

**Written under the Community Learning Framework 2013**

**Accredited from 2015 – 2019 (Extended to 2022)**

#### Supporting Qualifications from Foundation Skills Training Package (refer to *training.gov.au*):

FSK10219 **Certificate I in Skills for Vocational Pathways**

FSK20119 **Certificate II in Skills for Work and Vocational Pathways**

**Statement of Attainment** towards a partial completion of either FSK10219 or FSK20119

Pathways to Work and Learning

A/M/V

Front Cover Art provided by Canberra College student Aidan Giddings

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | Course Adoption Form for Accredited A Course | | | | | | |
| The college is entered on the National Register to award Certificates delivered by this course.  🞏 Yes 🞏 No (V Adoption only) | | | | | | | | |
| College: | | | | | | | | |
| Course Title: Pathways to Work and Learning | | | | Classification: A | | 🞏 V Adoption | | |
| Framework: Community Learning 2013 | | | | Course Area: | | Course Code: | | |
| Dates of Course Accreditation: | | | | From | 2015 | to | 2022 | |
| Identify units to be adopted by ticking the check boxes | | | | | | | | |
| Adopt | Unit Title | | | | | Value (1.0/0.5) | | Length |
| 🞏 | Connect and Work With Others | | | | | 1.0 | | S |
| 🞏 | Know Yourself and Understand Others | | | | | 0.5 | | Q |
| 🞏 | Workplace Behaviours and Communication | | | | | 0.5 | | Q |
| 🞏 | Pathways to the Future | | | | | 1.0 | | S |
| 🞏 | Introduction to Pathways | | | | | 0.5 | | Q |
| 🞏 | Pathways Planning | | | | | 0.5 | | Q |
| 🞏 | Skills and Knowledge for the Workplace | | | | | 1.0 | | S |
| 🞏 | Workplace Environments | | | | | 0.5 | | Q |
| 🞏 | Understanding the Workplace | | | | | 0.5 | | Q |
| 🞏 | Work in a Digital World | | | | | 1.0 | | S |
| 🞏 | 21st Century Learning Literacies | | | | | 0.5 | | Q |
| 🞏 | Digital Technologies at Work and Home | | | | | 0.5 | | Q |
| 🞏 | Pathways to Work and Learning SWL 1 | | | | | 0.5 | | Q |
| 🞏 | Pathways to Work and Learning SWL 2 | | | | | 0.5 | | Q |
|  |  | | | | |  | |  |
| Adoption The course and units named above are consistent with the philosophy and goals of the college and the adopting college has the human and physical resources to implement the course. | | | | | | | | |
| Principal: / /20 | | | College Board Chair: / /20 | | | | | |
| BSSS Office Use  Entered into database: / /20 | | | | | | | | |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | Course Adoption Form for Accredited M Course | | | | | | |
| The college is entered on the National Register to award Certificates delivered by this course.  🞏 Yes 🞏 No (V Adoption only) | | | | | | | | |
| College: | | | | | | | | |
| Course Title: Pathways to Work and Learning | | | | Classification: M | | 🞏 V Adoption | | |
| Framework: Community Learning 2013 | | | | Course Area: | | Course Code: | | |
| Dates of Course Accreditation: | | | | From | 2015 | to | 2022 | |
| Identify units to be adopted by ticking the check boxes | | | | | | | | |
| Adopt | Unit Title | | | | | Value (1.0/0.5) | | Length |
| 🞏 | Connect and Work With Others | | | | | 1.0 | | S |
| 🞏 | Know Yourself and Understand Others | | | | | 0.5 | | Q |
| 🞏 | Workplace Behaviours and Communication | | | | | 0.5 | | Q |
| 🞏 | Pathways to the Future | | | | | 1.0 | | S |
| 🞏 | Introduction to Pathways | | | | | 0.5 | | Q |
| 🞏 | Pathways Planning | | | | | 0.5 | | Q |
| 🞏 | Skills and Knowledge for the Workplace | | | | | 1.0 | | S |
| 🞏 | Workplace Environments | | | | | 0.5 | | Q |
| 🞏 | Understanding the Workplace | | | | | 0.5 | | Q |
| 🞏 | Work in a Digital World | | | | | 1.0 | | S |
| 🞏 | 21st Century Learning Literacies | | | | | 0.5 | | Q |
| 🞏 | Digital Technologies at Work and Home | | | | | 0.5 | | Q |
| 🞏 | Pathways to Work and Learning SWL 1 | | | | | 0.5 | | Q |
| 🞏 | Pathways to Work and Learning SWL 2 | | | | | 0.5 | | Q |
|  |  | | | | |  | |  |
| Adoption The course and units named above are consistent with the philosophy and goals of the college and the adopting college has the human and physical resources to implement the course. | | | | | | | | |
| Principal: / /20 | | | College Board Chair: / /20 | | | | | |
| BSSS Office Use  Entered into database: / /20 | | | | | | | | |

## Table of Contents

[Course Adoption Form for Accredited A Course 1](#_Toc27748445)

[Course Adoption Form for Accredited M Course 2](#_Toc27748446)

[Course Name 9](#_Toc27748447)

[Course Classification 9](#_Toc27748448)

[Training Package Code and Title 9](#_Toc27748449)

[Course Framework 9](#_Toc27748450)

[Course Developers 9](#_Toc27748451)

[Evaluation of Previous Course 9](#_Toc27748452)

[Course Length and Composition 10](#_Toc27748453)

[Implementation Guidelines 11](#_Toc27748454)

[Duplication of Content 11](#_Toc27748455)

[Subject Rationale 12](#_Toc27748456)

[Goals 13](#_Toc27748457)

[Recognition of Prior Learning (RPL) 14](#_Toc27748458)

[Content 14](#_Toc27748459)

[Teaching and Learning Strategies 15](#_Toc27748460)

[Assessment 17](#_Toc27748461)

[Competency Based Assessment 20](#_Toc27748462)

[Structured Workplace Learning: Assessment 21](#_Toc27748463)

[Student Capabilities 21](#_Toc27748464)

[Unit Grades 22](#_Toc27748465)

[Moderation 26](#_Toc27748466)

[Bibliography 27](#_Toc27748467)

[Standards for Registered Training Organisations 2015 33](#_Toc27748468)

[Physical Resources 33](#_Toc27748469)

[Proposed Evaluation Procedures 33](#_Toc27748470)

[Connect and Work With Others Value: 1.0 34](#_Toc27748471)

[Know Yourself and Understand Others Value: 0.5 38](#_Toc27748472)

[Workplace Behaviours and Communication Value: 0.5 41](#_Toc27748473)

[Pathways to the Future Value: 1.0 45](#_Toc27748474)

[Introduction to Pathways Value: 0.5 49](#_Toc27748475)

[Pathways Planning Value: 0.5 53](#_Toc27748476)

[Skills and Knowledge for the Workplace Value: 1.0 56](#_Toc27748477)

[Workplace Environments Value: 0.5 60](#_Toc27748478)

[Understanding the Workplace Value: 0.5 63](#_Toc27748479)

[Work in a Digital World Value: 1.0 66](#_Toc27748480)

[21st Century Learning Literacies Value: 0.5 70](#_Toc27748481)

[Digital Technologies at Work and Home Value: 0.5 73](#_Toc27748482)

[Pathways to Work and Learning SWL 1 Value: 0.5 76](#_Toc27748483)

[Pathways to Work and Learning SWL 2 Value: 0.5 77](#_Toc27748484)

**VET Qualifications**

To achieve the FSK10219 Certificate I in Skills for Vocational Pathways and/or FSK20119 Certificate II in Skills for Work and Vocational Pathways competency must be demonstrated in:

### FSK10219 Certificate I in Skills for Vocational Pathways

Total number of units = 11

1 core unit*plus*

10 elective units

The electives have been chosen as follows:

* Up to 3 units may be selected from Group A
* At least 5 units must be selected from Group B
* **2 units must be selected from any currently endorsed training package qualification or accredited course OTHER than FSK – the RTO must ensure duplication does not occur** 
  + **These additional competencies can be delivered at any point during the course of study at the discretion of the RTO.**
  + **The RTO will need to advise the BSSS as to the additional elective competencies they have identified and the semester they will be delivered**.

Elective units must be relevant to vocational pathways and not duplicate the outcomes of already selected units.

1 SWL placement is an optional unit of competency included in the training package.

#### Competencies for FSK10219 Certificate I in Skills for Vocational Pathways

|  |  |  |  |
| --- | --- | --- | --- |
| Code | | Competency Title | Core/Elective |
| FSKLRG008 | | Use simple strategies for work-related learning | Core |
| FSKNUM007 | | Use simple data for work | Elective A |
| FSKNUM020 | Use familiar, routine functions of a calculator for work | | Elective A |
| FSKDIG002 | | Use digital technology for routine and simple workplace tasks | Elective B |
| FSKLRG005 | | Use strategies to plan simple workplace tasks | Elective B |
| FSKLRG006 | | Participate in work placement (SWL) | Elective B |
| FSKLRG007 | | Use strategies to identify job opportunities | Elective B |
| FSKLRG017 | | Identify simple strategies to respond to familiar workplace problems | Elective B |
| FSKOCM003 | | Participate in familiar spoken interactions at work | Elective B |
| FSKRDG007 | | Read and respond to simple workplace information | Elective B |
| FSKWTG006 | | Write simple workplace information | Elective B |
| RTO | | Imported unit 1 | Elective imported |
| RTO | | Imported unit 2 | Elective imported |

### FSK20119 Certificate II in Skills for Work and Vocational Pathways

Total number of units = 14

1 core units*plus*

13 elective units

1 SWL placements is an optional unit of competency included in the training package.

The electives have been chosen as follows:

* Up to 5 units may be selected from Group A
* At least 5 units must be selected from Group B
  + **3 units must be selected from any currently endorsed training package qualification or accredited course OTHER than FSK – the RTO must ensure duplication does not occur**
  + **These additional competencies can be delivered at any point during the course of study at the discretion of the RTO**
  + **The RTO will need to advise the BSSS what additional elective competencies they have identified and in what semester they will be delivered.**

Elective units must be relevant to vocational pathways and not duplicate the outcomes of already selected units.

### Competencies for FSK20119 Certificate II in Skills for Work and Vocational Pathways

|  |  |  |
| --- | --- | --- |
| Code | Competency Title | Core/Elective |
| FSKLRG011 | Use routine strategies for work-related learning | Core |
| FSKNUM017 | Use familiar and routine maps and plans for work | Elective A |
| FSKNUM018 | Collect data and construct routine tables and graphs for work | Elective A |
| FSKNUM019 | Interpret routine tables, graphs and charts and use information and data for work | Elective A |
| FSKLRG009 | Use strategies to respond to routine workplace problems | Elective B |
| FSKLRG010 | Use routine strategies for career planning | Elective B |
| FSKOCM005 | Use oral communication skills for effective workplace presentations | Elective B |
| FSKOCM007 | Interact effectively with others at work | Elective B |
| FSKRDG009 | Read and respond to routine standard operating procedures | Elective B |
| FSKRDG010 | Read and respond to routine workplace information | Elective B |
| FSKWTG009 | Write routine workplace texts | Elective B |
| RTO | Imported unit - optional  FSKLRG006 Participate in work placement (SWL) | Elective imported |
| RTO | Imported unit 1 | Elective imported |
| RTO | Imported unit 2 | Elective imported |
| RTO | Imported unit 3 | Elective imported |

## Streams within Course

There are no streams within courses for Pathways to Work and Learning course.

## VET Competencies Mapped to Course Units

Grouping of competencies within units may not be changed by individual colleges. Grouping of half units is restricted to patterns shown below.

This course has been mapped to ensure that students can achieve either Certificate I or II in the Foundation Skills Training Package in Year 11 and 12 respectively. There are no Entry Requirements for either Certificate level; however, there is a natural progression in the design of the Accredited course that supports skill development in literacy, numeracy and awareness of self as a learner, including the acquisition of practical strategies to facilitate this learning.

Due to the nature of the Foundation Skills (FSK) Training Package, some units of competence are repeated across semesters to allow teachers flexibility in assessing the competence in different environments and with different syllabus content in different contexts.

NOTE: When selecting additional elective units, colleges must ensure that they follow packaging rules and meet the requirements for the Certificate level. In the event that full Certificate requirements are not met a Statement of Attainment will be issued.

### VET Implementation Summary

|  |  |
| --- | --- |
| BSSS Unit Title | Competencies |
| Connect and Work With Others A/M/V 1.0  Certificate I in Skills for Vocational Pathways | **FSKLRG008 Use simple strategies for work- related learning**  FSKDIG002 Use digital technology for routine and simple workplace tasks  FSKLRG007 Use strategies to identify job opportunities  FSKNUM007 Use simple data for work  FSKOCM003 Participate in familiar spoken interactions at work  FSKWTG006 Write simple workplace information  FSKLRG005 Use strategies to plan simple workplace tasks |
| Know Yourself and Understand Others  0.5  Certificate I in Skills for Vocational Pathways | **FSKLRG008 Use simple strategies for work- related learning**  FSKDIG002 Use digital technology for routine and simple workplace tasks  FSKLRG005 Use strategies to plan simple workplace tasks  FSKLRG007 Use strategies to identify job opportunities  FSKOCM003 Participate in familiar spoken interactions at work |

|  |  |
| --- | --- |
| Workplace Behaviours and  Communication 0.5  Certificate I in Skills for Vocational Pathways | FSKDIG002 Use digital technology for routine and simple workplace tasks  FSKLRG007 Use strategies to identify job opportunities  FSKNUM007 Use simple data for work |
| Pathways to the Future 1.0  A/M/V  Certificate I in Skills for Vocational Pathways | **FSKLRG008 Use simple strategies for work- related learning**  FSKWTG006 Write simple workplace information  FSKRDG007 Read and respond to simple workplace information  FSKLRG007 Use strategies to identify job opportunities  FSKLRG017 Identify simple strategies to respond to familiar workplace problems |
| Introduction to Pathways 0.5  Certificate I in Skills for Vocational Pathways | FSKLRG007 Use strategies to identify job opportunities  FSKLRG017 Identify simple strategies to respond to familiar workplace problems FSKWTG006Write simple workplace information |
| Pathways Planning 0.5  Certificate I in Skills for Vocational Pathways | **FSKLRG008 Use simple strategies for work- related learning**  FSKRDG007 Read and respond to simple workplace information  FSKLRG007 Use strategies to identify job opportunities  FSKLRG017 Identify simple strategies to respond to familiar workplace problems |
| Skills and Knowledge for the Workplace A/M/V 1.0  Certificate II in Skills for Work and Vocational Pathways | FSKLRG009Use strategies to respond to routine workplace problems  FSKLRG010 Use routine strategies for career planning  FSKNUM019 Interpret routine tables, graphs and charts and use information and data for work  FSKNUM020 Use familiar, routine functions of a calculator for work  FSKOCM005 Use oral communication skills for effective workplace presentations FSKOCM007Interact effectively with others at work  FSKRDG010Read and respond to routine workplace information |

|  |  |
| --- | --- |
| Workplace Environments 0.5  Certificate II in Skills for Work and Vocational Pathways | FSKOCM005 Use oral communication skills for effective workplace presentations  FSKNUM019 Interpret routine tables, graphs and charts and use information and data FSKNUM020 Use familiar, routine functions of a calculator for work |
| Understanding the Workplace 0.5  Certificate II in Skills for Work and Vocational Pathways | FSKLRG009Use strategies to respond to routine workplace problems  FSKLRG010 Use routine strategies for career planning  FSKOCM007Interact effectively with others at work  FSKRDG010Read and respond to routine workplace information |
| Work in a Digital World 1.0  A/M/V  Certificate II in Skills for Work and Vocational Pathways | **FSKLRG011 Use routine strategies for work- related learning**  FSKNUM017 Use familiar and routine maps and plans for work  FSKNUM018 Collect data and construct routine tables and graphs for work  FSKRDG009 Read and respond to routine standard operating procedures  FSKWTG009Write routine workplace texts |
| 21st Century Learning Literacies 0.5  Certificate II in Skills for Work and Vocational Pathways | **FSKLRG011 Use routine strategies for work- related learning**  FSKNUM017 Use familiar and routine maps and plans for work  FSKRDG009 Read and respond to routine standard operating procedures  FSKWTG009Write routine workplace texts |
| Digital Technologies at Work and Home 0.5  Certificate II in Skills for Work and Vocational Pathways | FSKNUM018 Collect data and construct routine tables and graphs for work  FSKRDG008 Read and respond to information in routine visual and graphic texts |
| Pathways to Work and Learning SWL 1 0.5  Certificate I in Skills for Vocational Pathways | **FSKLRG008 Use simple strategies for work- related learning**  FSKLRG006 Participate in work placement |
| Pathways to Work and Learning SWL 2 0.5  Certificate II in Skills for Work and Vocational Pathways | **FSKLRG011** **Use routine strategies for work related learning**  FSKLRG006 Participate in work placement |

# Course Name

Pathways to Work and Learning

# Course Classification

A/M/V

# Training Package Code and Title

FSK Foundation Skills

# Course Framework

Community Learning 2013

# Course Developers

|  |  |
| --- | --- |
| Name | College |
| Julia Cattanach | Marist College |
| Bernadette Bradley | St Francis Xavier College |
| Christopher Stewart | St Francis Xavier College |

This group gratefully acknowledges the work of previous developers of the Work Education course, Erica Brown, Janelle Jolly, Helen Uren-Randall, Marie Uren, Jenny Cowell, Helen Witcombe,   
Jo Wisdom, Kirk Hone and Penny Mims.

