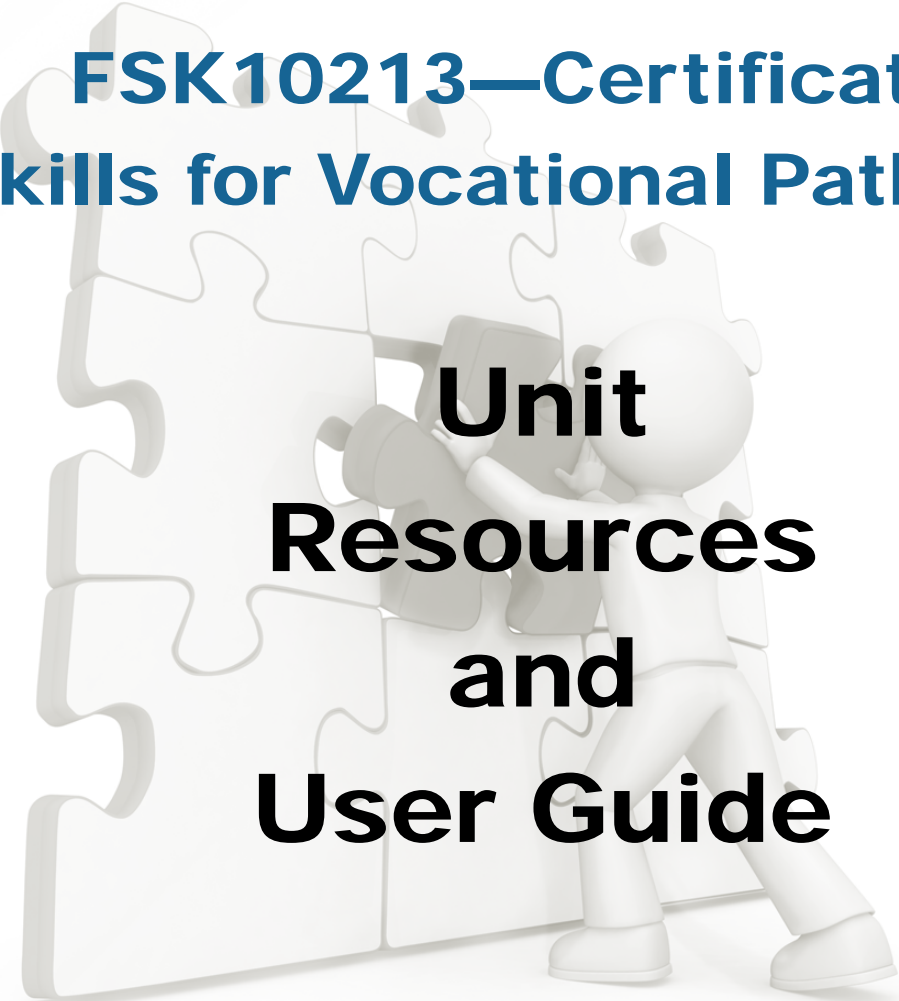


FSK - Foundation Skills Training Package

FSK10213—Certificate I Skills for Vocational Pathways



Unit
Resources
and
User Guide



LANE

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INTRODUCTION

Passing Lane Pty Ltd is pleased to introduce your school/institution to our vocational education and training unit resource packages.

FSK20113—Cert 2 in Skills for Work and Vocational Pathways

This document outlines the licensing terms and conditions of the unit resource packages.

It also provides basic information on how to use the materials.

Should you have any further questions or require any additional information do not hesitate to contact Passing Lane.

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INTRODUCTION-CONT'D

The Student/Trainee and the Teacher/Trainer manuals are developed to provide training content that addresses the specific 'Unit of Competency' as outlined on the following pages.

This unit manuals can be packaged with various manuals addressing other 'Units of Competency' in order to meet the 'Packaging Rules' of a particular Australian Training Package Qualification.

