

## *Assessment support pack*

# FSKLRG010 Use routine strategies for career planning

Release 1

Aspire Version 1.1



# About this resource

This resource is for trainers and assessors of the unit *FSKLRG010 Use routine strategies for career planning*. It complements the corresponding *Aspire Learner guide*.

The *Assessment support pack* provides you with ideas and guidance on encouraging and supporting students through the training and assessment process using Aspire resources. It is designed to help you optimise the student's experience and record details of their competency.

This resource is comprised of several folders with the following editable documents to assist trainers and assessors.

Folders	Documents
Introduction	Introduction
Formative assessment	Formative assessment guide
Summative assessment	Final assessment marking guide Student assessment Third-party report
Supporting documents*	Sample documents and templates
Mapping	Contains formative and summative mapping
PowerPoint	PowerPoint slides for training purposes

\*The supporting documents folder is inside the summative assessment folder.

## Key features

- The *Assessment support pack* complements the *Aspire Learner guide*.
- It includes weblinks to the relevant unit of competency and other support resources.
- Provides guidelines for trainers and assessors on their responsibilities for formative and summative assessment to meet VET requirements.

### Formative assessment

- Includes Learning checkpoint questions with a marking guide.
- Discussion topics provide trainers with a guide to engage with students about the learning content.
- Clearly maps the learning content to the unit of competency requirements in a customisable Excel spreadsheet.

### Final assessment

- Includes detailed instructions to assessors on each assessment task.
- Includes a marking guide for each final assessment task.
- Clearly maps the final assessments to the unit of competency requirements.
- Mapping is provided in an Excel spreadsheet that allows you to customise and adjust as necessary.

## Unit of competency details

Refer to the following website for information on the unit of competency *FSKLRG010 Use routine strategies for career planning* and the assessment requirements for this unit:

<http://training.gov.au/Training/Details/fsklrg010>

Assessment information refers to the following components of the assessment requirements document:

- Performance evidence
- Knowledge evidence
- Assessment conditions

The Training Package Companion Volume Implementation Guide for the Foundation Skills Training Package can be accessed at: <http://aspirelr.link/fsk-training-package>

# Formative assessment overview

This resource complements the corresponding *Aspire Learner guide*. Formative assessment helps students to consolidate their learning and trainers to determine how students are progressing.

## How to use formative assessment

Formative assessment tasks can be used by students in a variety of settings. Trainers can adapt these resources in a variety of ways, such as for small groups, verbal questioning, online forums or individual tasks. Trainers may choose to add to, change or substitute the questions provided by Aspire. This should be done according to the experience of students and the specific learning situation.

## Learning checkpoints

Aspire learner guides include learning checkpoints with questions about the learning content. These formative learning tasks are mapped to the unit of competency and allow the student to review their understanding of the content.

The question styles and content are designed to complement the final assessment questions. This provides students with an opportunity to practise before completing the final assessment.

The *Formative assessment guide* provides questions, along with solutions.

The answers provided by the student may vary due to a number of factors, including:

- the student's personal and work-related experiences
- the situations and strategies presented by the trainer
- the student's or trainer's interpretation of the activity
- the type of industry, organisation or work practices encountered by the student.

## Talk with others

Discussion questions allow the student to reflect more widely on what they have learnt and their personal experiences. These allow students to share their ideas with others and apply their learning to a broader context.

Suggested responses to discussion topics are provided in the *Formative assessment guide*.

The 'Talk with others' discussion is suitable for use with students:

- in a large class group, or for smaller groups discussions
- in a workplace where co-workers can be asked what they think.

# Final assessment overview

## Assessment approach

Assessment is about collecting evidence and making decisions as to whether or not a student has achieved competency in the unit. Assessment confirms that the student can perform to the expected workplace standard, as outlined in the unit of competency.

All assessment tasks should be undertaken in conjunction with the RTO's training and assessment strategy, policies and procedures.

## Contextualisation

Final assessment tasks provided to students may need to be contextualised to meet various vocational contexts. Assessors may need to:

- re-map the tasks into the mapping documentation provided to ensure its integrity
- ensure that the performance and knowledge evidence can be demonstrated in the workplace
- review the solutions provided so they match the assessment tasks.

## Following the assessment rules

All of the RTO's assessment processes, including instructions to students on what evidence to provide, must adhere to the following:

- principles of assessment
- dimensions of competency
- rules of evidence.