# Evaluation of Previous Course

This course has been written to replace the Pathways to Work and Learning course. It provides access to the general skills as per the Foundation Skills Training Package, within a curriculum framework of improving literacy, numeracy and learning skills for work and future vocational learning.

To support the requirements of the Australian Core Skills Framework, the value of 21st century literacies and the increasing requirement for students to demonstrate a more complex understanding of themselves and their learning, this course has additional foci on pathways planning and the self as a lifelong learner.

This course provides students with the opportunity to gain a nationally recognised qualification that will support their transition to employment and/or further vocational training after year 12.

The primary purposes of this course are:

* to enable students to develop language, literacy and numeracy skills required for the workplace
* to enable students to make informed career choices by exposing them to a range of workplaces
* to enable students to make informed decisions and develop an action plan for work, learning and life.
* to act as a foundation course for participants needing preparation before attempting further vocational learning
* to enable students to acquire workplace digital technology skills

This course also provides general workplace training for students who are not ready to undertake Australian Qualifications Framework level II or III qualifications.

# Course Length and Composition

The following combinations of 0.5 units that have been approved by the Pathways to Work and Learning panel as having coherence of purpose and clarity. No other combinations of 0.5 units have been accredited.

|  |  |
| --- | --- |
| Unit Titles | Unit Value |
| Connect and Work with Others | 1.0 |
| Know Yourself and Understand Others | 0.5 |
| Workplace Behaviours and Communication | 0.5 |
| Pathways to the Future | 1.0 |
| Introduction to Pathways | 0.5 |
| Pathways Planning | 0.5 |
| Skills and Knowledge for the Workplace | 1.0 |
| Workplace Environments | 0.5 |
| Understanding the Workplace | 0.5 |
| Work in a Digital World | 1.0 |
| 21st Century Learning Literacies | 0.5 |
| Digital Technologies at Work and Home | 0.5 |
| Pathways to Work and Learning SWL 1 | 0.5 |
| Pathways to Work and Learning SWL 2 | 0.5 |

## Available course patterns

A standard 1.0 value unit is delivered over at least 55 hours and can be as long as 63 hours. To receive a course, students must complete at least the **minimum** number of hours and units over the whole minor, major, major/minor or double major – **both** requirements must be met. The number of units may vary according to the school timetable.

|  |  |
| --- | --- |
| Course | Number of standard units to meet course requirements |
| Minor | Minimum of 2 units |
| Major | Minimum of 3.5 units |
| Major Minor | Minimum of 5.5 units |
| Double Major | Minimum of 7 units |

# Implementation Guidelines

## Compulsory units

There are no compulsory BSSS accredited units in this course. However, there are Units of Competence that are **core** to specific qualifications and need to be achieved in order to gain a vocational certificate.

## Arrangements for students continuing study in this course

This is a new course and Training Package so there are no continuing students.

### New and/or Updated Training Package

Training Packages are regularly updated through the mandatory continuous improvement cycle. This may result in updating of qualifications and a change in the composition of competencies. Where qualifications for the new Training Package have been deemed to be equivalent, students may continue their study without interruption. Students will be granted direct credit for those competencies already achieved.

Where there are new competencies or updated competencies with significant change and these are deemed not equivalent, students may apply for Recognition of Prior Learning (RPL) for all or part of competencies.

Granting of RPL for competencies does not equate to points towards the Senior Secondary Certificate. Refer to RPL page 14.

# Duplication of Content

Students cannot be given credit towards the requirements for a Senior Secondary Certificate for a unit that significantly duplicates content in a unit studied in another course. The responsibility for preventing undesirable overlap of content studied by a student rests with the principal and the teacher delivering the course. While it is acceptable for a student to be given the opportunity to demonstrate competence over more than one semester, substantial overlap of content is not permitted. Students will only be given credit for covering the content once.

## Suggested Implementation Patterns

Implementation may vary according to individual college choice of units and this is a guide, only.

|  |  |
| --- | --- |
| Implementation Pattern | Units |
| Semester 1, Year 11 | Connect and Work With Others 1.0  Know Yourself and Understand Others 0.5  Workplace Behaviours and Communication 0.5 |
| Semester 2, Year 11 | Pathways to the Future 1.0  Introduction to Pathways 0.5  Pathways Planning 0.5 |
| Semester 1, Year 12 | Skills and Knowledge for the Workplace 1.0  Workplace Environments 0.5  Understanding the Workplace 0.5 |
| Semester 2, Year 12 | Work in a Digital World 1.0  21st Century Learning Literacies 0.5  Digital Technologies at Work and Home 0.5 |

# Subject Rationale

This course is designed for individuals who are seeking foundation skills development to prepare for workforce entry or vocational training pathways. It aims to provide a foundation for students to improve their literacy, numeracy and digital technology skills as well as develop life skills and career planning. This includes developing skills in; understanding self, identifying opportunities, demonstrating career enhancing decision making, goal setting and actioning plans. The course supports the acquisition of generalised, industry-set needs related to the Foundation Skills Training Package (course writers: Innovation and Business Skills Australia, Level 11, 176 Wellington Parade, East Melbourne VIC 3002). Students will produce a portfolio each semester of study and it is expected that their portfolios will be refined as they access further units of study. All students who participate in the course are encouraged to undertake at least one structured work learning placement.

The course has been designed to encourage students to engage in the following:

* The literacy and numeracy requirements of national training at vocational and tertiary levels, as defined by the Australian Core Skills Framework
* The individual in the workplace. Students will develop a portfolio that examines some of the following issues - what type of learner am I? What is my personality and its relationship to future work, learning or vocation preference? What are my preferred work (paid and unpaid) environments? How do I communicate with others? How do I interact with others? How do I utilise my skills in the workplace and acknowledge the skills of others for productive working environments?
* Work Skills and Life Planning – students add evidence to their portfolios by addressing and demonstrating skills in working in digital environments, career planning, job seeking skills and knowledge of the workplace with regard to workplace safety, respect, and the requirements of 21st century learners
* Links to vocational and tertiary pathways, with a particular emphasis on achieving qualifications at Certificate I Skills for Vocational Pathways or Certificate II Skills for Work and Vocational Pathways

Each unit in the course has been written based on a theme taken from on the Core Skills for Work Developmental Framework (2013) that describes performance in ten skill areas, grouped under three skill clusters (see table below). This approach was chosen to reflect industry and employers expectations of school leavers, workplaces in the 21st century and the Australian government’s productivity agenda. These skills need to be explicitly taught to young people and they have provided a coherent way to group units of competency from the Foundation Skills Training Package for delivery.

|  |  |  |
| --- | --- | --- |
| Cluster 1 - Navigate the world of work | Cluster 2 - Interact with others | Cluster 3 - Get the work done |
| 1. Manage career and work life 2. Work with roles, rights and protocols | 1. Communicate for work 2. Connect and work with others 3. Recognise and utilise diverse perspectives | 1. Plan and organise 2. Make decisions 3. Identify and solve problems 4. Create and innovate 5. Work in a digital world |

# Goals

Goals are statements of intended student outcomes. This course will enable students to develop and demonstrate knowledge and skills in:

* Career building and workplace participation
* ACSF skills at Levels 1, 2 & 3 in literacy, numeracy and learning skills to ensure the capacity to achieve success in future vocational or tertiary studies, post Year 12
* Workplace knowledge
* Pathways planning for work and life
* Using and applying digital technologies and communications in work and personal contexts
* Communicating in the workplace
* Historical perspectives and work in the 21st century
* Practices of self-reflective habits for 21st century learners
* Self-directed learning.

## Student Group

This course suits students who are seeking a pathway to employment or further vocational or tertiary qualifications. It is fully inclusive.The course is designed to support students as they develop an understanding of themselves, the world of work and the ongoing nature of pathways planning as a lifelong activity. Students are encouraged to reflect on the value of work and life goals and to exhibit this reflection and planning in portfolio-based work. Students can study the course at A/V/M.

The course has been designed to enable completion (minor or major) at an accredited standard, without a structured workplace learning placement.

This course enables the student to elect Units of Competencies that are directly related to their chosen career and offers a flexible learning pathway.

# Recognition of Prior Learning (RPL)

RPL is an assessment process that assesses an individual’s formal, non-formal and informal learning to determine the extent to which that individual has achieved the required learning outcomes, competence outcomes, or standards for entry to, and/or partial or total completion of, a VET qualification.

Recognition of competence through the RPL process should be granted to students through gathering supplementary evidence against elements, skills and knowledge from the Training Package as well as through established assessment criteria. RPL may be granted for individual Units of Competence where the evidence is sufficient to do so.

A student having been granted RPL for one or more Units of Competence will still be required to fulfill the time based component of units that contribute to points and A to E grading for the Senior Secondary Certificate.

To cater for this requirement, curriculum designers should design the course to be flexible enough to accommodate students who have gained some competencies through RPL.

Students may demonstrate the achievement of learning outcomes through challenge testing, interview or other means that the teacher and the national body (ASQA) deems reasonable. Full records of the RPL process and results must be stored by the college for perusal by the National VET Regulator upon request and should confirmation be required for VET certification. The college must be informed of the application of RPL before the start of the unit that includes the competency, where this knowledge is known to the teacher/trainer. For RPL to be awarded, the Units of Competency must be demonstrated in an appropriate context.

# Content

**NOTE** – key concepts and skills are drawn from a variety of sources whose documents underpin the requirements of the Foundations Skills Training Package. These include, but are not limited to, the Core Skills for Work Developmental Framework and the Australian Core Skills Framework.

### Concepts

* Personal Development
* Individual decision-making for successful outcomes
* The individual in the workplace
* The importance of work in the 21st century
* The literate and numerate individual
* Learning Processes
* The self as a learner
* Creativity and its value in the 21st century
* 21st century work skills
* Lifelong learning for lifelong success
* Community Participation
* Employability and community contribution
* Diversity in the workplace and society
* Ethical workplaces – valuing diversity and managing conflict
* Volunteering in the community

### Industry Practices and Workplace Knowledge

* Literacy and Numeracy Skills
* Written and oral communication for work
* Numeracy for the work
* Literacy and numeracy for further learning, post Year 12
* Ethical digital communication practices
* Learning
* Problem solving
* Creative thinking
* Career planning
* Planning and organising work/life balance
* Learning as a lifelong practice

### Skills Development

* Communication skills
* Learning skills
* Job seeking skills
* Vocational study skills
* Digital learning skills
* Decision-making and pathways planning

# Teaching and Learning Strategies

This course will attract students with a wide range of abilities and interests. Some will aim to achieve a national qualification; others may not be able to achieve all the learning outcomes as outlined in the Units of Competence. Teaching and learning strategies must accommodate these differences.

It is recommended that teachers use a variety of modes of presentation to address different learning styles. Work placements are highly recommended for extension of students’ understanding of the real world of work. Simulated work environments are also valuable. Teachers should note that the nature of this course requires a high level of interdisciplinary examination of work, its role in history and our current society and its value to the individual and the community. Variety in delivery mode can also contribute to more meaningful and motivating learning experiences.

Teaching strategies that are particularly relevant and effective may include:

* negotiation of elements of content and assessment within the parameters of the course document
* individualised learning agreements
* pathways document developed over the life of a minor/major
* planning activities – process of planning, implementing and evaluating negotiated activities
* scaffolding learning tasks, particularly the literacy and numeracy elements
* explicit (clear and concise) instructions and examples
* questioning and reinforcement of skills and knowledge
* enquiry-based learning with investigative discussion rounds
* collaborative learning (e.g. group work, role play)
* formative assessment and frequent feedback - Assessment for Learning strategies
* reflection on effectiveness of activities
* use of technology and their applications
* activities that cater for individual differences and learning styles
* teacher demonstration and modelling
* scaffolding tasks and teaching practice in the classroom
* access to higher order thinking tasks
* multidisciplinary approach that incorporates elements of history, philosophy, sociology and psychology
* reflective activities related to learning styles
* practical skills in writing, numeracy and communication

Other useful strategies include:

* Role play
* Brain Training activities – online to allow implementation of formative assessment strategies
* Varied activities/levels of tasks (acknowledgement of differing learning styles)
* Use of the Eight Ways of Knowing model
* Ethical problem solving situations
* Work placement feedback
* Individual investigation
* Engaging with employer mentors
* Discussion – whole and small group
* Cooperative learning strategies
* Research and analysis
* Excursions
* Guest speakers
* Video and documentaries
* Varied genre forms of writing
* Oral activities
* IT based activities
* Team work
* Visits to Job Network Providers and vocational training sites
* Work placements
* Interviews
* Reports and logbooks
* Project or work activities with realistic workplace time frames
* Direct observation
* Case studies and problem solving
* Exercises in response to operational situations and contexts
* Oral or written questioning
* Portfolios of evidence
* Inspection/evaluation of work performance

## Reasonable adjustment

The A units are suitable for students requiring reasonable adjustment for delivery and assessment. However, standards of competency (outcomes) as dictated by National Training Packages cannot be modified. Students must demonstrate competence to the level required by industry in order to gain a Statement of Attainment or Vocational Certificate.

# Assessment

The identification of assessment criteria and assessment task types and weightings provide a common and agreed basis for the collection of evidence of student achievement.

**Assessment Criteria** (the dimensions of quality that teachers look for in evaluating student work) provide a common and agreed basis for judgement of performance against unit and course goals, within and across colleges. Over a course, teachers must use all of these criteria to assess students’ performance, but are not required to use all criteria on each task. Assessment criteria are to be used holistically on a given task and in determining the unit grade.

**Assessment Tasks** elicit responses that demonstrate the degree to which students have achieved the goals of a unit based on the assessment criteria. The Common Curriculum Elements (CCE) is a guide to developing assessment tasks that promote a range of thinking skills. It is highly desirable that assessment tasks engage students in demonstrating higher order thinking.

**Rubrics** use the assessment criteria relevant for a particular task and can be used to assess a continuum that indicates levels of student performance against each criterion.

### VET Assessment

In addition, tasks provide the evidence required to deem a student competent. Elements of competence for each Unit of Competency indicate the essential concepts and knowledge that underpin each skill or skills set.

### Assessment Criteria

Students will be assessed on the degree to which they demonstrate:

* knowledge and understanding
* skills.

### Assessment Task Types A

|  |  |  |  |
| --- | --- | --- | --- |
| Task Type | Evidence portfolio | Presentations | Community Learning |
| Suggested tasks | * diary * journal * learning/contract * portfolio | * practical project * reports * multimedia presentations * oral presentation * panel presentation | Practical experiences may include:   * community projects and events * internship * work experience   Evidence of learning may include:   * plan * report * assessment evidence * work diary * journal * record of interview * employment performance report/appraisal or reflection   Self directed research may include:   * interviews * surveys * observations * data collection |
| Weightings in A 1.0 Units | 40% - 75% | | 25% - 60% |
| Weightings in A 0.5 Units | 40% - 75% | | 25% - 60% |

### Assessment Task Type M

|  |  |  |  |
| --- | --- | --- | --- |
| Task Type | Evidence portfolio | Presentations | Community Learning |
| Suggested tasks | * diary * journal * learning/contract * portfolio | * practical project * reports * multimedia presentations * oral presentation * panel presentation | Practical experiences may include:   * community projects and events * internship * work experience   Evidence of learning may include:   * plan * report * assessment evidence * work diary * journal * record of interview * employment performance report/appraisal or reflection   Self directed research may include:   * interviews * surveys * observations * data collection |
| Weightings in M 1.0 Units | 10 - 90% | | 10 - 90% |
| Weightings in M 0.5 Units | 10 - 90% | | 10 - 90% |

### Additional Assessment Advice for A and M

A variety of task types is recommended.

The Board recommends 3-5 assessment tasks across a standard unit (1.0) and 2-3 assessment tasks for a half standard unit (0.5). Assessment is to be differentiated for A and M courses. Assessment tasks in all courses need to be appropriate to the classification and cater for the needs of students. Creative, open-ended and rich learning tasks are recommended.

### Achievement Standards

Student achievement in A and M units is reported based on system standards as an A-E grade. Grade descriptors, and standard work samples where available, provide a guide for teacher judgement of students’ achievement over the unit.