This resource has been designed to be delivered in a form that is conducive to the learning environment including:

- ☆ Online delivery
- ☆ Classroom delivery
- ☆ On the job training

The documents are designed in a 'landscape' format in order to make reading on a computer screen easier as well as reduces the need to scroll down pages. Documents can be easily printed if the learning environment requires the student or trainee to have hard copies of the learning materials.

The Student/Trainee and the Teacher/Trainer manuals are Portable Document Files (PDF) and are opened using Adobe Reader.



The latest Acrobat Reader software is available at no charge from the website <http://get.adobe.com/reader/>

INTRODUCTION—CONT'D

The Student/Trainee and the Teacher/Trainer manuals can be used on both PC and MAC platforms.

Generally, the materials are easily exported to most learning platforms.

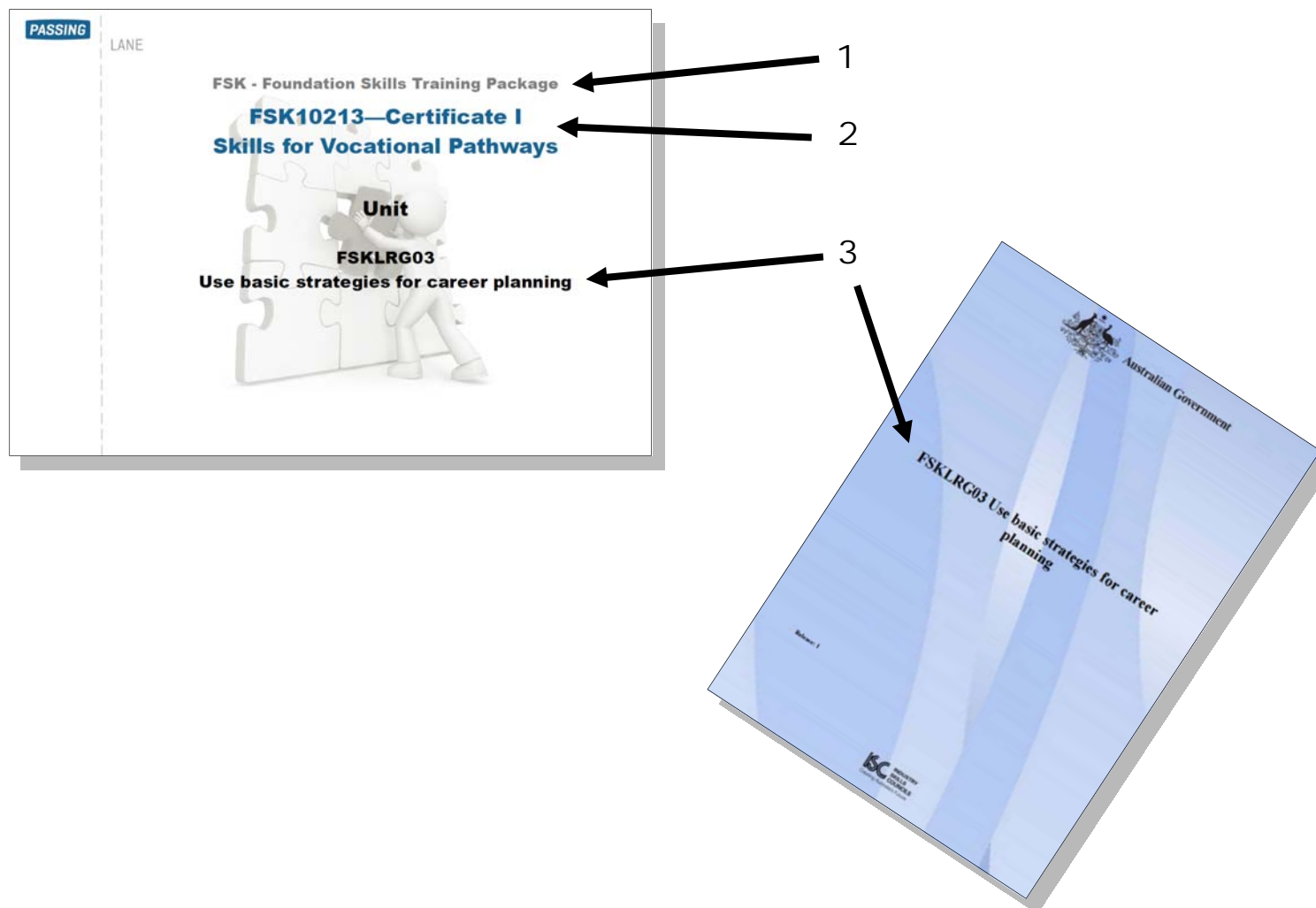
The materials can also be printed and bound and handed out as hardcopies to each student or trainee.



