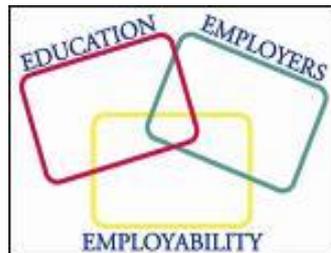




RTO Number 31851



FSK20113
CERTIFICATE II IN SKILLS FOR WORK
AND VOCATIONAL PATHWAYS



STUDENT INFORMATION BOOKLET

2018

FSK 20113 Certificate I in Skills for Work and Vocational Pathways

Description

This qualification is designed for individuals who require further foundation skills development to prepare for workforce entry or vocational training pathways.

It is suitable for individuals who require:

- a pathway to employment or vocational training
- reading, writing, numeracy, oral communication and learning skills at Australian Core Skills Framework (ACSF) Level 3
- entry level digital literacy and employability skills
- a vocational training and employment plan.

Foundation Skills Training Package qualifications may not be listed as an entry requirement for vocational qualifications.

Entry Requirements

Nil

COURSE OUTCOMES

AQF Level I Criteria

Summary	Graduates at this level will have knowledge and skills for initial work, community involvement and/or further learning
Knowledge	Graduates at this level will have foundational knowledge for everyday life, further learning and preparation for initial work
Skills	Graduates at this level will have foundational cognitive, technical and communication skills to: <ul style="list-style-type: none">• Undertake defined routine activities• Identify and report simple issues and problems
Application of knowledge and skills	Graduates at this level will apply knowledge and skills to demonstrate autonomy in highly structured and stable contexts and within narrow parameters

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COURSE STRUCTURE

To be awarded a **Certificate II in Skills for Work and Vocational Pathways**, participants must successfully complete the following units of competency:

- **8 Core units; plus**
- **6 Elective units**

Students who exit this course at any time prior to completion will receive a Statement of Attainment for those units of competency they have successfully achieved.

Unit code	Unit name	Core (C) / Elective (E)
FSKDIG03	Use digital technology for routine workplace tasks	Core
FSKLRG09	Use strategies to respond to routine workplace problems	Core
FSKLRG11	Use routine strategies for work-related learning	
FSKNUM14	Calculate with whole numbers and familiar fractions, decimals and percentages for work	Core
FSKNUM15	Estimate, measure and calculate routine metric measurements for work	Core
FSKOCM07	Interact effectively with others at work	Core
FSKRDG10	Read and respond to routine workplace information	Core
FSKRDG01	Recognise highly familiar workplace signs and symbols	Core
FSKRDG02	Read and respond to basic workplace signs and symbols	Elective
FSKRDG07	Read and respond to simple workplace information	Elective
FSKWTG01	Write personal details on basic workplace forms	Elective
BSBWHS201	Contribute to health and safety of self and others	Elective
BSBITU201	Produce simple word processed document	Elective

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CORE UNITS

- **FSKDIG02 Use digital technology for simple workplace tasks**

This unit describes the skills and knowledge required to use digital technology to undertake simple workplace tasks.

- **FSKLRG08 Use simple strategies for work-related learning**

This unit describes the skills and knowledge required to identify own learning goals and needs, and develop a simple learning plan to participate in a vocational or workplace learning environment.

- **FSKNUM08 Identify and use whole numbers and simple fractions, decimals and percentages for work**

This unit describes the skills and knowledge to identify and use whole numbers into the thousands, simple fractions, decimals and percentages.

- **FSKNUM09 Identify, measure and estimate familiar quantities for work**

This unit describes the skills and knowledge required to measure familiar and predictable quantities using simple and routine measuring instruments and units.

- **FSKOCM03 Participate in simple spoken interactions at work**

This unit describes the skills and knowledge required to participate in a limited range of simple spoken interactions in the workplace, such as talking with co-workers, participating in workplace meetings, giving and responding to simple instructions, receiving and passing on simple messages, or talking with clients.

- **FSKRDG07 Read and respond to simple workplace information**

This unit describes the skills and knowledge required to identify, interpret and respond to information in simple workplace texts in printed or digital format, such as short messages, notices, instructions, forms, rosters, simple diagrams, tables and charts.

- **FSKWTG06 Write simple workplace information**

This unit describes the skills and knowledge required to write simple workplace texts which may be in printed or digital format, such as incident or accident reports, purchase orders, brief shift notes, emails, messages, or WHS records.

<http://training.gov.au/Training/Details/FSK10213>

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ELECTIVE UNIT

- **FSKLRG07 Use strategies to identify job opportunities**

This unit describes the skills and knowledge required to identify job pathways and identify strategies to seek employment.

- **FSKLRG06 Participate in work placement**

This unit describes the skills and knowledge required to plan and participate in work experience.

- **FSKLRG10 Use routine strategies for career planning**

This unit describes the skills and knowledge required to identify and select appropriate career and work options and develop a career plan.

- **FSKRDG02 Read and respond to basic workplace signs and symbols**

This unit describes the skills and knowledge required to interpret and respond to basic workplace signs and symbols in printed or digital format.

<http://training.gov.au/Training/Details/FSK10213>

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COURSE ORGANISATION

1st Semester - 3 Lessons per week

2nd Semester - Observations for work experience

Suggested Delivery Pattern

This is a suggested delivery pattern only and teachers should adjust to suit current student cohort.