Grades are awarded on the proviso that the assessment requirements have been met. Teachers will consider, when allocating grades, the degree to which students demonstrate their ability to complete and submit tasks within a specified time frame.

### Approaches to Assessment

* Refer to recognised models of quality pedagogy such as the Quality Teacher model when developing tasks.
* Use of a variety of practical and theoretical tasks that recognise different learning styles and utilise a range of technologies.

# Competency Based Assessment

The assessment of competence must focus on the competency standards and the associated elements as identified in the Training Package. Assessors must develop assessment strategies that enable them to obtain sufficient evidence to deem students competent. This evidence must be gathered over a number of assessment items. Competence to industry standard requires a student to be able to demonstrate the relevant skills and knowledge in a variety of industry contexts on repeated occasions. Assessment must be designed to collect evidence against the four dimensions of competency.

* **Task skills –** undertaking specific work place task(s)
* **Task management skills –** managing a number of different tasks to complete a whole work activity
* **Contingency management skills –** responding to problems and irregularities when undertaking a work activity, such as: breakdowns, changes in routine, unexpected or atypical results, difficult or dissatisfied clients
* **Job/role environment skills –** dealing with the responsibilities and expectations of the work environment when undertaking a work activity, such as: working with others, interacting with clients and suppliers, complying with standard operating procedures or observing enterprise policy and procedures.

The most appropriate method of assessing workplace competence is on-the-job in an industry setting under normal working conditions. This includes using industry standard tools, equipment and job aids and working with industry mentors. Where this is not available, a simulated workplace environment that mirrors the industry setting will be used. As this is a foundation course for many industries, a wide range of simulated workplace conditions, tailored to the needs of participating students, should be included in the learning environment so that all students are engaged in relevant learning. The following general principles and strategies apply:

* assessment is competency based
* assessment is criterion-referenced

This course has been designed for:

* flexible delivery modes, such as combined structured workplace learning and simulated workplace; and
* assessment of learners against workplace competency standards.

Quality outcomes can only be assured through the assessment process. The strategy for assessment is based on an integration of the workplace competencies for the learning modules into a holistic activity. The awarding of vocational qualifications is dependent on successful demonstration of the learning outcomes within the modules through the Integrated Competency Assessment that meets the Training Package rules and requirements.

The integrated assessment activity will require the learner to:

* use the appropriate key competencies,
* apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace,
* integrate the most critical aspects of the competencies for which workplace competency must be demonstrated, and
* it will also provide evidence for grades and or scores for the Board course component of the assessment process in A/V/M courses.

# Structured Workplace Learning: Assessment

Structured Workplace Learning is recommended but not mandatory.

Structured Workplace Learning (SWL) is the workplace component of a nationally recognised industry specific VET in Schools program. It provides supervised learning activities contributing to an assessment of competence, and achievement of outcomes and requirements of a particular Training Package. (Please refer to BSSS Policies and Procedures Manual for Board policy on SWL).

Students must be able to demonstrate identified competencies in SWL units with direct reference to elements of competence and required skills and knowledge from the Foundation Skills Training Package. Assessment of SWL units is competency based and reliant on the gathering of sufficient evidence from a student’s work placement. Students will be awarded a grade Pass or Participated in the SWL unit (refer section 4.3.6.3 Unit Grades – BSSS Policies and Procedures Manual).

A work placement that is industry non-specific is highly recommended for the Foundation Skills Training Package. To demonstrate workplace competence of the communication, numeracy and learning skills of the training package, students are also encouraged to undertake Work Experience placements, ongoing internship or volunteering activities. Alternatively, teachers can provide workplace simulation to ensure that students can demonstrate skills in context.

# Student Capabilities

### Creative and Critical Thinkers

This course is structured to enable students to develop knowledge and skills to navigate the complex world of work and pathways planning for life. Students will explore skills in critical self-reflection to develop reasoned lifelong practices. They will explore a range of work creation opportunities and skills to creatively market themselves to employers. Students will engage in practical and theoretical activities where they will have the opportunity to demonstrate their abilities of observation and exploration, analysing data and information to interpret, make predictions and think laterally. Students will undertake tasks that allow them to synthesise, reflect and justify their conclusions while developing different perspectives.

### Enterprising Problem-solvers

Skills and attitudes such as initiative, resourcefulness and persistence are key elements for development through the Pathways to Work and Learning course. Students are encouraged to work both independently and collaboratively to identify and solve problems using innovation and appropriate technologies to build on their knowledge and skills to become thoughtful, innovative and critically reflective citizens in the world of work and within the wider community.

### Skilled and Empathetic Communicators

This course provides opportunities for students to develop and practice a range of oral and written communication skills that will assist them in transition to the workplace and/or further study at a vocational level. Students may learn empathy by addressing ethical considerations in the workplace and in their personal practices as citizens and learning to address and respond to various points of view. Students will be challenged to express themselves in an articulate and concise manner appropriate to particular workplace environments.

### Informed and Ethical Decision-makers

Students will increase their awareness of values, attitudes and beliefs of other members of the class and the community and will make informed decisions based on sound judgments. Students will have significant opportunities to develop and demonstrate integrity and explore and reflect on their own values, attitudes and beliefs in various scenarios. These will include informal discussions through to formal project based work.

### Environmentally and Culturally Aware Citizens

This course provides opportunities for students to explore the workplace context and develop positive work skills. Students will also explore the nature of a multicultural society by examining case studies around diversity and legislation prohibiting discrimination and harassment. They will also examine environmental issues as they relate to the world of work.

### Confident and Capable Users of Technologies

Students will have many opportunities to gain and enhance ICT capabilities and the value of work in a digital world. Students will be expected to be able to access and evaluate information selecting the most appropriate technologies for the task. Students will also be expected to understand and show ethical considerations in their own practices as digital citizens. Assessment items will require competent use of a use a range of appropriate technology found in most workplace environments.

### Independent and Self-managing Learners

Students will undertake individual and collaborative tasks involved in project planning and organisation. Students will organise work/volunteering/internship placements and seek mentors, where appropriate. They will develop skills in self-reflection, goal setting and monitoring team and personal performance.

### Collaborative Team Members

This course provides opportunities for students to participate in real and simulated workplace environments and to participate in a group or class project(s). The VET competencies focus on skills and attitudes that will enhance student confidence and participation in teams. The additional elements of deep reflection and learning around work in history and its value to the individual will require students to engage respectfully with the values, ideas and points of views of other members and community members.

# Unit Grades

Grade descriptors provide a guide for teacher judgement of students’ achievement, based on the assessment criteria, over a unit of work in this subject. Grades are organised on an A-E basis and represent standards of achievement.

Grades are awarded on the proviso that the assessment requirements have been met. When allocating grades, teachers will consider the degree to which students demonstrate their ability to complete and submit tasks within a specified time frame.

The following descriptors are consistent with the system grade descriptors, which describe generic standards of student achievement across all courses.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Achievement Standards for A courses - Year 11 | | | | | |
|  | A student who achieves an **A** grade typically | A student who achieves a **B** grade typically | A student who achieves a **C** grade typically | A student who achieves a **D** grade typically | A student who achieves an **E** grade typically |
| **Knowledge and understanding** | * explains perspectives and attitudes in texts and social interactions | * describes perspectives and attitudes in texts and social interactions | * describes attitudes in texts and social interactions | * identifies attitudes in texts and social interactions | * with guidance, identifies attitudes in social interactions |
| * applies knowledge and skills in a range of situations to achieve an outcome solution | * applies knowledge and skills in familiar situations to achieve an outcome | * applies skills in familiar situations to achieve an outcome | * applies basic skills in familiar situations to achieve an outcome | * with guidance, applies basic skills in familiar situations |
| * explains problems and develops solutions | * classifies problems and proposes solutions | * identifies problems and determines a solution | * summarises problems | * with guidance, recognises problems |
| * reflects on the process of their learning and considers feedback to make informed decisions | * reflects on the process of their learning and considers feedback | * reflects on and identifies individual learning preferences | * identifies individual learning preferences | * with guidance, identifies individual learning preferences |
| **Skills** | * communicates effectively using a range of techniques and technologies to deliver clear and purposeful presentations | * communicates using appropriate techniques and technologies to deliver clear presentations | * communicates using techniques and technologies to deliver presentations | * communicates using basic techniques and some technologies to deliver presentations | * with guidance, communicates using basic techniques and some technologies to deliver presentations |
| * uses accurate terminology and specific knowledge of concepts | * uses appropriate terminology and specific knowledge of concepts | * use terminology and relevant knowledge of concepts | * uses some terminology and relevant knowledge of concepts | * with guidance, uses terminology |
| * uses a range of communication techniques to effectively interact and collaborate with peers and the wider community | * uses some communication techniques to interact and collaborate with peers | * uses basic communication techniques to interact with peers | * uses a limited number of communication techniques to interact with peers | * with guidance, uses appropriate communication techniques |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Achievement Standards for A courses - Year 12 | | | | | | | | | |
|  | A student who achieves an **A** grade typically | | A student who achieves a **B** grade typically | | A student who achieves a **C** grade typically | | A student who achieves a **D** grade typically | A student who achieves an **E** grade typically | |
| **Knowledge and understanding** | * explains perspectives, values and attitudes in texts and social interactions | | * examines perspective and attitudes in texts and social interactions | | * describes perspectives and attitudes texts and social interactions | | * recognise perspectives and attitudes in texts and social interactions | * with guidance, recognises attitudes in texts and social interactions | |
| * adapts knowledge and skills in a range of situations to achieve a intended outcome | | * applies knowledge and skills in a range of situations to achieve an outcome | | * applies knowledge and skills in familiar situations to achieve an outcome | | * applies skills in familiar situations to achieve an outcome a solution | * with guidance, applies skills in familiar situations | |
| * explains problems and creates innovative solutions | | * examines problems and develops solutions | | * classifies problems and proposes solutions | | * identifies problems | * with guidance, recognises problems | |
| * reflects on the process of their learning and examines feedback to inform a preferred outcome | | * reflects on the process of their learning and considers feedback to inform a preferred outcome | | * reflects on the process of their learning and considers feedback | | * identifies the process of their learning | * with guidance, recognises the process of their learning | |
| **Skills** | * communicates effectively using a range of techniques and technologies to convey purposeful, original and insightful presentations | | * communicates using a range of techniques and technologies to convey purposeful and clear presentations | | * communicates using appropriate techniques and technologies to convey clear presentations | | * communicates using basic techniques and technologies to presentations | * with guidance, communicates and interacts using basic techniques and technologies to presentations | |
| * consistently uses accurate terminology and specific knowledge of concepts | | * uses accurate terminology and specific knowledge of concepts | | * uses appropriate terminology and some knowledge of concepts | | * uses terminology relevant to the discipline | * with guidance, uses terminology | |
| * uses a wide range of communication strategies to effectively interact and collaborate with peers and the wider community | | * uses a range of communication strategies to effectively interact and collaborate with peers and the wider community | | * uses some communication strategies to effectively interact with peers and the wider community | | * uses a limited number of communication strategies to interact with peers and the wider community | * with guidance, uses appropriate communication strategies | |
| Achievement Standards for M Courses -Years 11 and 12 | | | | | | | | | |
|  | | A student who achieves an **A** grade typically | | A student who achieves a **B** grade typically | | A student who achieves a **C** grade typically | A student who achieves a **D** grade typically | | A student who achieves an **E** grade typically |
| **Knowledge and understanding** | | * explains problems and create solutions applying a range of skills | | * describes problems and identify solutions applying appropriate skills | | * with some guidance, identifies problems with and applies skills | * with considerable guidance, identifies some problems | | * with direct instruction, identifies basic problems |
| **Skills** | | * communicates and interacts using a range of techniques and technologies | | * communicates and interacts using techniques and technologies | | * with some guidance, communicates and interacts using techniques and technologies | * with considerable guidance, communicates and interacts using basic techniques and technologies | | * with direct instruction, communicates using basic technologies |
| * selects relevant information and explains the main ideas | | * selects relevant information and describes the main ideas | | * with some guidance, identifies main ideas from a given text | * with considerable guidance, identifies some main ideas from a given text | | * with direct instruction, identifies basic information from a given text |
| * uses communication and collaboration to interact positively with peers and the wider community | | * uses communication to interact positively with peers and the wider community | | * with some guidance, uses communication to interact with peers and the wider community | * with considerable guidance, uses some communication to interact with peers and the wider community | | * with direct instruction, communicates with peers and the wider community |

# Moderation

Moderation is a system designed and implemented to:

* provide comparability in the system of school-based assessment
* form the basis for valid and reliable assessment in senior secondary schools
* involve the ACT Board of Senior Secondary Studies and colleges in cooperation and partnership
* maintain the quality of school-based assessment and the credibility, validity and acceptability of Board certificates.

Moderation commences within individual colleges. Teachers develop assessment programs and instruments, apply assessment criteria, and allocate Unit Grades, according to the relevant Framework. Teachers within course teaching groups conduct consensus discussions to moderate marking or grading of individual assessment instruments and Unit Grade decisions.

### The Moderation Model

Moderation within the ACT encompasses structured, consensus-based peer review of Unit Grades for all accredited courses over two Moderation Days. In addition to Moderation Days, there is statistical moderation of course scores, including small group procedures, for T courses.

### Moderation by Structured, Consensus-based Peer Review

Consensus-based peer review involves the review of student work against system wide criteria and standards and the validation of Unit Grades. This is done by matching student performance with the criteria and standards outlined in the Achievement Standards, as stated in the Framework. Advice is then given to colleges to assist teachers with, or confirm, their judgments. In addition, feedback is given on the construction of assessment instruments.

### Preparation for Structured, Consensus-based Peer Review

Each year, teachers of Year 11 are asked to retain originals or copies of student work completed in Semester 2. Similarly, teachers of a Year 12 class should retain originals or copies of student work completed in Semester 1. Assessment and other documentation required by the Office of the Board of Senior Secondary Studies should also be kept. Year 11 work from Semester 2 of the previous year is presented for review at Moderation Day 1 in March, and Year 12 work from Semester 1 is presented for review at Moderation Day 2 in August.

In the lead up to Moderation Day, a College Course Presentation (comprised of a document folder and a set of student portfolios) is prepared for each A, T and M course/units offered by the school and is sent into the Office of the Board of Senior Secondary Studies.

### The College Course Presentation

The package of materials (College Course Presentation) presented by a college for review on Moderation Days in each course area will comprise the following:

* a folder containing supporting documentation as requested by the Office of the Board through memoranda to colleges, including marking schemes and rubrics for each assessment item
* a set of student portfolios containing marked and/or graded written and non-written assessment responses and completed criteria and standards feedback forms. Evidence of all assessment responses on which the Unit Grade decision has been made is to be included in the student review portfolios.

Specific requirements for subject areas and types of evidence to be presented for each Moderation Day will be outlined by the Board Secretariat through the *Requirements for Moderation Memoranda* and Information Papers.

### Visual evidence for judgements made about practical performances

It is a requirement that schools’ judgements of standards to practical performances (A/T/M) be supported by visual evidence (still photos or video).

The photographic evidence submitted must be drawn from practical skills performed as part of the assessment process.

Teachers should consult the BSSS guidelines at:

<http://www.bsss.act.edu.au/grade_moderation/moderation_information_for_teachers>

for current information regarding all moderation requirements including subject specific and photographic evidence.

# Bibliography

### The Training Package

### FSK - Foundation Skills Training Package (Release 2.0) <http://training.gov.au/Training/Details/fsk>

### FSK Foundation Skills Training Package 2013 and resources

* Foundation Skills Training Package Implementation Guide
* Foundation Skills Training Package Implementation Guide Appendix A - Factors affecting delivery and assessment
* Foundation Skills Training Package Matrix

### Other Foundation Skills Resources

### Core Skills for Work Developmental Framework

### Foundation Skills FSK Resources on Innovation and Business Skills Australia (IBSA) Industry Skills Council Website

* [Training Package Information and Updates](https://ibsa.org.au/foundation-skills-fsk#tp)
* [Companion Volumes](https://ibsa.org.au/foundation-skills-fsk#compvol)
* [Resources](https://ibsa.org.au/foundation-skills-fsk#resources)
* [Workshops and Professional Development](https://ibsa.org.au/foundation-skills-fsk#pd)
* [Publications](https://ibsa.org.au/foundation-skills-fsk#publications)
* [Frequently Asked Questions](https://ibsa.org.au/foundation-skills-fsk#faq)
* [Feedback Hub](https://ibsa.org.au/foundation-skills-fsk#feedback)

### Building Strong Foundations

### Foundation Skills Videos – Government Skills Australia (GovSkillsAus)

### National Foundation Skills Strategy for Adults

No More Excuses – An industry response to the language, literacy and numeracy challenge

Meeting the Foundation Skills Demands of Training and Work – A Professional Development Resource

What It Takes Key features of good practice Workplace English Language and Literacy training projects. Implications for Aboriginal and/or Torres Strait Islander language, literacy and numeracy programs

### Industry Specific Foundation Skills Resources

Diggin’ in! A resource developed to help trainers and assessors address the language, literacy and numeracy skills required within the Resources and Infrastructure Industry Training Package.

