

# Contents

<b>About this guide</b>	<b>5</b>
<b>Section 1: Meeting VET sector requirements</b>	<b>7</b>
1.1 How Aspire's resources assist in meeting requirements	7
<b>Section 2: Unit of competency information</b>	<b>15</b>
2.1 Unit of competency	15
2.2 Unit of competency assessment requirements	17
2.3 Aspire resources available for this unit	18
<b>Section 3: Training requirements</b>	<b>20</b>
3.1 Delivery approach	20
3.2 Delivery plans	21
3.3 Learning mapping	30
3.4 Solutions – general guidance	33
3.5 Solutions to checkpoints	34
<b>Section 4: Assessment</b>	<b>39</b>
4.1 Assessment approach	39
4.2 Assessment procedures	40
4.3 Assessment mapping	45
4.4 Assessment solutions and marking guidance	47
4.5 Completing the record of outcome	53
<b>Section 5: Forms</b>	<b>55</b>
<b>Section 6: Glossary of VET terminology</b>	<b>57</b>

# 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><b>Australian Qualifications Framework</b></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: <a href="http://www.aqf.edu.au">www.aqf.edu.au</a>.</p>

## Section 2: Unit of competency information

### 2.1 Unit of competency

#### FSKLRG04 Use basic 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 to engage in a vocational or workplace learning environment.

The unit applies to individuals who need learning skills at Australian Core Skills Framework (ACSF) level 1 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 FSKLRG04 Use basic 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 basic personal learning plan
- review own progress.

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:

- own learning goals and needs
- strategies for learning.

#### Assessment Conditions

Assessment texts and tasks reflect those typically found in the workplace.

Advice and support is available.

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 *FSKLRG04 Use basic 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	
<b>Suggested time allocation:</b> 10 hours <b>Suggested resources:</b> <ul style="list-style-type: none"> <li>Recommended reading</li> <li>Slide presentation software</li> </ul>	<b>Slide nos:</b> 6–21
Recommended reading	Terminology checklist
Aspire learner guide <i>FSKLRG04 Use basic strategies for work-related learning</i> , Release 1 Day 1	<ul style="list-style-type: none"> <li>Learning plan</li> <li>Personal work goals</li> <li>Mentor</li> <li>Group learning</li> <li>Confidence</li> <li>Template</li> <li>Format</li> <li>Spellcheck</li> <li>Gaps in learning</li> </ul>
Suggested training strategies	
<ul style="list-style-type: none"> <li>Commence facilitation of this unit of competency by introducing learners to the Aspire learner guide <i>FSKLRG04 Use basic strategies for work-related learning</i>.</li> </ul>	
<ul style="list-style-type: none"> <li>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.</li> </ul>	
<ul style="list-style-type: none"> <li>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.</li> </ul>	
<ul style="list-style-type: none"> <li>Prepare learners for the unit of competency by explaining their story, which is:               <ul style="list-style-type: none"> <li>You have worked at High Hill Community Centre for 2 months.</li> <li>This is a place for young people to meet.</li> <li>This week your job has changed and you are going to do new tasks.</li> <li>Lee is your supervisor.</li> </ul> </li> </ul>	

## 3.3 Learning mapping

*FSKLRG04 Use basic strategies for work-related learning, Release 1*

Unit of competency	Content	Checkpoint (CP)
<b>Element 1: Prepare to engage in learning</b>	Day 1	CP Day 1
1.1 Identify personal learning goals for work	Day 1: What do I need to learn?	CP Day 1: Q 1
1.2 Identify own learning needs	Day 1: What do I need to learn?	CP Day 1: Q 2
1.3 Identify preferred approaches to learning	Day 1: What do I need to learn?	CP Day 1: Q 3
1.4 Identify potential barriers to own learning	Day 1: What things can stop me from learning?	CP Day 1: Q 4
<b>Element 2: Use strategies for learning</b>	Day 2	CP Day 2, 3
2.1 Select a short term learning goal	Day 2	CP Day 2: Q 3
2.2 Identify own knowledge or skills	Day 2: What I already know	CP Day 2: Q 4
2.3 Identify basic learning strategies	Day 2: How can I learn?	CP Day 2: Q 1, 2
2.4 Use available support resources	Day 2: How can I learn?	CP Day 2: Q 1, 2, 5
2.5 Develop a basic learning plan	Day 3: The learning plan	CP Day 3: Q 1, 2
<b>Element 3: Review own learning progress</b>	Day 3	CP Day 3
3.1 Check progress against the learning plan	Day 3: Checking your learning	CP Day 3: Q 3
3.2 Seek feedback from appropriate person	Day 3: Feedback about your learning	CP Day 3: Q 4
3.3 Identify areas for further learning	Day 3: What you need to learn next	CP Day 3: Q 5
<b>Performance evidence</b>		

## 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

*FSKLRG04 Use basic strategies for work-related learning, Release 1*

Unit of competency		Part A – Questioning	Part B – Project: Learning plan	Part C – Observation
<b>Element 1: Prepare to engage in learning</b>				
1.1	Identify personal learning goals for work	Q 1, 7	P1	
1.2	Identify own learning needs	Q 2	P1, P2	
1.3	Identify preferred approaches to learning	Q 3, 4		
1.4	Identify potential barriers to own learning	Q 5		
<b>Element 2: Use strategies for learning</b>				
2.1	Select a short term learning goal	Q 2	P1	
2.2	Identify own knowledge or skills	Q 9, 10		
2.3	Identify basic learning strategies	Q 8	P2	
2.4	Use available support resources	Q 8		
2.5	Develop a basic learning plan		P3	
<b>Element 3: Review own learning progress</b>				
3.1	Check progress against the learning plan		P4	O1
3.2	Seek feedback from appropriate person	Q 6		O2
3.3	Identify areas for further learning	Q 7	P2	
<b>Performance evidence</b>				
PE1	Develop a basic personal learning plan		P3	
PE2	Review own progress		P4	
<b>Knowledge evidence</b>				
KE1	Own learning goals and needs	Q 1, 2, 3, 7	P1, P2	
KE2	Strategies for learning	Q 8	P3	



## 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

<b>Training organisation name:</b>		
<b>Learner name:</b>		
<b>Unit code and title:</b>	FSKLRG04 Use basic strategies for work-related learning, Release 1	
<b>Assessor name:</b>		
<b>Assessor email:</b>		
<b>Assessor phone number:</b>		
<b>Assessment tasks:</b>		<b>Satisfactorily completed</b>
	• Part A – Questioning	<input type="checkbox"/>
	• Part B – Project: Learning plan	<input type="checkbox"/>
	• Part C – Observation	<input type="checkbox"/>
<b>Declaration:</b>	<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