	**Slide nos**: 5–24
Recommended reading	**Terminology checklist**
Aspire learner guide *FSKDIG01 Use digital technology for basic workplace tasks*, Release 1 Day 1	• Post office • Customers • Supervisor • Digital technology • Electronic • Hand scanner • Bar code • Scan • Digital scales • Kilogram • Gram • Computer • Hold Mail form • Database • Time Sheet • Policy • Procedure • Privacy • Confidentiality • Customer service
Suggested training strategies	
• Commence facilitation of this unit of competency by introducing learners to the Aspire learner guide *FSKDIG01 Use digital technology for basic workplace tasks.*	

3.3 Learning mapping

FSKDIG01 Use digital technology for basic workplace tasks, Release 1

Unit of competency	Content	Checkpoint (CP)
Element 1: Prepare to use digital technology	Day 1	CP Day 1
1.1 Identify basic workplace task	Day 1	CP Day 1: Q 1, 4
1.2 Identify appropriate digital technology for the task	Day 1	CP Day 1: Q 1
1.3 Recognise basic workplace information and terminology	Day 1 Day 2	CP Day 1: Q 2, 3, 4 CP Day 2: Q 1, 5
Element 2: Complete basic workplace task	Day 2	CP Day 2
2.1 Follow basic written and pictorial instructions to access and use digital technology	Day 1 Day 2	CP Day 1: Q 3 CP Day 2: Q 1, 4, 5
2.2 Follow workplace procedures related to technology to perform the task	Day 1 Day 2	CP Day 1: Q 1, 2, 4 CP Day 2: Q 1, 4, 6
2.3 Review performance	Day 2	CP Day 2: Q 2, 3
Performance evidence		
PE1 Identify and use digital technology appropriate to the task	Day 1: Using a hand scanner Using digital scales Using the computer Day 2: Logging on to the computer Using email	CP Day 1: Q 1, 2, 4
PE2 Complete basic workplace tasks	Day 1: Using a hand scanner Using digital scales Using the computer Day 2: Logging on to the computer Using email	CP Day 1: Q 1
Knowledge evidence		

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

FSKDIG01 Use digital technology for basic workplace tasks, Release 1

Unit of competency		Part A – Questioning	Part B – Project: Reviewing your work	Part C – Observation
Element 1: Prepare to use digital technology				
1.1	Identify basic workplace task	Q 1		
1.2	Identify appropriate digital technology for the task	Q 2		
1.3	Recognise basic workplace information and terminology	Q 2, 3, 4, 7	P1	
Element 2: Complete basic workplace task				
2.1	Follow basic written and pictorial instructions to access and use digital technology	Q 4		O1
2.2	Follow workplace procedures related to technology to perform the task	Q 4, 5		O2
2.3	Review performance	Q 6	P3	
Performance evidence				
PE1	Identify and use digital technology appropriate to the task	Q 1, 2		
PE2	Complete basic workplace tasks	Q 2	P2	
Knowledge evidence				
KE1	Procedures for accessing and using digital technology	Q 1, 4, 5		O1
Foundation skills				
FS1	Learning: selects digital technology for the task with assistance	Q 1, 2		
FS2	Oral Communication: discusses performance with trainer or supervisor	Q 6	P4	
Dimensions of competency				

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:	*FSKDIG01 Use digital technology for basic workplace tasks,* Release 1
Assessor name:	
Assessor email:	
Assessor phone number:	

Assessment tasks:		**Satisfactorily completed**
	• Part A – Questioning	❑
	• Part B – Project: Reviewing your work	❑
	• Part C – Observation	❑

Declaration:	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.
	Evidence collected has been confirmed as:
	❑ Valid ❑ Sufficient
	❑ Current ❑ Authentic