## Plagiarism, cheating and collusion

Students should be provided with information about these misconduct items before they attempt any assessment.

Assessors should refer to their RTO's policies and procedures regarding training and assessment for information on what to do under these circumstances. Usually there will be a process including a report with reasons and circumstances surrounding the misconduct claim.

## Reasonable adjustment

It is important that assessors take meaningful and transparent steps to consult, consider and implement reasonable adjustments for candidates with disabilities or other individual needs. Reasonable adjustments can be made to the learning environment, training delivery, learning resources and/or assessment tasks to accommodate the student's particular needs.

Any reasonable adjustments made to assessment must be recorded. The *Aspire Student assessment* document provides a space to record this in the cover sheet for each assessment task.

## Assessment attempts and outcomes

Assessors should refer to their RTO's policies and procedures for specific information regarding training and assessment. Students must be provided with this information as part of their assessment instructions before they begin the final assessment.

Each assessment task will be given an outcome of either Satisfactory (S) or Unsatisfactory (U). Students must satisfactorily complete all tasks to achieve an overall outcome of Competent (C) for a unit. If one or more tasks are assessed as unsatisfactory, students will be given an overall outcome for the unit of Not Competent (NC).

Students must be provided with feedback about the outcome of their assessments in a timely period. This is to give them an opportunity to prepare for another attempt at an assessment, and to ensure they understand what they need to resubmit and why. Feedback may be provided on the assessment cover sheet and followed up with verbal explanation. Students need to be given a suitable time frame for resubmission.

Where an assessment involves a manager or supervisor providing third-party information about the student, arrangements will need to be made and agreed on for the time and date of reassessment.

## Resources and equipment required for assessment

Aspire has provided an outline of equipment and resources (where applicable) for each assessment task. Always refer to the assessment conditions outlined in the unit of competency and available at [training.gov.au](http://training.gov.au).

As a general rule, assessors need to make sure the student has access to:

- a learner guide (if they are completing an open-book assessment)
- a copy of the assessment tasks
- a computer or device for recording responses
- a workplace or simulated workplace for observations and demonstrations.

Students must complete each assessment task and submit it by the due date. Assessments may be completed in the classroom, online, in a real or simulated workplace, or by another arrangement agreed on by the assessor and the student. The assessor can instruct students to finish tasks as homework where time permits.

## Talk with others

Trainers can use these discussion topics in the following ways:

- If you are in a classroom, form a discussion group with your students.
- If the students are in a workplace, they can brainstorm these points with colleagues.

1.

**Suggested response**

2.

**Suggested response**

3.

**Suggested response**

4.

**Suggested response**

5.

**Suggested response**

## Assessment task 1: Questions

You will be asked to complete questions on what you have learnt. Answer all questions in the spaces provided.

This is an open-book task. You can use a learner guide and the internet. You can also ask your assessor to assist you if required.

### **Evidence**

Your assessor will tell you how to submit your answers. Give your answers and a completed cover sheet to the assessor. Keep a copy of your work.

### **When and where will this assessment take place?**

Your assessor will tell you when and where to do the assessment.

There is no time limit to complete the assessment.

### **What if the assessment is not suitable?**

If you cannot respond to the questions in writing, discuss this with your assessor. You may be asked to answer the questions another way, such as saying your answers out loud.

### **What if answers are not satisfactory?**

If any of your answers are unsatisfactory, your assessor will give you feedback. You may need to redo some of your answers. Your assessor will explain how to do this.

If you are not happy with your assessment result, discuss this with your assessor.



# Project instructions

As part of this project, you need to identify at least **three (3)** career options that interest you. Write a report on the skills and training requirements for each career.

## Section 1: Investigating career options

1. Research and identify three possible career options and goals. Then select one preferred career option.
2. Investigate the skills and training requirements for the preferred career option.
3. Compare the requirements of a job with your own skills and knowledge to determine skill gaps and develop strategies to improve learnings.

## Section 2: Developing your career plan

4. Create a career plan.
5. Identify any barriers to learning and employment and develop strategies to address these.

## Section 3: Reviewing your career plan

6. Seek feedback on your career plan.
7. Review and revise your career plan.

### Evidence to submit

- ☐ Report
- ☐ Career plan
- ☐ Feedback on career plan
- ☐ Revised career plan
- ☐ Third-party report (if applicable)