Clustering provides a holistic training and assessment option. This course will cluster some units together, and also use cross unit Assessment, where assessment in one unit may contribute to assessment in another unit.

Units will be delivered using the following stand-alone and clustering options,

Semester/ Term	Topic	Units of Competency
1	Workplace Safety	BSBWHS201 - Contribute to health and safety of self and others FSKRDG01 - Recognise highly familiar workplace signs and symbols FSKRDG02- Read and respond to basic workplace signs and symbols
1	Working with Others	FSKOCM07 Interact effectively with others at work FSKLRG09 Use strategies to respond to routine workplace problems
2	Applying for jobs	BSBITU201 Produce simple word processed documents FSKWTG09 Write routine workplace texts FSKDIG03 Use digital technology for routine workplace tasks FSKRDG10 Read and respond to routine workplace information FSKRDG07 Read and respond to simple workplace information FSKWTG01 Write personal details on basic workplace forms

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2	Payroll	<p>FSKLRG11 Use routine strategies for work-related learning</p> <p>FSKNUM14 Calculate with whole numbers and familiar fractions, decimals and percentages for work</p> <p>FSKNUM15 Estimate, measure and calculate routine metric measurements for work</p>

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ASSESSMENT

Competency Based Assessment

Competency means the consistent application of knowledge and skill to the standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to new situations and environments.

Assessment means the process of collecting evidence and making judgments on whether competency has been achieved, to confirm that an individual can perform to the standard required in the workplace, as specified in a training package or VET accredited course

Assessment in these units will consist of:

- a) A folio of class tasks
- b) Observation of students completing summative tasks during class time
- c) Quizzes, Written Activities
- d) Team Project

All assessment tools will address the knowledge and skills (including employability skills) required as evidence for the unit of competency

AQF SKILLS LEVEL

Certificate II skills allow a student to:

- Demonstrate knowledge by recall in a narrow range of areas
- Demonstrate basic practical skills
- Perform a sequence of routine tasks where given clear direction
- Receive and pass on messages/information

*** For more information on Certificate II in Skills for Work and Vocational Pathways (FSK20113) refer to the*

Seton College Homepage

➤ *Life at Seton*

➤ *Curriculum*

➤ *Vocational Education*

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CREDIT TRANSFER

Credit Transfer recognizes previous formal learning. It is a system whereby successfully completed units of study from one course can be transferred to another course

For example. If you have completed a “workplace communication unit” in Business it may also be the same for the Active Volunteering.

Therefore you only have to do the unit once.

RECOGNITION OF PRIOR LEARNING (RPL)

RPL means an assessment process that assesses the competency/s of an individual that may have been acquired through formal, non-formal and informal learning to determine the extent to which that individual meets the requirements specified in the training package or VET accredited courses.

- a) Formal learning refers to learning that takes place through a structured program of instruction and is linked to the attainment of an AQF qualification or statement of attainment (eg, a certificate, diploma or university degree);
- b) Non-formal learning refers to learning that takes place through a structured program of instruction, but does not lead to the attainment of an AQF qualification or statement of attainment (eg, in-house professional development programs conducted by a business); and
- c) Informal learning refers to learning that results through experience of work-related, social, family, hobby or leisure activities (eg the acquisition of interpersonal skills developed through several years as a sales representative).

RPL CHECKLIST FOR STUDENTS

To ensure an effective RPL process, students should:

****Remember, you can only apply for RPL at the beginning of each semester. The steps below are in sequential order. Use the boxes on the left to tick when you have completed that step.***

- Obtain information about RPL
- Obtain a copy of the Units of Competency for the vocational training program(s) of your subject
- Read the relevant learning outcomes or competencies for the training program/s
- Complete a self-assessment form for each unit
 - (i) assess your abilities/competencies, with the guidance from your teacher and/or counsellor in the learning outcomes or competencies in the training programs
 - (ii) decide if you think you possess the knowledge and skills of the learning outcome or competencies in the training programs and if so, you should apply for RPL

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- Complete an RPL Application Form within 5 days of completing step 4
- Gather evidence that supports your application
- Give the completed RPL Application Form and evidence to your teacher
- Receive notification from your teacher to show either:
 - (i) *that you have gained RPL*
 - (ii) *that you need to supply more information AND/OR attend an interview*
 - (iii) *that you have not gained full/partial RPL and you receive feedback*
- (If you are successful)** you will be exempt from those learning outcomes or competencies in the training program.
 - ensure your Units of Competency are signed off
- (If you were partially successful)** you may decide to progress more quickly through the training program by completing only those aspects for which you do have prior learning. This completes the RPL process for your application
- (If you were unsuccessful)** you may decide to request an RPL Appeals Form that must be lodged within 7 days of written notification that you were initially unsuccessful.
- Gather further evidence that supports your application
- Submit your completed RPL Appeals Form and further evidence to the nominated person in the school's appeals policy, who will arrange for a second suitably qualified person to assess the evidence
- Receive a notification about whether either:
 - (iv) *you have gained RPL or*
 - (v) *you have not gained full/partial RPL and receive feedback*
- Seek to progress more quickly through the training program by completing only those aspects for which you do not have prior learning.