Foundation skills for automotive explained Auto Skills Australia

Foundation skills resources for CPC08 & CPP07 Resources to support implementation of the Foundation Skills Training Package in the Construction and Property Services industries.

Foundation Skills in Community Services - Strategies for trainers to use to develop foundation skills in a vocational training program

Making the Connections - Using the Foundation Skills Training Package to integrate language, literacy and numeracy into training

Model for Integrated Foundation Skill Support in sport, fitness and recreation training

Model for Integrated Foundation Skill Support in tourism, travel and hospitality training

Model for Integrated Foundation Skill Support in wholesale, retail and personal services training

Three Steps to Core Skill Support a Resource for Vocational Trainers produced by Transport and Logistics Industry Skills Council (TLISC)

### Australian Skills Quality Authority (ASQA)

<http://www.asqa.gov.au/>

### Books

Cooper, Sheila and Patton, Rosemary 2011, *Writing Logically, Thinking Critically – 7th Edition,* Longman, New Jersey

Crawford, Matthew B 2010 ed, *Shop Class as Soul Craft: an inquiry into the value of work,* Penguin Press, USA

Crockett, Lee., Jukes, Ian., Churches, Andrew 2011, *Literacy Is NOT Enough: 21st Century Fluencies for the Digital Age (The 21st Century Fluency Series)*, Corwin Press, Thousand Oaks

De Botton, Alain 2010, *The Pleasures and Sorrows of Work,* Random House, New York

McCormick et al 2013 Guiding Circles an Aboriginal guide to finding career paths

Step 1: Understanding Yourself

Step 2: Finding New Possibilities

Skidelsky, Robert and Skidelsky Edward 2012, *How Much Is Enough?* Other Press, New York

The complete set of CEAV Workbooks for Career Development. The workbooks have been developed by the Career Education Association of Victoria (CEAV) in consultation with career development practitioners practising in schools in Victoria. [Discovering Careers](http://www.ceav.vic.edu.au/catalogue/141/2509)

* [Exploring Careers](http://www.ceav.vic.edu.au/catalogue/141/2615)
* [Focusing on Careers](http://www.ceav.vic.edu.au/catalogue/141/2628)
* [Planning My Career](http://www.ceav.vic.edu.au/catalogue/141/2702)

This workbook contains three sections with guided activities for students to complete:

Self-development will help students to identify individuals who can help them stay focused on their career goals.

1. **Career exploration** will involve exploring the relationship between student's learning, study and training and how this benefits both them and the broader community.
2. **Career management** provides students with opportunities to prepare a career e-portfolio of evidence that validates their skills, knowledge and attitudes towards study and work.

* [Deciding My Career](http://www.ceav.vic.edu.au/catalogue/141/2703)
* [Applying the Next Steps in My Career](http://www.ceav.vic.edu.au/catalogue/141/2746)
* [My Career Capabilities](http://www.ceav.vic.edu.au/catalogue/141/2781) This workbook provides structured activities to meet the learning outcomes of the Careers Curriculum Framework for young people in educational settings other than schools.

(Every college has a set of these booklets courtesy of ACTETD Transitions and Careers)

### Articles

Cutting, Gary 2012, What Work is Really For?

Pastin, Mark, 2013, The Different Ways People Handle Ethical Issues in the Workplace

### Websites

ACT Workcover/ Worksafe ACT

The WorkCover Unit’s core business is to administer, implement and enforce legislation covering occupational health and safety, workers’ compensation, dangerous substances and labour regulation. In so doing, WorkCover aims to achieve an ACT community where compliance with workplace legislation is embraced as an integral part of all work activity.

ACT Safe Education Modules

These modules are designed to help participants improve their knowledge and understanding of occupational health and safety hazards and laws and provide a practical approach to common health and safety problems

ACTU Worksite

Assignment help, quizzes, fact sheets to assist young people to understand their rights at work.

Australian Apprenticeships

Australian Apprenticeships are a stepping stone to ongoing employment or further education and training, and a great way to get a head start in the career you want. The Australian Apprenticeships site tells you everything you need to know about apprenticeships, and the benefits of combining practical work and training.

The Australian Blueprint for Career Development

Provides guidelines for helping to integrate and strengthen career development learning in a variety of settings. It contains two main components: 1) the career competencies that all Australians need to develop in order to effectively manage life, learning and work, and 2) processes for planning, implementing and evaluating career programs and resources. Schools can use this resource to work within a national framework of competencies to create comprehensive career education programs which will help their students to better manage their lives, learning and work.

A Professional Development Kit - Using the Australian Blueprint for Career Development with young people

Australian Core Skills Framework - Is a tool that describes and measures language, literacy and numeracy skills in the many contexts in which individuals work, learn and communicate.

Australia’s Fair Work System – New safety net for employees from 1 January- From 1 January 2010 a new safety net for employees across Australia makes the Fair Work laws fully operational. The new safety net is made up of two parts - National Employment Standards and Modern Awards.

The Australian Human Rights Commission - Provides a range of resources and links on disability discrimination and other human rights and disability issues.

Australian Job Search - Links to a number of websites providing careers information, giving an overview of what each site can offer.

Brain Training – online brain training that can be accessed by students across all learning spectrums. Programs are designed to meet individual needs and teachers can monitor progress with daily reports that students print off to include in a portfolio of evidence.

Career and Transition Services (CTS) Framework - Schools can use this framework to implement a range of effective strategies, programs and activities appropriate to organisational circumstances, priorities and resource profiles. The framework outlines a range of elements that can be implemented to support young people in making effective transitions between school and post-school destinations.

Core Skills for Work Developmental Framework - *provides a mechanism for training package developers, curriculum writers and those who develop standards and learning and assessment resources to more clearly articulate the employability skills needed for work*

Defence Jobs

Developing Literacy and Numeracy Assessment Tasks with an Industry Focus – ISBA

Department of Education – Federal government agency providing national leadership in education across all sectors, as well as youth initiatives policy work -

Department of Employment - Federal government agency providing national leadership in workplace relationships, transition to work, work conditions and values in the workplace -

Eight Ways of Knowing – IBO

Eight Ways of Knowing – an Indigenous Model of Education

Enterprise Network for Young Australians (ENYA)  
Promotes the active participation of young people in business

The Equal Opportunity for Women in the Workplace Agency (EOWA)   
Provides advice and information to employers on implementing equal opportunity programs for women in the workplace

Fair Work Australia  
The national workplace relations tribunal. It is an independent body with power to carry out a range of functions relating to: the safety net of minimum wages and employment conditions; enterprise bargaining; industrial action; dispute resolution; termination of employment and other workplace matters.

Fair Work Infoline is your gateway to information and advice about Australia's workplace rights and rules. Whether you're an employee, employer or contractor with a question about workplace rights and rules, you'll find the information you need here.

The Fair Work Ombudsman   
Best Practice Guides to assist small to medium-sized businesses in implementing best practice initiatives. Working at best practice helps employers and employees achieve happier, fairer and more productive workplaces.

Foundation Skills Assessment Tasks

[Hazardous Substances Information System](http://hsis.ascc.gov.au/) (HSIS)  
Provides access to two data sets, one for hazardous substance information and the other for exposure standard information.

Human Rights Commission – information for students, teachers, parents and business about the rights of workers and good practice in employment situations

[International Students](http://www.fairwork.gov.au/employment/international-students/pages/default.aspx)   
International students may get a part-time or casual job to help pay your living expenses while you study in Australia. This website will help you to understand your rights in the workplace. Information is available in several languages.

ReCAP – Career Resources for Career Practitioners

The Partnership Broker program aims to facilitate stakeholder engagement, build community capacity and improve education and transition outcomes for all young people –

Job Guide 2014  
Job Guide provides an in-depth look at occupations with related education and training pathways. It also gives useful information for young people to work out what occupations suit them best, based on interests and abilities.

Job Outlook information on job prospects, employment rates and average income of jobs

My Future - myfuture is a joint initiative of Australian, state and territory governments. This comprehensive website contains information about career planning and education and training options for Australian jobs.

[National Employment Standards](http://www.fairwork.gov.au/employment/national-employment-standards/pages/default.aspx)  
Employers and employees in the national workplace system are covered by the National Employment Standards (NES). Under the NES, employees have certain minimum conditions. Together with pay rates in modern awards and minimum wage orders, the NES makes up the safety net that cannot be altered to the disadvantage of the employee.

National Green Jobs Corps - Provides eligible 17-24 year olds the opportunity to work on projects that focus on conservation, protection and rejuvenation of Australia's natural environment and cultural heritage. Eligible participants include young people who are looking for work and who receive Newstart Allowance, Youth Allowance or Parenting Payment. At the end of the program, participants will be able to achieve a nationally recognised qualification which will assist future employment and training opportunities.

Safe Work Australia

An independent statutory agency with primary responsibility to improve occupational health and safety and workers' compensation arrangements across Australia.

Skillsroad.com.au

21st Century Literacies

VET Practitioner Capability Framework - describes the broad capabilities required for a range of job roles in the VET sector. It provides a common language for the knowledge, skills, behaviours and attitudes that practitioners will display if they are performing well in their roles.

Volunteering Australia  
Information about volunteer work experiences

Fair Work  
Information about pay and work conditions

[Work out your rights](http://www.humanrights.gov.au/complaints_information/WOYR.html)   
Features a range of resources including: information sheets on anti-discrimination laws and employment, conciliation and complaint information, employment-related case studies, frequently asked questions, conciliation information in various community languages, and several posters and brochures to download

Work Place Ethics

Year 12 What Next? – Australian Government

Youth.gov.au is the central hub of government information for young people.

# Standards for Registered Training Organisations 2015

These Standards form part of the VET Quality Framework, a system which ensures the integrity of nationally recognised qualifications.

RTOs are required to comply with these Standards and with the:

* *National Vocational Education and Training Regulator Act 2011*
* VET Quality Framework

The purpose of these Standards is to:

* set out the requirements that an organisation must meet in order to be an RTO;
* ensure that training products delivered by RTOs meet the requirements of training packages or VET accredited courses, and have integrity for employment and further study; and
* ensure RTOs operate ethically with due consideration of learners’ and enterprises’ needs.

# Physical Resources

No specialist physical resources are required for this course.

# Proposed Evaluation Procedures

Course evaluation will be a continuous process. Teachers will meet regularly to discuss the content of the course and any requirements for modification of activities, teaching strategies and assessment instruments. The current trends and innovations in the teaching of Pathways to Work and Learning will be considered as teachers attend workshops, seminars and participate in discussion groups with other teachers such as on Moderation Day.

Teachers will monitor student performance and progress and student responses to various teaching, learning and assessment strategies. Teachers should also liaise with Year Advisors, Careers Advisors and Transition Officers for specific information or activities that could underpin assessment tasks in the course, to support student acquisition of the competencies of the Foundation Skills Training Package. Students and teachers will complete evaluation questionnaires at the end of each unit. The results of these will be collated and reviewed from year to year. There will also be a continuous monitoring of student numbers between Years 11 and 12.

Informal discussions between teachers and students, past students, parents and other teachers will contribute to the evaluation of the course.

# Connect and Work with Others Value: 1.0

This standard unit (1.0) combines the following two half units (0.5*)* ***Know Yourself and Understand Others*** and***Workplace Behaviours and Communication***– these should be delivered together as a semester unit. Students are expected to study the accredited semester 1.0 unit unless enrolled in a 0.5 unit due to late entry or early exit in a semester.

Central to this unit of study are the literacy, numeracy and learning skills set out in each unit of competency. Teachers must use industry specific resources to contextualise delivery.

This semester unit enables students to develop an understanding of themselves as learners, as well as focussing students on their own values, beliefs and behaviours and how these may impact on their workplace participation and communication. This will include a deep review of discrimination and the role of the Human Rights Commission in Australian life and workplaces. Students are expected to work toward developing workplace communications and pathways planning skills.

## Prerequisites

Nil.

## Duplication of Content Rules

Refer to page 11.

## Specific Unit Goals

This unit should enable students to:

|  |  |
| --- | --- |
| A Unit | M Unit |
| * develop a portfolio that shows understanding of their learning style, personal values, beliefs and behaviours and self-management strategies | * develop a personal work portfolio documenting work skills |
| * recognise diversity and their personal and social responsibility in this process | * recognise diversity groups |
| * develop an understanding of conflict and how to resolve/mediate conflict in the workplace | * use simple strategies to resolve/mediate conflict in a workplace context |
| * develop an understanding of multiculturalism in an Australian context | * recognise multiculturalism in an Australian context |
| * develop communication strategies for workplace environments | * demonstrate communication strategies for different workplace environments |
| * demonstrate customer relations and service skills | * demonstrate customer relations and service skills |
| * demonstrate a theoretical and practical knowledge of team work skills – building rapport, cooperating and collaborating with others gather, convey and handle information | * demonstrate practical team work skills – building rapport, cooperating and collaborating with others gather, convey and handle information in a workplace context |
| * explore the cost of discrimination in Australian society | * list forms of discrimination in Australian society and workplaces |

|  |  |
| --- | --- |
| A Unit | M Unit |
| * solve numerical and quantitative problems in a workplace context | * solve basic mathematical problems in a workplace context |
| * use digital technologies for simple workplace tasks   identify use and communicate simple workplace data | * use digital technologies for simple workplace tasks * identify use and communicate simple workplace data |

## Content Descriptions

|  |  |
| --- | --- |
| A Content | M Content |
| Digital technology in a modern workplace – digital gauges, scales and meters, scanning devices, email, texts, smart phones, tablets, databases, online surveys, spreadsheets, electronic cash registers, application such as blogs, wikis, podcasts, GPS maps, translation programs. | Digital technology in a modern workplace e.g. digital devices, scales, scanning devices, email, texts, smart phones, tablets, databases, online surveys, spreadsheets, application such as blogs, wikis, podcasts, GPS maps. |
| Workplace communication – written and oral.  Standard operating procedures, forms and routine reports, company intranets and websites, online catalogues, text messages, data presentations, brochures, memos, log sheets or diaries, engineering drawings and diagrams.  Formal and informal contexts and writing conventions. | Workplace communication e.g. written and oral. Standard operating procedures, forms and routine reports, company websites, online catalogues, text messages, brochures, memos. |
| Following organisation’s policies on privacy, confidentiality, security, selecting appropriate language for workplace contexts, ethical practices, acknowledging intellectual property, complying with copyright, WHS for the use of digital technology. | Following organisation’s policies on privacy, confidentiality, security, selecting appropriate language for workplace contexts, ethical practices, acknowledging intellectual property, complying with copyright, WHS for the use of digital technology. |
| Communicating appropriately with supervisors, colleagues and customers, negotiating, building rapport, collaboration, team work, self-management and self-regulation – managing yourself and conflict, valuing diversity and different learning styles/models. | Communicating appropriately with supervisors, colleagues and customers, negotiating, building rapport, collaboration, team work, self-management and self-regulation e.g. managing yourself and conflict, valuing diversity. |
| Discrimination – legislation and workplace practice. | Discrimination – workplace practice. |
| Identification of job opportunities  Setting job goals, locating job information, seeking advice, preparing work portfolios including resumes, job seeking and pathway plans.  Personality types and the workplace, personal values and beliefs and Australian working cultures, personality types and the workplace. | Identification of job opportunities  Setting job goals, locating job information, seeking advice, preparing work portfolios including resumes, job seeking and pathway plans. |
| Workplace numeracy - whole numbers and simple fractions, decimals and percentages for work. Operation symbols increase decrease, loss and gain. | Workplace numeracy - whole numbers and simple calculations. Operation symbols increase decrease, loss and gain. |
| Measuring and recording data. | Measuring and recording data. |
| Workplace numeracy and data - use data in simple workplace tasks and texts including tables and graphs. Locating and recognising simple data, performing data handling processes and communicating simple data handling information. | Workplace numeracy and data - use data in simple workplace tasks and texts including tables and graphs. Locating and recognising simple data, performing data handling processes and communicating simple data handling information. |
| **Interpreting workplace information** - tables, graphs and charts. | **Interpreting workplace information** - tables, graphs and charts. |
| **Workplace health and Safety** – checking equipment prior to use, verbal and written reporting of incidents, following standard operating procedures, WHS forms. | **Workplace health and Safety** – checking equipment prior to use, verbal and written reporting of incidents, following standard operating procedures, WHS forms. |

## Units of Competency

Competence must be demonstrated over time and in **industry** contexts. Teachers must use this unit document in conjunction with the Units of Competence from the [**Foundation Skills Training Package**](http://training.gov.au/Training/Details/fsk) **- FSK10219 Certificate I in Skills for Vocational Pathways**, which provides performance criteria, range statements and assessment contexts.