If your institution purchased the materials on DVD, it is recommended that the master DVD be copied on to a network and/or a teacher's notebook computer and the master DVD then stored in a secure location.

MATERIALS CONTENT

The title page of both the Student/Trainee and the Teacher/Trainer manuals specify 1) the training package it has been developed for, 2) the qualifications which the content in each manual has been written for and 3) the specific unit the content is addressing.



MATERIALS CONTENT—CONT'D

The beginning of both manuals is the 1) 'Unit of Competency Overview' page, which aligns directly with the endorsed 'Unit of Competency' in the training package.

This page is to let the readers know what the materials in the manuals are addressing.

PASSING FSKLRG03 - Use basic strategies for career planning Page 8

LANE

UNIT OF COMPETENCY OVERVIEW

The following pages are extracts from Training.gov.au website and outlines this specific 'Unit of Competency' including the 'Elements' and the 'Performance Criteria'. The content within this manual has been developed to address this unit.

FSKLRG03 - USE BASIC STRATEGIES FOR CAREER PLANNING

ELEMENT	PERFORMANCE CRITERIA
1. Plan for career	1.1 Identify own career goals 1.2 Identify learning requirements to achieve goals 1.3 Identify own skills 1.4 Identify barriers to achieving career goals
2. Prepare an individual learning plan	2.1 Identify learning strategies to develop required skills 2.2 Record information on a simple individual learning plan 2.3 Review individual learning plan and strategies

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Student / Trainee Manual
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FSKLRG03 Use basic strategies for career planning Date this document was generated: 16 May 2013

Elements and Performance Criteria

Element	Performance Criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Plan for career	1.1 Identify own career goals 1.2 Identify learning requirements to achieve goals 1.3 Identify own skills 1.4 Identify barriers to achieving career goals
2. Prepare an individual learning plan	2.1 Identify learning strategies to develop required skills 2.2 Record information on a simple individual learning plan 2.3 Review individual learning plan and strategies

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Self-Management		<ul style="list-style-type: none"> Identifies career goals
Planning and Organising		<ul style="list-style-type: none"> Uses a learning plan to support career goals

Mapping Information

Not applicable

Links

Companion volumes from the IBSA website - <http://www.ibsa.org.au>

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Page 3 of 3
Innovation and Business Skills Australia

MATERIALS CONTENT—CONT'D

The manuals contain detailed information aligned specifically to the 'Unit of Competency' and the unit's 'Elements' and 'Performance Criteria'.

The 1) Table of Contents for both manuals show that each section title is the 2) 'Unit of Competency' 'Element'.

The diagram illustrates the structure of the materials. It shows three interconnected components:

- Table of Contents (Top):** Labeled '1' with an arrow pointing to the 'TABLE OF CONTENTS' header. It lists the following sections and page numbers:
 - Introduction Page 5
 - Unit of Competency Overview Page 8
 - Section One: Plan for career Page 9
 - Section Two: Prepare an individual learning plan Page 26
 - Self Assessment Page 43
- Section One: Plan for Career (Bottom Left):** Labeled '2' with an arrow pointing to the 'Section One' header. It is titled 'Section One' and 'Plan for Career'.
- Elements and Performance Criteria (Bottom Right):** Labeled '2' with an arrow pointing to the table. This table provides detailed information for the 'Plan for Career' element.

