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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

FSKDIG02 Use digital technology for simple workplace tasks, Release 1

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 simple workplace tasks.

The unit applies to individuals at Australian Core Skills Framework (ACSF) level 2 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

2.2 Unit of competency assessment requirements

Assessment requirements

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 use digital technology appropriate to the task
- complete simple 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 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 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 *FSKDIG02 Use digital technology for simple 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: 10 hours Suggested resources: <ul style="list-style-type: none"> Recommended reading Slide presentation software 	Slide nos: 2–18
Recommended reading	Terminology checklist
Aspire learner guide <i>FSKDIG02 Use digital technology for simple workplace tasks</i> , Release 1 Day 1	<ul style="list-style-type: none"> Tax file number Product inventory system or database Work health and safety (WHS) Personal protective equipment (PPE)
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>FSKDIG02 Use digital technology for simple workplace tasks</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"> Introduce learners to their story: <ul style="list-style-type: none"> It's your first day at the Blackhawk Centre Blackhawk Centre is a place where businesses can have meetings, and run activities and training for their staff Mary is the Events Coordinator, and you will be her assistant Also discuss the learner's tasks: <ul style="list-style-type: none"> Photocopy information Scan information Print information Email businesses 	

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:	FSKDIG02 Use digital technology for simple workplace tasks, Release 1
Assessment parts:	Part A – Questioning Part B – Project: Use digital technology Part C – Observation

4.3 Assessment mapping

FSKDIG02 Use digital technology for simple workplace tasks, Release 1

Unit of competency		Part A – Questioning	Part B – Project: Use digital technology	Part C – Observation
Element 1: Prepare to use digital technology				
1.1	Identify simple workplace task	Q 1		
1.2	Identify appropriate digital technology for the task	Q 2		
1.3	Interpret simple workplace information and terminology	Q 3, 4	P1	O1
Element 2: Complete simple workplace task				
2.1	Interpret simple written and pictorial instructions to access and use digital technology	Q 5	P2	O2
2.2	Follow workplace procedures to perform a task using technology		P3	O3
2.3	Review performance	Q 7		
Performance evidence				
PE1	Identify and use digital technology appropriate to the task	Q 2	P4	O4
PE2	Complete simple workplace tasks		P5	O5
Knowledge evidence				
KE1	Procedures for accessing and using digital technology	Q 6	P6	O6
Foundation skills				
FS1	Learning – selects appropriate digital technology for the task	Q 2	P4	O4
FS2	Oral communication – discusses performance with trainer or supervisor			O7
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:	FSKDIG02 Use digital technology for simple workplace tasks, Release 1	
Assessor name:		
Assessor email:		
Assessor phone number:		
Assessment tasks:		Satisfactorily completed
	• Part A – Questioning	<input type="checkbox"/>
	• Part B – Project: Use digital technology	<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>	
	<input type="checkbox"/> Valid <input type="checkbox"/> Current	<input type="checkbox"/> Sufficient <input type="checkbox"/> Authentic

Section 6: Glossary of VET terminology

The following glossary is taken from the *Standards for Registered Training Organisations (RTOs) 2015*.

Access and equity means policies and approaches aimed at ensuring that VET is responsive to the individual needs of clients whose age, gender, cultural or ethnic background, disability, sexuality, language skills, literacy or numeracy level, unemployment, imprisonment or remote location may present a barrier to access, participation and the achievement of suitable outcomes.

Accredited short course means a course accredited by the VET Regulator in accordance with the Standards for VET Accredited Courses that leads to an AQF statement of attainment.

AQF certification documentation is the set of official documents that confirms that an AQF qualification or statement of attainment has been issued to an individual.

AQF qualification means an AQF qualification type endorsed in a training package or accredited in a VET accredited course.

Assessment means the process of collecting evidence and making judgments on whether competency has been achieved, to confirm that an individual can perform to the standard required in the workplace, as specified in a training package or VET accredited course.

Assessment system is a coordinated set of documented policies and procedures (including assessment materials and tools) that ensure assessments are consistent and are based on the Principles of Assessment and the Rules of Evidence.

Assessors are persons who assess a learner's competence.

Audit means an audit or compliance audit undertaken by the VET Regulator.

Australian Qualifications Framework (AQF) means the framework for regulated qualifications in the Australian education and training system, as agreed by the Commonwealth, State and Territory ministerial council with responsibility for higher education.

Authenticated VET transcript has the meaning given in the *Student Identifiers Act 2014*.

Client means a learner, enterprise or organisation that uses or purchases the services provided by an RTO.

Code means the unique identifier for units of competency, skill sets, VET accredited courses, modules, AQF qualifications or training packages as required by the Standards for Training Packages and Standards for VET Accredited Courses.

Competency means the consistent application of knowledge and skill to the standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to new situations and environments.