Teachers must address **all content** related to the competencies embedded in this unit. Reasonable adjustment may be made to the mode of delivery, context and support provided according to individual student needs. In order to be deemed competent to industry standard, assessment must provide authentic, valid and sufficient evidence as indicated in the relevant Training Package.

#### Units of Competency

|  |  |  |
| --- | --- | --- |
| Code | Competency Title | Core/Elective |
| FSKLRG008 | Use simple strategies for work-related learning | Core |
| FSKDIG002 | Use digital technology for simple workplace tasks | Elective |
| FSKLRG005 | Use strategies to plan simple workplace tasks | Elective |
| FSKLRG007 | Use strategies to identify job opportunities | Elective |
| FSKOCM003 | Participate in familiar simple spoken interactions at work | Elective |
| FSKNUM007 | Use simple data for work | Elective |
| FSKWTG006 | Write simple workplace information | Elective |

## Teaching and Learning Strategies

*“FSK Training Package is generic but is designed to be contextualised to suit the vocational needs of the learner or the vocational focus of the learning program.”*

Refer to page 15.

## Assessment

Refer to pages 17-21.

## Resources

Can be taken from, but are not limited to those found in the Bibliography on pages 27-32.

## Student Capabilities

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Evidence could be in: | | | |
| Student Capabilities | Goals | Content | Teaching & Learning Strategies | Assessment |
| creative and critical thinkers |  | ✓ | ✓ |  |
| enterprising problem-solvers |  | ✓ | ✓ | ✓ |
| skilled and empathetic communicators | ✓ | ✓ | ✓ | ✓ |
| informed and ethical decision-makers | ✓ | ✓ | ✓ | ✓ |
| environmentally and culturally aware citizens |  | ✓ | ✓ | ✓ |
| confident and capable users of technologies | ✓ |  | ✓ |  |
| independent and self-managing learners | ✓ |  | ✓ |  |
| collaborative team members | ✓ | ✓ | ✓ | ✓ |

# Know Yourself and Understand Others Value: 0.5

This half unit (0.5) combines with **Workplace Behaviours and Communication** (0.5) to equate to one standard unit – these should be delivered together as a semester unit. Students are expected to study the accredited semester 1.0 unit unless enrolled in a 0.5 unit due to late entry or early exit in a semester.

Central to this unit of study are the literacy, numeracy and learning skills set out in each unit of competency. Teachers must use industry specific resources to contextualise delivery.

This half unit enables students to develop an understanding of themselves as learners, as well as focussing students on their own values, beliefs and behaviours and how these may impact on their workplace participation and communication. Students examine their own responsibility in recognising diversity and valuing difference in the workplace and the wider society. Students also explore how they manage and mediate conflict situations, in personal and professional situations. Students should engage in high level discourse about the nature of discrimination and the responsibility of the individual to promote ethical behaviours.

## Prerequisites

Nil. Volunteering activities would be useful to help frame workplace discussions.

## Duplication of Content Rules

Refer to page 11.

## Specific Unit Goals

This unit should enable students to:

|  |  |
| --- | --- |
| A Unit | M Unit |
| * develop a portfolio that shows understanding of their learning style, personal values, beliefs and behaviours and self-management strategies | * develop a personal work portfolio documenting work skills |
| * recognise diversity and their personal and social responsibility in this process | * recognise diversity groups |
| * develop an understanding of conflict and how to resolve/mediate conflict in the workplace | * use simple strategies to resolve/mediate conflict in a workplace context |
| * develop an understanding of multiculturalism in an Australian context | * recognise multiculturalism in an Australian context |

## Content Descriptions

|  |  |
| --- | --- |
| A Content | M Content |
| Identification of job opportunities  Setting job goals, locating job information, seeking advice, preparing work portfolios including resumes, job seeking and pathway plans.  Personality types and the workplace, personal values and beliefs and Australian working cultures, personality types and the workplace. | Identification of job opportunities  Setting job goals, locating job information, seeking advice, preparing work portfolios including resumes, job seeking and pathway plans. |
| **Workplace health and Safety** – checking equipment prior to use, verbal and written reporting of incidents, following standard operating procedures, WHS forms. | **Workplace health and Safety** – checking equipment prior to use, verbal and written reporting of incidents, following standard operating procedures, WHS forms. |

## Units of Competency

Competence must be demonstrated over time and in **industry** contexts. Teachers must use this unit document in conjunction with the Units of Competence from the [**Foundation Skills Training Package**](http://training.gov.au/Training/Details/fsk) **- FSK10219 Certificate I in Skills for Vocational Pathways**, which provides performance criteria, range statements and assessment contexts.

Teachers must address **all content** related to the competencies embedded in this unit. Reasonable adjustment may be made to the mode of delivery, context and support provided according to individual student needs. In order to be deemed competent to industry standard, assessment must provide authentic, valid and sufficient evidence as indicated in the relevant Training Package.

#### Units of Competency

|  |  |  |
| --- | --- | --- |
| Code | Competency Title | Core/Elective |
| FSKLRG008 | Use simple strategies for work-related learning | Core |
| FSKDIG002 | Use digital technology for simple workplace tasks | Elective |
| FSKLRG005 | Use strategies to plan simple workplace tasks | Elective |
| FSKLRG007 | Use strategies to identify job opportunities | Elective |
| FSKOCM003 | Participate in simple spoken interactions at work | Elective |

## Teaching and Learning Strategies

Refer to page 15.

## Assessment

Refer to pages 17-21.

## Resources

Can be taken from, but are not limited to those found in the Bibliography on pages 27-32.

## Student Capabilities

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Evidence could be in: | | | |
| Student Capabilities | Goals | Content | Teaching & Learning Strategies | Assessment |
| creative and critical thinkers |  | ✓ | ✓ |  |
| enterprising problem-solvers |  | ✓ | ✓ | ✓ |
| skilled and empathetic communicators | ✓ | ✓ | ✓ | ✓ |
| informed and ethical decision-makers | ✓ | ✓ | ✓ | ✓ |
| environmentally and culturally aware citizens |  | ✓ | ✓ | ✓ |
| confident and capable users of technologies | ✓ |  | ✓ |  |
| independent and self-managing learners | ✓ |  | ✓ |  |
| collaborative team members | ✓ | ✓ | ✓ | ✓ |

# Workplace Behaviours and Communication Value: 0.5

This half unit (0.5) combines with **Know Yourself and Understand Others** (0.5) to equate to one standard unit – these should be delivered together as a semester unit. Students are expected to study the accredited semester 1.0 unit unless enrolled in a 0.5 unit due to late entry or early exit in a semester.

Central to this unit of study are the literacy, numeracy and learning skills set out in each unit of competency. Teachers must use industry specific resources to contextualise delivery.

This half unit requires students to engage in a deep review of discrimination and the role of the Human Rights Commission in Australian life and workplaces. Students should examine case studies to illustrate issues with discrimination in the workplace. Topics covered in this should include gender, family, race, and religion/faith discrimination. This should include a study of stereotypes that can inform our behaviours in the workplace. Students should explore communication skills, including interpersonal and intrapersonal forms of communication, as well as team work. Practical aspects to this unit should include developing a portfolio of work related writing, as well as practical numerical and quantitative problem solving skills demonstrated in work-based activities. Students are expected to work toward developing workplace communications and pathways planning skills.

## Prerequisites

Nil. Volunteering activities would be useful to help frame workplace discussions.

## Duplication of Content Rules

Refer to page 11.

## Specific Unit Goals

This unit should enable students to:

|  |  |
| --- | --- |
| A Unit | M Unit |
| * develop communication strategies for workplace environments * demonstrate customer relations and service skills * demonstrate a theoretical and practical knowledge of team work skills – building rapport, cooperating and collaborating with others gather, convey and handle information * explore the cost of discrimination in Australian society * solve numerical and quantitative problems in a workplace context * use digital technologies for simple workplace tasks * Identify use and communicate simple workplace data. | * demonstrate communication strategies for different workplace environments * demonstrate customer relations and service skills * demonstrate practical team work skills – building rapport, cooperating and collaborating with others gather, convey and handle information in a workplace context * list forms of discrimination in Australian society and workplaces * solve basic mathematical problems in a workplace context * use digital technologies for simple workplace tasks * Identify use and communicate simple workplace data. |

## Content

|  |  |
| --- | --- |
| A Content | M Content |
| Digital technology in a modern workplace – digital gauges, scales and meters, scanning devices, email, texts, smart phones, tablets, databases, online surveys, spreadsheets, electronic cash registers, application such as blogs, wikis, podcasts, GPS maps, translation programs. | Digital technology in a modern workplace e.g. digital devices, scales, scanning devices, email, texts, smart phones, tablets, databases, online surveys, spreadsheets, application such as blogs, wikis, podcasts, GPS maps. |
| Workplace communication – written and oral.  Standard operating procedures, forms and routine reports, company intranets and websites, online catalogues, text messages, data presentations, brochures, memos, log sheets or diaries, engineering drawings and diagrams. | Workplace communication e.g. written and oral. Standard operating procedures, forms and routine reports, company websites, online catalogues, text messages, brochures, memos. |
| Formal and informal contexts and writing conventions. |  |
| Following organisation’s policies on privacy, confidentiality, security, selecting appropriate language for workplace contexts, ethical practices, acknowledging intellectual property, complying with copyright, WHS for the use of digital technology. | Following organisation’s policies on privacy, confidentiality, security, selecting appropriate language for workplace contexts, ethical practices, acknowledging intellectual property, complying with copyright, WHS for the use of digital technology. |
| Communicating appropriately with supervisors, colleagues and customers, negotiating, building rapport, collaboration, team work, self-management and self-regulation – managing yourself and conflict, valuing diversity and different learning styles/models. | Communicating appropriately with supervisors, colleagues and customers, negotiating, building rapport, collaboration, team work, self-management and self-regulation e.g. managing yourself and conflict, valuing diversity. |
| Discrimination – legislation and workplace practice. | Discrimination – workplace practice. |
| Workplace numeracy - whole numbers and simple fractions, decimals and percentages for work. Operation symbols increase decrease, loss and gain. Measuring and recording data. | Workplace numeracy - whole numbers and simple calculations. Operation symbols increase decrease, loss and gain. Measuring and recording data. |
| Workplace numeracy and data - use data in simple workplace tasks and texts including tables and graphs. Locating and recognising simple data, performing data handling processes and communicating simple data handling information | Workplace numeracy and data - use data in simple workplace tasks and texts including tables and graphs. Locating and recognising simple data, performing data handling processes and communicating simple data handling information |
| **Interpreting workplace information** - tables, graphs and charts. | **Interpreting workplace information** - tables, graphs and charts. |

## Units of Competency

Competence must be demonstrated over time and in **industry** contexts. Teachers must use this unit document in conjunction with the Units of Competence from the [**Foundation Skills Training Package**](http://training.gov.au/Training/Details/fsk) **- FSK10219 Certificate I in Skills for Vocational Pathways**, which provides performance criteria, range statements and assessment contexts.

Teachers must address **all content** related to the competencies embedded in this unit. Reasonable adjustment may be made to the mode of delivery, context and support provided according to individual student needs. In order to be deemed competent to industry standard, assessment must provide authentic, valid and sufficient evidence as indicated in the relevant Training Package.

#### Units of Competency

|  |  |  |
| --- | --- | --- |
| Code | Competency Title | Core/Elective |
| FSKDIG002 | Use digital technology for simple workplace tasks | Elective |
| FSKLRG007 | Use strategies to identify job opportunities | Elective |
| FSKNUM007 | Use simple data for work | Elective |

## Teaching and Learning Strategies

Refer to page 15.

## Assessment

Refer to pages 17-21.

## Resources

Can be taken from, but are not limited to those found in the Bibliography on pages 27-32.

## Student Capabilities

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Evidence could be in: | | | |
| Student Capabilities | Goals | Content | Teaching & Learning Strategies | Assessment |
| creative and critical thinkers | ✓ | ✓ | ✓ | ✓ |
| enterprising problem-solvers | ✓ | ✓ | ✓ | ✓ |
| skilled and empathetic communicators |  |  |  |  |
| informed and ethical decision-makers | ✓ | ✓ | ✓ | ✓ |
| environmentally and culturally aware citizens | ✓ |  | ✓ |  |
| confident and capable users of technologies | ✓ | ✓ | ✓ | ✓ |
| independent and self-managing learners | ✓ | ✓ | ✓ | ✓ |
| collaborative team members | ✓ |  | ✓ |  |

# Pathways to the Future Value: 1.0

This standard unit (1.0) combines the following two half units (0.5) ***Introduction to Pathways*** and***Pathways Planning***– these should be delivered together as a semester unit. Students are expected to study the accredited semester 1.0 unit unless enrolled in a 0.5 unit due to late entry or early exit in a semester.

Central to this unit of study are the literacy, numeracy and learning skills set out in each unit of competency. Teachers must use industry specific resources to contextualise delivery.

In this unit, students develop and consolidate their pathways planning processes. Students will particularly focus on affirmative career planning, the value of work, lifelong learning, skill development, job searching skills in a 21st century environment and of decision making skills around short and long-term vocational planning. Students will also focus on the importance of networking in the job market, critically examine online profiles, and core skills for work and how to develop these in a variety of environments. Students will examine the role and value of a mentor and develop skills around negotiating a mentor for themselves. This unit maintains a strong focus on developing an understanding of the labour market with the continued development of 21st century skills for 21st century work.

## Prerequisites

Nil. Volunteering, work (paid and unpaid), learning (formal, informal and non-formal) would be useful to help frame workplace discussions.

## Duplication of Content Rules

Refer to page 11.

## Specific Unit Goals

This unit should enable students to:

|  |  |
| --- | --- |
| A Unit | M Unit |
| * develop a portfolio that shows a clear understanding of career planning, including but not limited to resume writing, job searching skills, entrepreneurial skills and the value of an online profile | * prepare a portfolio showing a cv, cover letters, job application forms and an online profile |
| * recognise and understand the value of work in 21st century – locally and globally | * explore the role of work and volunteering in Australian society |
| * examine the work and the labour market * develop a portfolio of career management skills within the requirements of 21st century work | * explore conditions of work in terms of remuneration, work hours and areas of future need |
| * develop core skills for work | * develop oral communication skills |
| * articulate short, medium and long-term goals in pursuing further learning and/or work | * plan short, medium and long-term goals in pursuing further learning and/or work or volunteering |

|  |  |
| --- | --- |
| A Unit | M Unit |
| * apply decision-making methodologies to selecting pathways for the future * explore what a mentor is and the value of a career mentor | * develop decision-making skills to select career interests and future pathways * plan with a career mentor |

## Content Descriptions

|  |  |
| --- | --- |
| A Content | M Content |
| Numeracy and literacy skills  Read and use familiar maps, plans and diagrams for work aerial view, 3D and isometric maps or plans, symbols and map keys. | Numeracy and literacy skills  Read and use familiar maps, plans and diagrams for work aerial view, 3D and isometric maps or plans, symbols and map keys. |
| Construct simple tables and graphs for work using familiar data – timetables, weather charts, advertisements, catalogues, incident and accident graphs, rosters etc. Graphs and charts may include: pictograph, column and bar graphs, workplace charts. | Construct simple tables and graphs for work using familiar data e.g. timetables, weather charts, advertisements, catalogues, incident and accident graphs, rosters etc. Graphs and charts may include: pictograph, column and bar graphs, workplace charts. |
| Write, read and respond to simple workplace information – procedures, directions, rosters etc. | Write, read and respond to simple workplace information e.g. procedures, directions, rosters etc. |
| Identify, measure and estimate familiar quantities for work – job sheets, safety guidelines and signs, ingredient lists etc. | Identify, measure and estimate familiar quantities for work e.g. job sheets, safety guidelines and signs, ingredient lists etc. |
| Identify common 2D and some 3D shapes for work. | Identify common 2D and some 3D shapes for work. |
| Job seeking strategies – goal setting for work and further learning | Job seeking strategies – goal setting for work and further learning |
| 21st century work skills e.g. globalisation, networking, language skills, and generation Y work values, changing nature of work. | 21st century work skills e.g. globalisation, networking, language skills, and generation Y work values, changing nature of work. |
| Career building strategies – networking, résumés , job searching skills, developing and maintaining a work profile, core skills for work and entrepreneurial skills. | Career building strategies – networking, résumés, job searching skills, developing and maintaining a work profile, interview and entrepreneurial skills. |
| Working with career mentors – the role of a mentor, building and using networks. | Working with career mentors – the role of a mentor, building and using networks. |
| Work related learning  Learning about the world of work can take place in many environments – real or simulated. Learning in a workplace is best supported by a mentor or supportive work colleague. | Work related learning  Learning about the world of work can take place in many environments – real or simulated. Learning in a workplace is best supported by a mentor or supportive work colleague. |

|  |  |
| --- | --- |
| Working with career mentors – the role of a mentor, building and using networks. | Working with career mentors – the role of a mentor, building and using networks. |
| Work related learning will focus on the Core Skills for Work Framework. The Framework describes performance in ten skill areas, grouped under three skill clusters.  **Cluster 1 - Navigate the world of work**   * Manage career and work life * Work with roles, rights and protocols   **Cluster 2 - Interact with others**   * Communicate for work * Connect and work with others * Recognise and utilise diverse perspectives   **Cluster 3 - Get the work done**   * Plan and organise * Make decisions * Identify and solve problems * Create and innovate * Work in a digital world   Reading, following and responding to simple workplace information - including messages, notices, forms, procedures, timetables, rosters, emails | Work related learning will focus on the Core Skills for Work Framework. The Framework describes performance in ten skill areas, grouped under three skill clusters.  **Cluster 1 - Navigate the world of work**   * Manage career and work life * Work with roles, rights and protocols   **Cluster 2 - Interact with others**   * Communicate for work * Connect and work with others * Recognise and utilise diverse perspectives   **Cluster 3 - Get the work done**   * Plan and organise * Make decisions * Identify and solve problems * Create and innovate * Work in a digital world   Reading, following and responding to simple workplace information - including messages, notices, forms, procedures, timetables, rosters, emails |

## Units of Competency

Competence must be demonstrated over time and in **industry** contexts. Teachers must use this unit document in conjunction with the Units of Competence from the [**Foundation Skills Training Package**](http://training.gov.au/Training/Details/fsk) **- FSK10219 Certificate I in Skills for Vocational Pathways**, which provides performance criteria, range statements and assessment contexts.

