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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

FSKDIG03 Use digital technology for routine workplace tasks

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 use digital technology to undertake routine workplace tasks.

The unit applies to individuals at Australian Core Skills Framework (ACSF) level 3 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 for FSKDIG03 Use digital technology for routine workplace tasks

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:

- identify and use digital technology appropriate to the task
- complete routine 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.

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 digital technology.

Links

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

3.2 Delivery plans

The following sample delivery plans can be used to deliver *FSKDIG03 Use digital technology for routine 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: 8 hours Suggested resources: <ul style="list-style-type: none"> • Recommended reading • Slide presentation software 	Slide nos: 5–17
Recommended reading	Terminology checklist
Aspire learner guide <i>FSKDIG03 Use digital technology for routine workplace tasks</i> , Release 1 Day 1	<ul style="list-style-type: none"> • Digital technology • Cash registers • Barcode scanners • Telephones • Fax machines • Computers • Document scanners • Photocopiers • Printers • Scales • GPS
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>FSKDIG03 Use digital technology for routine 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. 	

3.3 Learning mapping

FSKDIG03 Use digital technology for routine 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 routine workplace tasks	Day 1 Cash Registers Barcode Scanners Telephones Fax Machines Computers Document scanners Photocopiers Printers Scales GPS	CP Day 1: Q 1, 2, 3, 4
1.2	Identify appropriate digital technology for the task	Day 2 Appropriate technology	CP Day 2: Q 2, 3
1.3	Interpret routine workplace information and terminology	Day 2 Understanding workplace information and terminology	CP Day 2: Q 1, 4, 5, 6, 7
Element 2: Complete routine workplace task		Day 2 Day 3	CP Day 2 CP Day 3
2.1	Interpret routine information from a range of sources to access and use digital technology	Day 2 Understanding workplace information and terminology	CP Day 2: Q 4, 5, 7
2.2	Follow workplace procedures to perform a task using technology	Day 3 Procedures Using the procedure	CP Day 3: Q 1, 2, 3, 4
2.3	Review performance	Day 3 Reviewing your work	CP Day 3: Q 5, 6
Performance evidence			
PE1	Identify and use digital technology appropriate to the task	Day 2 Appropriate technology	CP Day 2: Q 2, 3
PE2	Complete routine workplace tasks	Day 3 Procedures Using the procedure	CP Day 3: Q 1, 2, 3, 4

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

FSKDIG03 Use digital technology for routine workplace tasks, Release 1

Unit of competency		Part A – Questioning	Part B – Project: Complete a task using technology	Part C – Observation
Element 1: Prepare to use digital technology				
1.1	Identify routine workplace tasks	Q 2		
1.2	Identify appropriate digital technology for the task	Q 1, 3, 4		
1.3	Interpret routine workplace information and terminology	Q 5, 6, 7, 8		
Element 2: Complete routine workplace task				
2.1	Interpret routine information from a range of sources to access and use digital technology	Q 9		
2.2	Follow workplace procedures to perform a task using technology		P1	O1
2.3	Review performance	Q 10		O4
Performance evidence				
PE1	Identify and use digital technology appropriate to the task	Q 2, 3, 4		O1
PE2	Complete routine workplace tasks		P1	O1
Knowledge evidence				
KE1	Procedures for accessing and using digital technology	Q 9	P1	
Foundation skills				
FS1	Learning – takes responsibility for organising digital technology for the task			O2
FS2	Oral communication – discusses tasks with supervisor, manager or mentor			O3

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:	FSKDIG03 Use digital technology for routine workplace tasks, Release 1	
Assessor name:		
Assessor email:		
Assessor phone number:		
Assessment tasks:		Satisfactorily completed
	• Part A – Questioning	<input type="checkbox"/>
	• Part B – Project: Complete a task using 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