Element	Performance Criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Plan for career	1.1 Identify own career goals 1.2 Identify learning requirements to achieve goals 1.3 Identify own skills 1.4 Identify barriers to achieving career goals
2. Prepare an individual learning plan	2.1 Identify learning strategies to develop required skills 2.2 Record information on a simple individual learning plan 2.3 Review individual learning plan

MATERIALS CONTENT—CONT'D

In each section 1) the content is broken down into sub-sections and the titles for each sub-section is the same as the 2) 'Element's' 'Performance Criteria'.

The diagram illustrates the structure of the career planning manual. It shows three overlapping pages from the manual:

- Page 11 (Top Left):** Titled "Section One" and "Plan for Career". It is labeled with a large "1".
- Page 12 (Bottom Left):** Titled "IDENTIFY OWN CAREER GOALS". It contains text about factors influencing career goals, such as family, interests, talents, and personality. It is labeled with a large "2".
- Page 13 (Right):** Titled "Elements and Performance Criteria". It contains a table with two columns: "Element" and "Performance Criteria".

Arrows indicate the relationship between the sections:

- An arrow points from the "Plan for Career" section on page 11 to the "Elements and Performance Criteria" table on page 13.
- An arrow points from the "IDENTIFY OWN CAREER GOALS" section on page 12 to the "Elements and Performance Criteria" table on page 13.

Element	Performance Criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Plan for career	1.1 Identify own career goals 1.2 Identify learning requirements to achieve goals 1.3 Identify own skills 1.4 Identify barriers to achieving career goals
2. Prepare an individual learning plan	2.1 Identify learning strategies to develop required skills 2.2 Record information on a simple individual learning plan 2.3 Review individual learning plan

The manual's information is supported with graphics, charts, tables, photos and drawings.

MATERIALS CONTENT-CONT'D

As earlier mentioned, the materials are vocational education and training unit resources in the form of Student/Trainee and the Teacher/Trainer manuals.

We will go through each in more detail.

STUDENT/TRAINEE MANUAL


The 'Student/Trainee Manual' could be likened to a textbook.

The manuals contain detailed information aligned specifically the 'Unit of Competency' and the unit's 'Elements' and 'Performance Criteria' and are supported with graphics, charts, tables, photos and drawings.

The manuals contain a series of 'Learning Activities'.

Each learning activity is identified with the following icon.

**Learning
Activity**



BSBWOR301 Organise Personal Work Priorities and Development Page 57

Learning Activity

Question

LEARNING ACTIVITY ONE

Why is it important to report variations in quality of products or services to appropriate people in the workplace – in particular those variations for which you as an employee are responsible?

Identify one or more people in a workplace to whom it would be appropriate to report such variations.

MATERIALS CONTENT-CONT'D

Learning activities come in the following forms.

- ☆ Questions
- ☆ Research
- ☆ Tasks
- ☆ Interviews

Questions

Questions would relate to the information presented on previous pages.

Research

This type of learning activity would require the student or trainee to locate information by using research methods. The information they would be required to locate would be in line and/or support the information that the manual had outlined in previous pages.

**Learning
Activity**

Research

Tasks

This learning activity type would require the student/trainee to actually do or undertake something and would be reinforcing the knowledge they have gained from reading the manual's previous pages.

Interviews

This learning activity type would require the student/trainee to interview person(s) in an actual workplace environment or a person(s) who are experienced in the industry sector which the student/trainee is currently undergoing training.