Teachers must address **all content** related to the competencies embedded in this unit. Reasonable adjustment may be made to the mode of delivery, context and support provided according to individual student needs. In order to be deemed competent to industry standard, assessment must provide authentic, valid and sufficient evidence as indicated in the relevant Training Package.

#### Units of Competency

|  |  |  |
| --- | --- | --- |
| Code | Competency Title | Core/Elective |
| FSKLRG008 | Use simple strategies for work-related learning | Core |
| FSKLRG007 | Use strategies to identify job opportunities | Elective |
| FSKLRG017 | Identify simple strategies to respond to familiar workplace problems | Elective |
| FSKRDG007 | Read and respond to simple workplace information | Elective |
| FSKWTG006 | Write simple workplace information | Elective |

## Teaching and Learning Strategies

Refer to page 15.

## Assessment

Refer to pages 17-21.

## Resources

Can be taken from, but are not limited to those found in the Bibliography on pages 27-32.

## Student Capabilities

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Evidence could be in: | | | |
| Student Capabilities | Goals | Content | Teaching & Learning Strategies | Assessment |
| creative and critical thinkers |  |  | ✓ |  |
| enterprising problem-solvers | ✓ |  | ✓ | ✓ |
| skilled and empathetic communicators | ✓ | ✓ |  |  |
| informed and ethical decision-makers | ✓ | ✓ | ✓ | ✓ |
| environmentally and culturally aware citizens |  | ✓ | ✓ |  |
| confident and capable users of technologies | ✓ | ✓ |  | ✓ |
| independent and self-managing learners | ✓ | ✓ | ✓ | ✓ |
| collaborative team members |  |  | ✓ |  |

# Introduction to Pathways Value: 0.5

This half unit (0.5) combines with **Pathways Planning** (0.5) to equate to one standard unit – these should be delivered together as a semester unit. Students are expected to study the accredited semester 1.0 unit unless enrolled in a 0.5 unit due to late entry or early exit in a semester.

Central to this unit of study are the literacy, numeracy and learning skills set out in each unit of competency. Teachers must use industry specific resources to contextualise delivery.

In this unit, students develop and consolidate their pathways planning processes. Students will particularly focus on affirmative career planning, the value of work, job hunting skills in a 21st century environment and of decision making skills around long-term educational planning. Students will also focus on the importance of networking in the job market, online profiles, and leadership skills and how to develop these and recognise them in others. Students will examine the role and value of a mentor and develop skills around negotiating a mentor for themselves. This unit maintains a strong focus on developing an understanding of the 21st century job market with the continued development of 21st century skills for 21st century work.

## Prerequisites

Nil. Volunteering activities would be useful to help frame workplace discussions.

## Duplication of Content Rules

Refer to page 11.

This unit should enable students to:

|  |  |
| --- | --- |
| A Unit | M Unit |
| * develop a portfolio that shows a clear understanding of career planning, including but not limited to cv writing, job searching skills, job creation skills, developing and maintaining a professional and online profile | * prepare a portfolio showing a cv, cover letters, job application forms and an online profile |
| * recognise and understand the value of work in 21st century – locally and globally | * explore the role of work and volunteering in Australian society |
| * examine the conditions of work in terms of remuneration, work hours and areas of future need * develop a portfolio of career planning skills within the requirements of 21st century work | * explore conditions of work in terms of remuneration, work hours and areas of future need |

## Content Descriptions

|  |  |
| --- | --- |
| A Content | M Content |
| Numeracy and literacy skills  Read and use familiar maps, plans and diagrams for work aerial view, 3D and isometric maps or plans, symbols and map keys.  Write, read and respond to simple workplace information – procedures, directions, rosters etc. | Numeracy and literacy skills  Read and use familiar maps, plans and diagrams for work aerial view, 3D and isometric maps or plans, symbols and map keys.  Write, read and respond to simple workplace information e.g. procedures, directions, rosters etc. |
| Job seeking strategies – goal setting for work and further learning  21st century work skills e.g. globalisation, networking, language skills, and generation Y work values, changing nature of work.  Career building strategies – networking, résumés, job searching skills, developing and maintaining a work profile, interview and entrepreneurial skills. | Job seeking strategies – goal setting for work and further learning  21st century work skills e.g. globalisation, networking, language skills, and generation Y work values, changing nature of work.  Career building strategies – networking, résumés, job searching skills, developing and maintaining a work profile, interview and entrepreneurial skills. |
| Working with career mentors – the role of a mentor, building and using networks. | Working with career mentors – the role of a mentor, building and using networks. |
| Work related learning  Learning about the world of work can take place in many environments – real or simulated. Learning in a workplace is best supported by a mentor or supportive work colleague.  Working with career mentors – the role of a mentor, building and using networks.  Work related Learning will focus on the Core Skills for Work Framework. The Framework describes performance in ten skill areas, grouped under three skill clusters.  **Cluster 1 - Navigate the world of work**   * Manage career and work life * Work with roles, rights and protocols   **Cluster 2 - Interact with others**   * Communicate for work * Connect and work with others * Recognise and utilise diverse perspectives   **Cluster 3 - Get the work done**   * Plan and organise * Make decisions * Identify and solve problems * Create and innovate * Work in a digital world   Reading, following and responding to simple workplace information - including messages, notices, forms, procedures, timetables, rosters, emails | Work related learning  Learning about the world of work can take place in many environments – real or simulated. Learning in a workplace is best supported by a mentor or supportive work colleague.  Working with career mentors – the role of a mentor, building and using networks.  Work related Learning will focus on the Core Skills for Work Framework. The Framework describes performance in ten skill areas, grouped under three skill clusters.  **Cluster 1 - Navigate the world of work**   * Manage career and work life * Work with roles, rights and protocols   **Cluster 2 - Interact with others**   * Communicate for work * Connect and work with others * Recognise and utilise diverse perspectives   **Cluster 3 - Get the work done**   * Plan and organise * Make decisions * Identify and solve problems * Create and innovate * Work in a digital world   Reading, following and responding to simple workplace information - including messages, notices, forms, procedures, timetables, rosters, emails |

## Units of Competency

Competence must be demonstrated over time and in **industry** contexts. Teachers must use this unit document in conjunction with the Units of Competence from the [**Foundation Skills Training Package**](http://training.gov.au/Training/Details/fsk) **- FSK10219 Certificate I in Skills for Vocational Pathways**, which provides performance criteria, range statements and assessment contexts.

Teachers must address **all content** related to the competencies embedded in this unit. Reasonable adjustment may be made to the mode of delivery, context and support provided according to individual student needs. In order to be deemed competent to industry standard, assessment must provide authentic, valid and sufficient evidence as indicated in the relevant Training Package.

#### Units of Competency

|  |  |  |
| --- | --- | --- |
| Code | Competency Title | Core/Elective |
| FSKLRG007 | Use strategies to identify job opportunities | Elective |
| FSKLRG017 | Identify simple strategies to respond to familiar workplace problems | Elective |
| FSKWTG006 | Write simple workplace information | Elective |

## Teaching and Learning Strategies

Refer to page 15.

## Assessment

Refer to pages 17-21.

## Resources

Can be taken from, but are not limited to those found in the Bibliography on pages 27-32.

## Student Capabilities

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Evidence could be in: | | | |
| Student Capabilities | Goals | Content | Teaching & Learning Strategies | Assessment |
| creative and critical thinkers |  |  | ✓ |  |
| enterprising problem-solvers | ✓ |  | ✓ | ✓ |
| skilled and empathetic communicators | ✓ | ✓ |  |  |
| informed and ethical decision-makers | ✓ | ✓ | ✓ | ✓ |
| environmentally and culturally aware citizens |  | ✓ | ✓ |  |
| confident and capable users of technologies | ✓ | ✓ |  | ✓ |
| independent and self-managing learners | ✓ | ✓ | ✓ | ✓ |
| collaborative team members |  |  | ✓ |  |

# Pathways Planning Value: 0.5

This half unit (0.5) combines with **Introduction to Pathways** (0.5) to equate to one standard unit – these should be delivered together as a semester unit. Students are expected to study the accredited semester 1.0 unit unless enrolled in a 0.5 unit due to late entry or early exit in a semester.

Central to this unit of study are the literacy, numeracy and learning skills set out in each unit of competency. Teachers must use industry specific resources to contextualise delivery.

In this unit, students develop and consolidate their pathways planning processes. Students will particularly focus on affirmative career planning, the value of work, job hunting skills in a 21st century environment and of decision making skills around long and short-term educational planning. Students will also focus on the importance of networking in the job market, labour market information, and core skills for work and how to develop these. Students will examine the role and value of a mentor and develop skills around negotiating a mentor for themselves. This unit maintains a strong focus on developing an understanding of the labour market with the continued development of 21st century skills for 21st century work.

## Prerequisites

Nil.

## Duplication of Content Rules

Refer to page 11.

This unit should enable students to:

|  |  |
| --- | --- |
| A Unit | M Unit |
| * develop core skills for work * articulate short, medium and long-term goals in pursuing further learning and/or work * apply decision-making methodologies to selecting pathways for the future * explore what a mentor is and the work of a career mentor | * develop interview skills * plan short, medium and long-term goals in pursuing further learning and/or work or volunteering * develop decision-making skills to select career interests and future pathways * plan with a career mentor |

## Content Descriptions

|  |  |
| --- | --- |
| A Content | M Content |
| Numeracy and literacy skills  Construct simple tables and graphs for work using familiar data – timetables, weather charts, advertisements, catalogues, incident and accident graphs, rosters etc. Graphs and charts may include: pictograph, column and bar graphs, workplace charts.  Identify, measure and estimate familiar quantities for work – job sheets, safety guidelines and signs, ingredient lists etc.  Identify common 2D and some 3D shapes for work. | Numeracy and literacy skills  Construct simple tables and graphs for work using familiar data e.g. timetables, weather charts, advertisements, catalogues, incident and accident graphs, rosters etc. Graphs and charts may include: pictograph, column and bar graphs, workplace charts.  Identify, measure and estimate familiar quantities for work e.g. job sheets, safety guidelines and signs, ingredient lists etc.  Identify common 2D and some 3D shapes for work. |
| Working with career mentors – the role of a mentor, building and using networks. | Working with career mentors – the role of a mentor, building and using networks. |

## Units of Competency

Competence must be demonstrated over time and in **industry** contexts. Teachers must use this unit document in conjunction with the Units of Competence from the [**Foundation Skills Training Package**](http://training.gov.au/Training/Details/fsk) **- FSK10219 Certificate I in Skills for Vocational Pathways**, which provides performance criteria, range statements and assessment contexts.

Teachers must address **all content** related to the competencies embedded in this unit. Reasonable adjustment may be made to the mode of delivery, context and support provided according to individual student needs. In order to be deemed competent to industry standard, assessment must provide authentic, valid and sufficient evidence as indicated in the relevant Training Package.

#### Units of Competency

|  |  |  |
| --- | --- | --- |
| Code | Competency Title | Core/Elective |
| **FSKLRG008** | **Use simple strategies for work-related learning** | Core |
| FSKLRG007 | Use strategies to identify job opportunities | Elective |
| FSKLRG017 | Identify simple strategies to respond to familiar workplace problems | Elective |
| FSKRDG007 | Read and respond to simple workplace information | Elective |

## Teaching and Learning Strategies

Refer to page 15.

## Assessment

Refer to pages 17-21.

## Resources

Can be taken from, but are not limited to those found in the Bibliography on pages 27-32.

## Student Capabilities

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Evidence could be in: | | | |
| Student Capabilities | Goals | Content | Teaching & Learning Strategies | Assessment |
| creative and critical thinkers |  |  | ✓ |  |
| enterprising problem-solvers | ✓ |  | ✓ | ✓ |
| skilled and empathetic communicators | ✓ | ✓ |  |  |
| informed and ethical decision-makers | ✓ | ✓ | ✓ | ✓ |
| environmentally and culturally aware citizens |  | ✓ | ✓ |  |
| confident and capable users of technologies | ✓ | ✓ |  | ✓ |
| independent and self-managing learners | ✓ | ✓ | ✓ | ✓ |
| collaborative team members |  |  | ✓ |  |

# Skills and Knowledge for the Workplace Value: 1.0

This standard unit (1.0) combines the following two half units (0.5) ***Workplace Environments*** and***Understanding the Workplace***– these should be delivered together as a semester unit. Students are expected to study the accredited semester 1.0 unit unless enrolled in a 0.5 unit due to late entry or early exit in a semester.

Central to this unit of study are the literacy, numeracy and learning skills set out in each unit of competency. Teachers must use industry specific resources to contextualise delivery.

This unit focuses on the basic skills that Australian workers should utilise in a variety of workplace environments. Students will explore industrial relations in Australia, including a brief history of this in the 20th and 21st centuries. Workplace contexts, rights, roles and protocols will form key elements of the exploration of workplace environments. Students will also explore the value of creativity and innovation in the 21st century workplace and the importance of these to their long-term career planning. A key focus on communication and numeracy skills in specific workplace contexts that are relevant to each student is vital to this unit. Students will also explore specific workplace cultures, e.g. nursing, building, IT and the requirements for communication and numeracy that are similar and different across workplaces. This unit focuses students to workplace skills related to WHS practices, reading and interpreting workplace information and organising workloads. Students will continue to develop a pathway that shows their skills development and explores the value and legal importance of work in Australian society.

## Prerequisites

Nil. Volunteering activities would be useful to help frame workplace discussions.

## Duplication of Content Rules

Refer to page 11.

