

Contents

About this guide	5
Section 1: Meeting VET sector requirements	7
1.1 How Aspire's resources assist in meeting requirements	7
Section 2: Unit of competency information	15
2.1 Unit of competency	15
2.2 Unit of competency assessment requirements	17
2.3 Aspire resources available for this unit	18
Section 3: Training requirements	20
3.1 Delivery approach	20
3.2 Delivery plans	21
3.3 Learning mapping	29
3.4 Solutions – general guidance	31
3.5 Solutions to checkpoints	32
Section 4: Assessment	35
4.1 Assessment approach	35
4.2 Assessment procedures	36
4.3 Assessment mapping	41
4.4 Assessment solutions and marking guidance	43
4.5 Completing the record of outcome	47
Section 5: Forms	49
Section 6: Glossary of VET terminology	54

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

FSKLRG08 Use simple strategies for work-related learning

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 identify own learning goals and needs, and develop a simple learning plan to participate in a vocational or workplace learning environment.

The unit applies to individuals who need learning skills at Australian Core Skills Framework (ACSF) level 2 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

Learning

2.2 Unit of competency assessment requirements

Assessment Requirements for FSKLRG08 Use simple strategies for work-related learning

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:

- develop a simple personal learning plan
- review own progress.

Evidence must be collected using typical work-related task.

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:

- own learning goals and needs
- strategies for learning
- preferred approaches to learning.

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 the core skill - learning.

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 *FSKLRG08 Use simple strategies for work-related learning*. 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: <ul style="list-style-type: none"> Recommended reading Slide presentation software 	Slide nos: 4–12
Recommended reading	Terminology checklist
Aspire learner guide <i>FSKLRG08 Use simple strategies for work-related learning</i> , Release 1 Day 1	<ul style="list-style-type: none"> Work-related goals Long-term goals Short-term goals Learning needs Face to face Online with assistance In a group or individually Using technology Learning style Print-based learning Practical learning Visual learning Structured learning Flexible learning Barriers to learning Lack of confidence Trouble reading or writing Lack of money and/or time Lack of support Gaps in your learning
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>FSKLRG08 Use simple strategies for work-related learning</i>. 	

3.3 Learning mapping

FSKLRG08 Use simple strategies for work-related learning, Release 1

Unit of competency	Content	Checkpoint
Element 1: Prepare for learning	Day 1	CP Day 1
1.1 Identify work-related learning goals	Day 1 Work-related goals	CP Day 1: Q 2
1.2 Identify own learning needs	Day 1 Identify learning needs	CP Day 1: Q 3
1.3 Identify preferred approaches to learning	Day 1 Ways to learn	CP Day 1: Q 1
1.4 Identify potential barriers to own learning and propose possible solutions	Day 1 Barriers to learning Solutions to barriers	CP Day 1: Q 4
Element 2: Use strategies for learning	Day 2	CP Day 2
2.1 Select a short-term learning goal	Day 2 A learning goal	CP Day 2: Q 1
2.2 Locate and assess information related to the learning goal	Day 2 Finding information	CP Day 2: Q 2
2.3 Identify simple learning strategies to achieve the learning goal	Day 2 Strategies to achieve a learning goal	CP Day 2: Q 3
2.4 Identify and access support resources	Day 2 Support resources for learning	CP Day 2: Q 4
2.5 Develop a simple learning plan which includes a learning pathway	Day 2 A learning plan	CP Day 2: Q 5
Element 3: Review own learning progress	Day 3	CP Day 3
3.1 Check progress against the learning plan	Day 3 Check your progress against the learning plan	CP Day 3: Q 1
3.2 Seek feedback from an appropriate person	Day 3 Feedback	CP Day 3: Q 2
3.3 Identify areas for further learning and training	Day 3 What I still need to learn	CP Day 3: Q 3
Performance evidence		

Ensuring readiness for assessment complete

Before learners begin to undertake final assessment tasks for the unit, it is important to ensure that they are comfortable and ready to begin the assessment process.

The final assessment provided contains a self-assessment checklist that learners should complete to confirm that they feel they hold the skills and knowledge required for the unit, and that they feel ready to undertake a successful assessment process.

Once the learner has completed and is comfortable with their self-assessment, they are then ready to proceed to the final assessment tasks.

Final assessment tasks and recommended options

The final assessment provided in Aspire's print learner guide or online resource includes an overview that is laid out as follows (or similar):

To demonstrate your competency using this final assessment you must successfully complete three assessment tasks.

Complete Part A	Part A – Questioning You will demonstrate a sound knowledge of the unit requirements in your responses.
Complete Part B	Part B – Project: Develop a learning plan You will demonstrate your skills and knowledge by completing a story-based project.
Complete Part C	Part C – Observation Your performance will be documented while being observed by an assessor.

Negotiating assessment tasks

It is critical that learners understand the assessment tasks and expectations of their performance, as well as any options that may be available. Aspire's learner guides include a range of options for assessment (as outlined), depending on the unit being assessed and the characteristics of the learner.

For example, a learner completing assessment in a workplace (their own or via a work placement) may rely on a third-party report assessment. However, learners completing assessment after a workshop-based program may require assessor observations in a simulated workplace task.

Learners may also typically have the option of a verbal interview with their assessor or a written assessment (written questions) to demonstrate their knowledge of the unit being assessed. It should be noted that, even where only a written assessment option is provided, assessors may undertake this assessment in a verbal interview mode if suitable for the unit content, as a reasonable adjustment strategy.

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:	FSKLRG08 Use simple strategies for work-related learning, Release 1
Assessment parts:	Part A – Questioning Part B – Project: Develop a learning plan Part C – Observation

4.3 Assessment mapping

FSKLRG08 Use simple strategies for work-related learning, Release 1

Unit of competency		Part A – Questioning	Part B – Project: Develop a learning plan	Part C – Observation
Element 1: Prepare for learning				
1.1	Identify work-related learning goals	Q 1		
1.2	Identify own learning needs		P1	O1
1.3	Identify preferred approaches to learning		P2	O2
1.4	Identify potential barriers to own learning and propose possible solutions		P3	O3
Element 2: Use strategies for learning				
2.1	Select a short-term learning goal		P4	O4
2.2	Locate and assess information related to the learning goal		P5	O5
2.3	Identify simple learning strategies to achieve the learning goal		P6	O6
2.4	Identify and access support resources		P7	O7
2.5	Develop a simple learning plan which includes a learning pathway		P8	O8
Element 3: Review own learning progress				
3.1	Check progress against the learning plan	Q 2		
3.2	Seek feedback from an appropriate person		P7	O7
3.3	Identify areas for further learning and training		P9	O9
Performance evidence				
PE1	Develop a simple personal learning plan		P8	O8

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:	FSKLRG08 Use simple strategies for work-related learning, Release 1	
Assessor name:		
Assessor email:		
Assessor phone number:		
Assessment tasks:		Satisfactorily completed
	• Part A – Questioning	<input type="checkbox"/>
	• Part B – Project: Develop a learning plan	<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