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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

FSKLRG11 Use routine 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 formal 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 3 to undertake a vocational training pathway and/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 FSKLRG11 Use routine 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 plan for own learning pathway
- review own progress.

Evidence must be collected using typical work-related tasks.

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:

- strategies for learning
- own learning goals
- education and training requirements for learning pathway options.

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 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 *FSKLRG11 Use routine 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: 10 hours Suggested resources: <ul style="list-style-type: none"> Recommended reading Slide presentation software 	Slide nos: 5–16	
Recommended reading	Terminology checklist	
Aspire learner guide <i>FSKLRG11 Use routine strategies for work-related learning</i> , Release 1 Day 1	<ul style="list-style-type: none"> Learning Work-related learning goals Short-term goal Long-term goal Learning pathway 	<ul style="list-style-type: none"> Learning styles Visual Auditory Physical/kinaesthetic Barriers to 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>FSKLRG11 Use routine strategies for work-related learning</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"> Prepare learners for <i>FSKLRG11 Use routine strategies for work-related learning</i> by explaining their story: <ul style="list-style-type: none"> You work at Hillsberry Hospital in the Outpatients Department. This is the place where people come to hospital but don't stay long. Your supervisor's name is Janice. You work at the front desk and people ask you questions. Ask learners if they have any questions, or want to share experiences from their own workplaces, which relate to this story. 		

3.3 Learning mapping

FSKLRG11 Use routine strategies for work-related learning, Release 1

Unit of competency	Content	Checkpoint (CP)
Element 1: Prepare for learning	Day 1	CP Day 1
1.1 Identify work-related learning goals	Day 1: Work-related learning goals	CP Day 1: Q 4
1.2 Investigate a range of formal and informal learning pathways	Day 1: Formal and informal learning pathways	CP Day 1: Q 3
1.3 Investigate a range of approaches to achieve goal	Day 1: Learning styles Ways to learn Day 2: Achieving work-related learning goals	CP Day 1: Q 1, 2
1.4 Identify potential barriers to learning	Day 1: Barriers to learning	CP Day 1: Q 5
Element 2: Use strategies for learning	Day 2	CP Day 2
2.1 Identify a preferred approach to achieving work-related learning goals	Day 2: Achieving work-related learning goals Your preferred way to reach goals	CP Day 2: Q 1
2.2 Identify strategies to address barriers to achieving learning goals	Day 2: Strategies for addressing learning barriers	CP Day 2: Q 2
2.3 Propose routine learning strategies to achieve learning goal	Day 2: Learning strategies	CP Day 2: Q 3
2.4 Create and use a learning plan to implement strategies	Day 2: Writing a learning plan	CP Day 2: Q 4
Element 3: Review own learning progress	Day 2	CP Day 2
3.1 Monitor progress against the plan	Day 2: Monitoring your progress	CP Day 2: Q 5
3.2 Seek feedback from an appropriate person	Day 2: Feedback about your learning	CP Day 2: Q 6

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

FSKLRG11 Use routine strategies for work-related learning, Release 1

Unit of competency		Part A – Questioning	Part B – Project: Developing a learning pathway plan	Part C – Observation
Element 1: Prepare for learning				
1.1	Identify work-related learning goals	Q 1	P1	
1.2	Investigate a range of formal and informal learning pathways	Q 2	P2	
1.3	Investigate a range of approaches to achieve goal		P3	
1.4	Identify potential barriers to learning		P4	
Element 2: Use strategies for learning				
2.1	Identify a preferred approach to achieving work-related learning goals		P5	
2.2	Identify strategies to address barriers to achieving learning goals		P6	
2.3	Propose routine learning strategies to achieve learning goal		P7	
2.4	Create and use a learning plan to implement strategies	Q 3		O1
Element 3: Review own learning progress				
3.1	Monitor progress against the plan	Q 4		O2
3.2	Seek feedback from an appropriate person	Q 5		O3
3.3	Identify areas for further learning and training	Q 3	P8	
Performance evidence				
PE1	Develop a plan for own learning pathway		P2, P3, P7	O1

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:	FSKLRG11 Use routine 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: Developing a learning pathway 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