## Specific Unit Goals

This unit should enable students to:

|  |  |
| --- | --- |
| A Unit | M Unit |
| * examine the industrial relations system in Australia * know and be responsive to their *rights and responsibilities* in the workplace * investigate the value of creativity and innovation and demonstrate the importance of these to individual future pathways planning | * describe elements of the industrial relations system in Australia * identify *rights and responsibilities* in the workplace * identify creative and innovative practices in workplace case studies |
| * develop a practical understanding of literacy and numeracy requirements in specific workplace contexts | * develop practical literacy and numeracy skills for two specific workplace contexts |
| * explore workplace cultures and interact effectively with others | * describe different workplace cultures |
| * develop specific problem solving skills related to WHS and managing workload | * demonstrate WHS skills |
| * demonstrate detailed pathways planning skills that explore the relevance of these skills to areas of personal work interest. | * demonstrate pathways planning skills related to personal work interests. |

## Content

|  |  |
| --- | --- |
| A Content | M Content |
| **Strategies for solving routine workplace problems –** customer complaints, communication difficulties with co-workers, changing routines, equipment faults and malfunctions, WHS issues and hazards, workplace errors. | **Strategies for solving routine workplace problems** e.g. customer complaints, communication difficulties with co-workers, changing routines, equipment faults and malfunctions, WHS issues and hazards, workplace errors. |
| **Read and respond to routine workplace information, calculate with whole numbers and familiar fractions, decimals and percentages for work** – budgets, spreadsheets, cost comparisons, calculating GST, calculating over time, quotes and bills and reading payslips, using a calculator, selecting and interpreting information from charts and graphs etc. | **Read and respond to routine workplace information, calculate with whole numbers and familiar fractions, decimals and percentages for work** e.g. budgets, spreadsheets, cost comparisons, calculating over time, quotes and bills and reading payslips etc. |
| Formal and informal texts – induction information, standard operating procedures, material safety data sheets (MSDS), duty statements etc.  Use of language conventions.  Basic functions of a calculator – squaring, percentages, fractions, using powers, using roots. | Formal and informal texts – induction information, standard operating procedures, material safety data sheets (MSDS), duty statements etc.  Use of language conventions.  Basic functions of a calculator – squaring, percentages, fractions, using powers, using roots. |
| **Interact effectively with others at** work – e.g. work colleagues, clients, suppliers and contractors, supervisor or line manager. This would include effective speaking and listening skills and nonverbal communication strategies.  Skills for communicating with diverse groups – ages, cultural backgrounds, individuals with a disability, experts in different career fields. | **Interact effectively with others at** work – e.g. work colleagues, clients, suppliers and contractors, supervisor or line manager. This would include effective speaking and listening skills and nonverbal communication strategies.  Skills for communicating with diverse groups – ages, cultural backgrounds, individuals with a disability, experts in different career fields. |
| **Use routine strategies for career planning** – career options, vocational pathways, employment conditions, self employment and flexible work conditions and life long learning.  Personal career skills- qualifications, personal attributes, work experience, volunteering experience, skills recognition, transferrable skills and knowledge. | **Use routine strategies for career planning** – career options, vocational pathways, employment conditions, self employment and flexible work conditions and life long learning.  Personal career skills- qualifications, personal attributes, work experience, volunteering experience, skills recognition, transferrable skills and knowledge. |

## Units of Competency

Competence must be demonstrated over time and in **industry** contexts. Teachers must use this unit document in conjunction with the Units of Competence from the [**Foundation Skills Training Package**](http://training.gov.au/Training/Details/fsk) **- FSK20119 Certificate II in Skills for Work and Vocational Pathways**, which provides performance criteria, range statements and assessment contexts.

Teachers must address **all content** related to the competencies embedded in this unit. Reasonable adjustment may be made to the mode of delivery, context and support provided according to individual student needs. In order to be deemed competent to industry standard, assessment must provide authentic, valid and sufficient evidence as indicated in the relevant Training Package.

## Units of Competency

|  |  |  |
| --- | --- | --- |
| Code | Competency Title | Core/Elective |
| FSKLRG009 | Use strategies to respond to routine workplace problems | Elective |
| FSKLRG010 | Use routine strategies for career planning | Elective |
| FSKNUM019 | Interpret routine tables, graphs and charts for work | Elective |
| FSKNUM020 | Use familiar, routine functions of a calculator for work | Elective |
| FSKOCM005 | Use oral communication skills for effective workplace presentations | Elective |
| FSKOCM007 | Interact effectively with others at work | Elective |
| FSKRDG010 | Read and respond to routine workplace information | Elective |

## Teaching and Learning Strategies

Refer to page 15.

## Assessment

Refer to pages 17-21.

## Resources

Can be taken from, but are not limited to those found in the Bibliography on pages 27-32.

## Student Capabilities

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Evidence could be in: | | | |
| Student Capabilities | Goals | Content | Teaching & Learning Strategies | Assessment |
| creative and critical thinkers | ✓ | ✓ |  | ✓ |
| enterprising problem-solvers | ✓ | ✓ |  | ✓ |
| skilled and empathetic communicators |  | ✓ | ✓ |  |
| informed and ethical decision-makers | ✓ |  |  | ✓ |
| environmentally and culturally aware citizens |  | ✓ |  |  |
| confident and capable users of technologies |  | ✓ | ✓ | ✓ |
| independent and self-managing learners | ✓ |  | ✓ |  |
| collaborative team members |  |  | ✓ |  |

# Workplace Environments Value: 0.5

This half unit (0.5) combines with **Understanding the Workplace** (0.5) to equate to one standard unit – these should be delivered together as a semester unit. Students are expected to study the accredited semester 1.0 unit unless enrolled in a 0.5 unit due to late entry or early exit in a semester.

Central to this unit of study are the literacy, numeracy and learning skills set out in each unit of competency. Teachers must use industry specific resources to contextualise delivery.

This unit focuses on the basic skills that Australian workers should utilise in a variety of workplace environments. Students will explore industrial relations in Australia, including a brief history of this in the 20th and 21st centuries. Workplace contexts, rights, roles and protocols will form key elements of the exploration of workplace environments. Students will also explore the value of creativity and innovation in the 21st century workplace and the importance of these to their long-term career planning. A key focus on communication and numeracy skills in specific workplace contexts that are relevant to each student is vital to this unit. Students will also explore specific workplace cultures, e.g. nursing, building, IT and the requirements for communication and numeracy that are similar and different across workplaces. This unit focuses students to workplace skills related to WHS practices, reading and interpreting workplace information and organising workloads. Students will continue to develop a pathway that shows their skills development and explores the value and legal importance of work in Australian society.

## Prerequisites

Nil. Volunteering activities would be useful to help frame workplace discussions.

## Duplication of Content Rules

Refer to page 11.

## Specific Unit Goals

This unit should enable students to:

|  |  |
| --- | --- |
| A Unit | M Unit |
| * examine the industrial relations system in Australia * know and be responsive to their *rights and responsibilities* in the workplace * investigate the value of creativity and innovation and demonstrate the importance of these to individual future pathways planning | * explore the industrial relations system in Australia * identify *rights and responsibilities* in the workplace * identify creativity and innovation in workplace case studies |
| * develop a practical understanding of literacy and numeracy requirements in specific workplace contexts | * develop a practical literacy and numeracy skills for two specific workplace contexts |

## Content Descriptions

|  |  |
| --- | --- |
| A Content | M Content |
| Read and respond to routine workplace information, calculate with whole numbers and familiar fractions, decimals and percentages for work – budgets, spreadsheets, cost comparisons, calculating GST, calculating over time, quotes and bills and reading payslips, using a calculator, selecting and interpreting information from charts and graphs etc.  Formal and informal texts – induction information, standard operating procedures, material safety data sheets (MSDS), duty statements etc.  Use of language conventions.  Basic functions of a calculator – squaring, percentages, fractions, using powers, using roots. | Read and respond to routine workplace information, calculate with whole numbers and familiar fractions, decimals and percentages for work e.g. budgets, spreadsheets, cost comparisons, calculating over time, quotes and bills and reading payslips etc.  Formal and informal texts – induction information, standard operating procedures, material safety data sheets (MSDS), duty statements etc.  Use of language conventions.  Basic functions of a calculator – squaring, percentages, fractions, using powers, using roots. |

## Units of Competency

Competence must be demonstrated over time and in **industry** contexts. Teachers must use this unit document in conjunction with the Units of Competence from the [**Foundation Skills Training Package**](http://training.gov.au/Training/Details/fsk) **- FSK20119 Certificate II in Skills for Work and Vocational Pathways**, which provides performance criteria, range statements and assessment contexts.

Teachers must address **all content** related to the competencies embedded in this unit. Reasonable adjustment may be made to the mode of delivery, context and support provided according to individual student needs. In order to be deemed competent to industry standard, assessment must provide authentic, valid and sufficient evidence as indicated in the relevant Training Package.

#### Units of Competency for A Units

|  |  |  |
| --- | --- | --- |
| Code | Competency Title | Core/Elective |
| FSKNUM019 | Interpret routine tables, graphs and charts for work | Elective |
| FSKNUM020 | Use familiar, routine functions of a calculator for work | Elective |
| FSKOCM005 | Use oral communication skills for effective workplace presentations | Elective |

## Teaching and Learning Strategies

Refer to page 15.

## Assessment

Refer to pages 17-21.

## Resources

Can be taken from, but are not limited to those found in the Bibliography on pages 27-32.

## Student Capabilities

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Evidence could be in: | | | |
| Student Capabilities | Goals | Content | Teaching & Learning Strategies | Assessment |
| creative and critical thinkers | ✓ | ✓ |  | ✓ |
| enterprising problem-solvers | ✓ | ✓ |  | ✓ |
| skilled and empathetic communicators |  | ✓ | ✓ |  |
| informed and ethical decision-makers | ✓ |  |  | ✓ |
| environmentally and culturally aware citizens |  | ✓ |  |  |
| confident and capable users of technologies |  | ✓ | ✓ | ✓ |
| independent and self-managing learners | ✓ |  | ✓ |  |
| collaborative team members |  |  | ✓ |  |

# Understanding the Workplace Value: 0.5

This half unit (0.5) combines with **Workplace Environments** (0.5) to equate to one standard unit – these should be delivered together as a semester unit. Students are expected to study the accredited semester 1.0 unit unless enrolled in a 0.5 unit due to late entry or early exit in a semester.

Central to this unit of study are the literacy, numeracy and learning skills set out in each unit of competency. Teachers must use industry specific resources to contextualise delivery.

This unit focuses on the basic skills that Australian workers should utilise in a variety of workplace environments. Students will explore industrial relations in Australia, including a brief history of this in the 20th and 21st centuries. Workplace contexts, rights, roles and protocols will form key elements of the exploration of workplace environments. Students will also explore the value of creativity and innovation in the 21st century workplace and the importance of these to their long-term career planning. A key focus on communication and numeracy skills in specific workplace contexts that are relevant to each student is vital to this unit. Students will also explore specific workplace cultures, e.g. nursing, building and IT. This unit focuses students to workplace skills related to WHS practices, reading and interpreting workplace information and organising workloads. Students will continue to develop a pathway that shows their skills development and explores the value and legal importance of work in Australian society.

## Prerequisites

Nil. Volunteering activities would be useful to help frame workplace discussions.

## Duplication of Content Rules

Refer to page 11.

## Specific Unit Goals

This unit should enable students to:

|  |  |
| --- | --- |
| A Unit | M Unit |
| * explore workplace cultures and interact effectively with others | * explore workplace cultures |
| * develop specific problem solving skills related to WHS and managing workload | * demonstrate WHS skills |
| * demonstrate detailed pathways planning skills that explore the relevance of these skills to areas of personal work interest. | * demonstrate pathways planning skills related to personal work interests. |

## Content Descriptions

|  |  |
| --- | --- |
| A Content | M Content |
| **Strategies for solving routine workplace problems –** customer complaints, communication difficulties with co-workers, changing routines, equipment faults and malfunctions, WHS issues and hazards, workplace errors. | **Strategies for solving routine workplace problems** e.g. customer complaints, communication difficulties with co-workers, changing routines, equipment faults and malfunctions, WHS issues and hazards, workplace errors. |
| **Use routine strategies for career planning** – career options, vocational pathways, employment conditions, self employment and flexible work conditions and life long learning.  Personal career skills- qualifications, personal attributes, work experience, volunteering experience, skills recognition, transferrable skills and knowledge. | **Use routine strategies for career planning** – career options, vocational pathways, employment conditions, self employment and flexible work conditions and life long learning.  Personal career skills- qualifications, personal attributes, work experience, volunteering experience, skills recognition, transferrable skills and knowledge. |

## Units of Competency

Competence must be demonstrated over time and in **industry** contexts. Teachers must use this unit document in conjunction with the Units of Competence from the [**Foundation Skills Training Package**](http://training.gov.au/Training/Details/fsk) **- FSK20119 Certificate II in Skills for Work and Vocational Pathways**, which provides performance criteria, range statements and assessment contexts.

Teachers must address **all content** related to the competencies embedded in this unit. Reasonable adjustment may be made to the mode of delivery, context and support provided according to individual student needs. In order to be deemed competent to industry standard, assessment must provide authentic, valid and sufficient evidence as indicated in the relevant Training Package.

#### Units of Competency

|  |  |  |
| --- | --- | --- |
| Code | Competency Title | Core/Elective |
| FSKLRG009 | Use strategies to respond to routine workplace problems | Elective |
| FSKLRG010 | Use routine strategies for career planning | Elective |
| FSKOCM007 | Interact effectively with others at work | Elective |
| FSKRDG010 | Read and respond to routine workplace information | Elective |

## Teaching and Learning Strategies

Refer to page 15.

## Assessment

Refer to pages 17-21.

## Resources

Can be taken from, but are not limited to those found in the Bibliography on pages 27-32.

## Student Capabilities

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Evidence could be in: | | | |
| Student Capabilities | Goals | Content | Teaching & Learning Strategies | Assessment |
| creative and critical thinkers | ✓ | ✓ |  | ✓ |
| enterprising problem-solvers | ✓ | ✓ |  | ✓ |
| skilled and empathetic communicators |  | ✓ | ✓ |  |
| informed and ethical decision-makers | ✓ |  |  | ✓ |
| environmentally and culturally aware citizens |  | ✓ |  |  |
| confident and capable users of technologies |  | ✓ | ✓ | ✓ |
| independent and self-managing learners | ✓ |  | ✓ |  |
| collaborative team members |  |  | ✓ |  |

# Work in a Digital World Value: 1.0

This standard unit (1.0) combines the following two half units (0.5) ***21st Century Learning Literacies*** and***Digital Technologies at Work and Home***– these should be delivered together as a semester unit. Students are expected to study the accredited semester 1.0 unit unless enrolled in a 0.5 unit due to late entry or early exit in a semester.

Central to this unit of study are the literacy, numeracy and learning skills set out in each unit of competency. Teachers must use industry specific resources to contextualise delivery.

This unit directs students to focus on work in the 21st century and its implications for new job opportunities, work flexibility and remote work options. Students will examine ethical and legal issues related to working, particularly in digital contexts. There is a deep focus on volunteering in this unit and students will explore the positive mental health outcomes that volunteering provides to them, as well as the wider community. Students will also examine the concept of 21st century literacies and the concept of future proofing their career planning processes. Case studies that explore the use and misuse of digital technologies should be utilised to examine the ethical use of social media at work, home and within the wider society. Related to this is the examination and practice of formal and informal written communication in digital environments.

## Prerequisites

Nil. Volunteering activities would be useful to help frame workplace discussions.

## Duplication of Content Rules

Refer to page 11.

## Specific Unit Goals

This unit should enable students to:

|  |  |
| --- | --- |
| A Unit | M Unit |
| * analyse the implications of work in the 21st century world * identify and evaluate the legal implications of online activity at work and home * develop a critical awareness of the ethical issues related to digital contexts at work and home | * describe work skills for the 21st century world * explore legal implications of online activity at work and home * recognise ethical issues related to digital contexts at work and home |
| * critically examine the value of volunteering and its implication for the community and the individual | * examine volunteering and its value for the community and the individual |
| * examine 21st century literacies to respond to rapidly changing working environments | * explore 21st century literacies |
| * participate in volunteering activities to promote community connectedness. | * participate in volunteering activities |

## Content

|  |  |
| --- | --- |
| A Content | M Content |
| **Workplace numeracy and literacy -** estimate, measure and calculate routine metric measurements for work. Mathematical language and symbols in work contexts eg. building, fashion, creative and hospitality careers.  Reading and responding to routine workplace texts using specific language e.g. abbreviations, acronyms and technical terms and observing language conventions.  Reading and responding to visual and graphic texts and collecting data and constructing routine tables and graphs for work – using graphs in presentations, interpreting information at meetings. | **Workplace numeracy and literacy -** estimate, measure and calculate routine metric measurements for work. Mathematical language and symbols in work contexts e.g. building, fashion, creative and hospitality careers.  Reading and responding to routine workplace texts using specific language e.g. abbreviations, acronyms and technical terms and observing language conventions.  Read and respond to routine visual and graphic texts and collect data and construct routine tables and graphs for work e.g. using graphs in presentations, interpreting information at meetings. |
| Writing sequenced instructions, recording customer complaints, routine accident and incident reports.  Reading maps and plans, street directories, GPS and symbols on maps.  Interpret, draw and construct 2D and 3D shapes for work, e.g. models, patterns, diagrams. | Writing sequenced instructions, recording customer complaints, routine accident and incident reports.  Reading maps and plans, street directories, GPS and symbols on maps.  Interpret, draw and construct 2D and 3D shapes for work, e.g. models, patterns, diagrams. |
| **21st century learning requirements** – goal setting, designing and negotiating own learning, self-awareness and work-related thinking, self-reflection, learning responsibility and designing and managing learning processes for future success  21st work options – home, remote and workplace. Part-time work and work and study modes | **21st century learning requirements** – goal setting, designing and negotiating own learning, self-awareness and work-related thinking, self-reflection, learning responsibility and designing and managing learning processes for future success  21st work options – home, remote and workplace. Part-time work and work and study modes |
| **Volunteering for personal development** – health and well-being, the participative citizen  Volunteering for skills development – work and the positive aspects of volunteering for skill gain. | **Volunteering for personal development** – health and well-being, the participative citizen  Volunteering for skills development – work and the positive aspects of volunteering for skill gain. |
| **21st century literacies** – literate employees – what does this mean and what does it look like? Using 21st century literacies to plan for your future work and life goals.  E-environments – how the world of work and leisure has changed. The impact of digital technologies on work and leisure. Digital technologies in promoting ideas, management of workload and integrating workplace communications. | **21st century literacies** – literate employees – what does this mean and what does it look like? Using 21st century literacies to plan for your future work and life goals.  E-environments – how the world of work and leisure has changed. The impact of digital technologies on work and leisure. Digital technologies in promoting ideas, management of workload and integrating workplace communications. |
| **Digital technologies for routine workplace tasks –** entering numerical data, recording and measuring data, interpreting results and using digital equipment.  Reading and creating routine digital texts.  Using advanced features of messaging systems – transferring calls, message banks etc. | **Digital technologies for routine workplace tasks –** entering numerical data, recording and measuring data, interpreting results and using digital equipment.  Reading and creating routine digital texts.  Using advanced features of messaging systems – transferring calls, message banks etc. |

## Units of Competency

Competence must be demonstrated over time and in **industry** contexts. Teachers must use this unit document in conjunction with the Units of Competence from the [**Foundation Skills Training Package**](http://training.gov.au/Training/Details/fsk) **- FSK20119 Certificate II in Skills for Work and Vocational Pathways**, which provides performance criteria, range statements and assessment contexts.