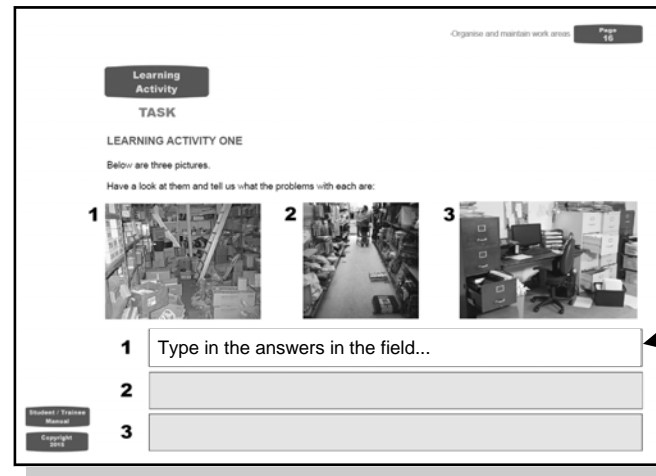
The student/trainee is made aware of the type of learning activity by noting the learning activity type displayed under the learning activity icon.

MATERIALS CONTENT—CONTID

The learning activities in the Student/Trainee manuals are 'Form Enabled' so that if the resources delivered are online, the activities can be filled in using the computer keyboard.

The student or trainee would simply place the cursor in the field and click once with the mouse.

Seconds later the blue colour disappears and the student enters his/her answers into the field .



The screenshot shows a web-based learning activity interface. At the top, it says 'Organise and maintain work areas' and 'Page 13'. Below this is a 'Learning Activity' section with a 'TASK' heading. The task is 'LEARNING ACTIVITY ONE' and asks the user to 'Have a look at them and tell us what the problems with each are:'. There are three numbered images: 1. A cluttered warehouse floor, 2. A narrow aisle in a warehouse, and 3. A desk with a computer and papers. Below each image is a text input field. The first field is highlighted with a blue border and contains the placeholder text 'Type in the answers in the field...'. An arrow points to this field. The second and third fields are empty. At the bottom left, there are buttons for 'Student / Trainee Manual' and 'Complete Form'.

When the student or trainee leaves the filled in field to move on to the next field, the previous field returns to a blue colour.

IT IS VERY IMPORTANT THAT THE MANUAL IS SAVED REGULARLY.

It is recommended that the student or trainee set up a 'Student/Trainee' folder on their computer and saves their manuals to that folder.

The '**first**' SAVE will have the software will ask if you wish to replace the file and the student/trainee would click YES.

Saving does not prevent the student or trainee from going back to previous fields to make changes.

After the 'first' SAVE, the student or trainee would need to use the '**SAVE AS**' function.

MATERIALS CONTENT—CONT'D

Self Assessment

At the end of each manual is a series of questions that the student or trainee should review and answer.

This self assessment is to ensure in the student's or trainee's mind that they have reviewed and understood the information that was presented in the manual.

If they are unsure of their understanding in any of the topics reviewed, they are encouraged to go back and review the information again and/or seek the assistance of their teacher or trainer.

TEACHER/TRAINER MANUAL

The Teacher/Trainer manuals have exactly the same content as the Student/Trainee manuals.

The only differences are the explanatory introduction pages and after each learning activity there are 'Teacher/Trainer Guidance Notes'. These provide the answers to the 'Learning Activities' as well as some notes on how to assess the student/trainee's submission to each learning activity.

Organize and maintain work areas Page 23

Learning Activity

Question

LEARNING ACTIVITY THREE

In this section we learned about 'routines' that basically meant the cleaning and handling issues within a store environment.

What six areas of a store were affected by 'routines'?

TEACHER/TRAINER GUIDANCE NOTES

- 1) Storeroom
- 2) Retail office
- 3) Selling area and displays
- 4) Staffrooms
- 5) Toilets
- 6) Change rooms

Teacher/Trainer Manual Copyright 2016

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Graphics, pictures or illustrations in the original materials can be removed ,but not used elsewhere or modified.

The PDFs can be converted to WORD files using PDF conversion tools that are readily available on the market.



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If the training package changes are substantial, Passing Lane will update the materials.

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