Teachers must address **all content** related to the competencies embedded in this unit. Reasonable adjustment may be made to the mode of delivery, context and support provided according to individual student needs. In order to be deemed competent to industry standard, assessment must provide authentic, valid and sufficient evidence as indicated in the relevant Training Package.

#### Units of Competency

|  |  |  |
| --- | --- | --- |
| Code | Competency Title | Core/Elective |
| **FSKLRG011** | **Use routine strategies for work-related learning** | Core |
| FSKNUM017 | Use familiar and routine maps and plans for work | Elective |
| FSKNUM018 | Collect data and construct routine tables and graphs for work | Elective |
| FSKRDG009 | Read and respond to routine standard operating procedures | Elective |
| FSKWTG009 | Write routine workplace texts | Elective |

## Teaching and Learning Strategies

Refer to page 15.

## Assessment

Refer to pages 17-21.

## Resources

Can be taken from, but are not limited to those found in the Bibliography on pages 27-32.

## Student Capabilities

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Evidence could be in: | | | |
| Student Capabilities | Goals | Content | Teaching & Learning Strategies | Assessment |
| creative and critical thinkers | ✓ | ✓ | ✓ | ✓ |
| enterprising problem-solvers | ✓ | ✓ | ✓ | ✓ |
| skilled and empathetic communicators |  |  |  |  |
| informed and ethical decision-makers |  |  |  |  |
| environmentally and culturally aware citizens | ✓ | ✓ | ✓ | ✓ |
| confident and capable users of technologies | ✓ | ✓ | ✓ | ✓ |
| independent and self-managing learners | ✓ | ✓ | ✓ | ✓ |
| collaborative team members |  |  |  |  |

# 21st Century Learning Literacies Value: 0.5

This half unit (0.5) combines with **Digital Technologies at Work and Home** (0.5) to equate to one standard unit – these should be delivered together as a semester unit. Students are expected to study the accredited semester 1.0 unit unless enrolled in a 0.5 unit due to late entry or early exit in a semester.

Central to this unit of study are the literacy, numeracy and learning skills set out in each unit of competency. Teachers must use industry specific resources to contextualise delivery.

This unit requires students to explore, examine and critically engage with 21st century learning literacies as they relate to the workplace and their pathways planning. Students will examine the value of digital work in this process and the impact of 21st century fluencies in developing employability skills for work in a global community. Students will develop an understanding of the value of future proofing their employability skills and lifelong learning activities. Explore and examine the value of volunteering in developing employability skills, lifelong mental health promotion and community engagement. Students may develop or continue to work on an online presence, exploring the difference between work and social contexts for this process.

## Prerequisites

Nil. Volunteering activities would be useful to help frame workplace discussions.

## Duplication of Content Rules

Refer to page 11.

## Specific Unit Goals

This unit should enable students to:

|  |  |
| --- | --- |
| A Unit | M Unit |
| * analyse the implications of work in the 21st century world * identify and evaluate the legal implications of online activity at work and home * develop a critical awareness of the ethical issues related to digital contexts at work and home | * describe work skills for the 21st century world * explore legal implications of online activity at work and home * recognise ethical issues related to digital contexts at work and home |

## Content Descriptions

|  |  |
| --- | --- |
| A Content | M Content |
| **Workplace numeracy and literacy -** estimate, measure and calculate routine metric measurements for work. Mathematical language and symbols in work contexts e.g. building, fashion, creative and hospitality careers.  Read and respond to routine visual and graphic texts and collect data and construct routine tables and graphs for work – using graphs in presentations, interpreting information at meetings.  Interpret, draw and construct 2D and 3D shapes for work, e.g. models, patterns, diagrams.  Basic functions of a calculator – squaring, percentages, fractions, using powers, using roots. | **Workplace numeracy and literacy -** estimate, measure and calculate routine metric measurements for work. Mathematical language and symbols in work contexts e.g. building, fashion, creative and hospitality careers.  Read and respond to routine visual and graphic texts and collect data and construct routine tables and graphs for work e.g. using graphs in presentations, interpreting information at meetings.  Interpret, draw and construct 2D and 3D shapes for work, e.g. models, patterns, diagrams.  Basic functions of a calculator – squaring, percentages, fractions, using powers, using roots. |
| **21st century learning requirements** – goal setting, designing and negotiating own learning, self-awareness and work-related thinking, self-reflection, learning responsibility and designing and managing learning processes for future success  21st work options – home, remote and workplace. Part-time work and work and study modes | **21st century learning requirements** – goal setting, designing and negotiating own learning, self-awareness and work-related thinking, self-reflection, learning responsibility and designing and managing learning processes for future success  21st work options – home, remote and workplace. Part-time work and work and study modes |

## Units of Competency

Competence must be demonstrated over time and in **industry** contexts. Teachers must use this unit document in conjunction with the Units of Competence the [**Foundation Skills Training Package**](http://training.gov.au/Training/Details/fsk) **- FSK20119 Certificate II in Skills for Work and Vocational Pathways**, which provides performance criteria, range statements and assessment contexts.

Teachers must address **all content** related to the competencies embedded in this unit. Reasonable adjustment may be made to the mode of delivery, context and support provided according to individual student needs. In order to be deemed competent to industry standard, assessment must provide authentic, valid and sufficient evidence as indicated in the relevant Training Package.

#### Units of Competency

|  |  |  |
| --- | --- | --- |
| Code | Competency Title | Core/Elective |
| **FSKLRG011** | **Use routine strategies for work-related learning** | Core |
| FSKNUM017 | Use familiar and routine maps and plans for work | Elective |
| FSKRDG009 | Read and respond to routine standard operating procedures | Elective |
| FSKWTG009 | Write routine workplace texts | Elective |

## Teaching and Learning Strategies

Refer to page 15.

## Assessment

Refer to pages 17-21.

## Resources

Can be taken from, but are not limited to those found in the Bibliography on pages 27-32.

## Student Capabilities

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Evidence could be in: | | | |
| Student Capabilities | Goals | Content | Teaching & Learning Strategies | Assessment |
| creative and critical thinkers | ✓ | ✓ | ✓ | ✓ |
| enterprising problem-solvers | ✓ | ✓ | ✓ | ✓ |
| skilled and empathetic communicators |  |  |  |  |
| informed and ethical decision-makers |  | ✓ | ✓ |  |
| environmentally and culturally aware citizens |  | ✓ | ✓ |  |
| confident and capable users of technologies | ✓ | ✓ | ✓ | ✓ |
| independent and self-managing learners | ✓ | ✓ |  |  |
| collaborative team members | ✓ | ✓ | ✓ | ✓ |

# Digital Technologies at Work and Home Value: 0.5

This half unit (0.5) combines with **21st Century Learning Literacies** (0.5) to equate to one standard unit – these should be delivered together as a semester unit. Students are expected to study the accredited semester 1.0 unit unless enrolled in a 0.5 unit due to late entry or early exit in a semester.

Central to this unit of study are the literacy, numeracy and learning skills set out in each unit of competency. Teachers must use industry specific resources to contextualise delivery.

This unit requires students to examine the ethical use of digital technologies at work and home. Students are expected to develop a sound understanding of the range of digital technologies, including social networking and their applications at work, home and within the world of the media. Students should review case studies of how digital technologies have changed the world of work and impacted on different communities. Students could undertake a work-related study or a study of political activity in a democratic society to explore the practical uses of digital media. A practical approach in this unit is to examine the nature of digital contexts for a volunteering agency of their choice and its effectiveness in promoting that agency’s message. Students should undertake to develop or continue to develop an online presence that is suitable to workplace contexts and in this process, develop a critical awareness of the differences between this and a social presence.

## Prerequisites

Nil. Volunteering activities would be useful to help frame workplace discussions.

## Duplication of Content Rules

Refer to page 11.

## Specific Unit Goals

This unit should enable students to:

|  |  |
| --- | --- |
| A Unit | M Unit |
| * critically examine the value of volunteering and its implication for the community and the individual | * examine volunteering and its value for the community and the individual |
| * examine 21st century literacies to respond to rapidly changing working environments | * explore 21st century literacies |
| * participate in volunteering activities to promote community connectedness. | * participate in volunteering activities |

## Content Descriptions

|  |  |
| --- | --- |
| A Content | M Content |
| **Volunteering for personal development** – health and well-being, the participative citizen  Volunteering for skills development – work and the positive aspects of volunteering for skill gain. | **Volunteering for personal development** – health and well-being, the participative citizen  Volunteering for skills development – work and the positive aspects of volunteering for skill gain. |
| **21st century literacies** – literate employees – what does this mean and what does it look like? Using 21st century literacies to plan for your future work and life goals.  E-environments – how the world of work and leisure has changed. The impact of digital technologies on work and leisure. Digital technologies in promoting ideas, management of workload and integrating workplace communications. | **21st century literacies** – literate employees – what does this mean and what does it look like? Using 21st century literacies to plan for your future work and life goals.  E-environments – how the world of work and leisure has changed. The impact of digital technologies on work and leisure. Digital technologies in promoting ideas, management of workload and integrating workplace communications. |
| **Digital technologies for routine workplace tasks –** entering numerical data, recording and measuring data, interpreting results and using digital equipment.  Reading and creating routine digital texts.  Using advanced features of messaging systems – transferring calls, message banks etc. | **Digital technologies for routine workplace tasks –** entering numerical data, recording and measuring data, interpreting results and using digital equipment.  Reading and creating routine digital texts.  Using advanced features of messaging systems – transferring calls, message banks etc. |

## Units of Competency

Competence must be demonstrated over time and in **industry** contexts. Teachers must use this unit document in conjunction with the Units of Competence from the [**Foundation Skills Training Package**](http://training.gov.au/Training/Details/fsk) **- FSK20119 Certificate II in Skills for Work and Vocational Pathways**, which provides performance criteria, range statements and assessment contexts.

Teachers must address **all content** related to the competencies embedded in this unit. Reasonable adjustment may be made to the mode of delivery, context and support provided according to individual student needs. In order to be deemed competent to industry standard, assessment must provide authentic, valid and sufficient evidence as indicated in the relevant Training Package.

#### Units of Competency

|  |  |  |
| --- | --- | --- |
| Code | Competency Title | Core/Elective |
| FSKNUM018 | Collect data and construct routine tables and graphs for work | Elective |
| FKSRDG008 | Read and respond to information in routine visual and graphic texts | Elective |

## Teaching and Learning Strategies

Refer to page 15.

## Assessment

Refer to pages 17-21.

## Resources

Can be taken from, but are not limited to those found in the Bibliography on pages 27-32.

## Student Capabilities

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Evidence could be in: | | | |
| Student Capabilities | Goals | Content | Teaching & Learning Strategies | Assessment |
| creative and critical thinkers |  | ✓ | ✓ |  |
| enterprising problem-solvers | ✓ | ✓ | ✓ | ✓ |
| skilled and empathetic communicators |  | ✓ | ✓ |  |
| informed and ethical decision-makers | ✓ | ✓ | ✓ | ✓ |
| environmentally and culturally aware citizens | ✓ | ✓ | ✓ | ✓ |
| confident and capable users of technologies | ✓ | ✓ | ✓ | ✓ |
| independent and self-managing learners | ✓ |  | ✓ |  |
| collaborative team members | ✓ |  | ✓ |  |

# Pathways to Work and Learning SWL 1 Value: 0.5

## Prerequisites

Successful completion of either ***Connect and Work with Others***, *Know Yourself and Understand Others, Workplace Behaviours and Communication,* ***Pathways to the Future****, Introduction to Career Pathway or Pathways Planning.*

## Duplication of Content Rules

Refer to page 11.

## Specific Unit Goal

This unit should enable students to:

* Consolidate learning and demonstrate competence in a working/volunteering environment
* Provide evidence that can contribute to competencies identified for this placement
* Develop personal, technical and social skills to enhance their performance as an employee
* Work individually and as a team member to achieve organisational goals.

## Units of Competence

Teachers must use this document in conjunction with the Units of Competence from the [**Foundation Skills Training Package**](http://training.gov.au/Training/Details/fsk) **– FSK10219 Certificate I in Skills for Vocational** Pathways which provides performance criteria, range statements and assessment contexts.

Teachers must address **all content** related to the competencies embedded in this unit. Reasonable adjustment may be made to the mode of delivery, context and support provided according to individual student needs. In order to be deemed competent to industry standard, assessment must provide authentic, valid and sufficient evidence as indicated in the relevant Training Package.

|  |  |  |
| --- | --- | --- |
| Code | Competency | Core/Elective |
| **FSKLRG008** | **Use simple strategies for work-related learning** | **Core** |
| FSKLRG006 | Participate in work placement | Elective |

It is essential to access **www.training.gov.au** for detailed up to date information relating to the above competencies. Search for the FSK Foundation Skills Training Package and choose the qualification level FSK20119 Certificate II in Skills for Work and Vocational Pathways. This “qualification details” document provides the elements and performance criteria for current course content necessary for effective delivery of both the VET and Accredited courses. For further clarification speak to your school VET Coordinator or contact the BSSS VET Coordinator.

## Assessment

Students need to complete a minimum of 27.5 hours in a Vocational Placement to obtain credit for this unit (0.5).

Assessment of competence on the job must include observation of real work processes and procedures.

Questions related to the performance criteria and directed to the candidate, peers and business client will assist in gathering evidence to assess competence. Evidence can also be collected through supervisor’s reports, third party peer and client reports.

# Pathways to Work and Learning SWL 2 Value: 0.5

## Prerequisites

Successful completion of either ***Connect and Work with Others***, *Know Yourself and Understand Others, Workplace Behaviours and Communication,* ***Pathways to the Future****, Introduction to Career Pathway or Pathways Planning.*

## Duplication of Content Rules

Refer to page 11.

## Specific Unit Goal

This unit should enable students to:

* Consolidate learning and demonstrate competence in a working/volunteering environment
* Provide evidence that can contribute to competencies identified for this placement
* Develop personal, technical and social skills to enhance their performance as an employee
* Work individually and as a team member to achieve organisational goals.

## Units of Competence

Teachers must use this document in conjunction with the Units of Competence from the [**Foundation Skills Training Package**](http://training.gov.au/Training/Details/fsk) **- FSK20119 Certificate II in Skills for Work and Vocational Pathways** which provides performance criteria, range statements and assessment contexts.

Teachers must address **all content** related to the competencies embedded in this unit. Reasonable adjustment may be made to the mode of delivery, context and support provided according to individual student needs. In order to be deemed competent to industry standard, assessment must provide authentic, valid and sufficient evidence as indicated in the relevant Training Package.

|  |  |  |
| --- | --- | --- |
| Code | Competency | Core/Elective |
| **FSKLRG011** | **Use routine strategies for work-related learning** | **Core** |
| FSKLRG006 | Participate in work placement | Elective |

It is essential to access **www.training.gov.au** for detailed up to date information relating to the above competencies. Search for the FSK Foundation Skills Training Package and choose the qualification level FSK20119 Certificate II in Skills for Work and Vocational Pathways. This “qualification details” document provides the elements and performance criteria for current course content necessary for effective delivery of both the VET and Accredited courses. For further clarification speak to your school VET Coordinator or contact the BSSS VET Coordinator.

## Assessment

Students need to complete a minimum of 27.5 hours in a Vocational Placement to obtain credit for this unit (0.5).

Assessment of competence on the job must include observation of real work processes and procedures.

Questions related to the performance criteria and directed to the candidate, peers and business client will assist in gathering evidence to assess competence. Evidence can also be collected through supervisor’s reports, third party peer and client reports.