


**FSK - Foundation Skills Training Package**

# **Foundation Skills Units**



**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.

## **Foundation Skills Units**

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.

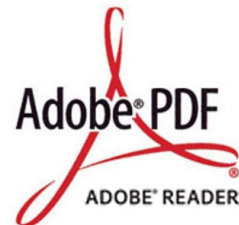
This unit manuals can be packaged with various manuals addressing other 'Units of Competency' in order to meet the 'Packaging Rules' of a particular Australian Training Package Qualification.

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.



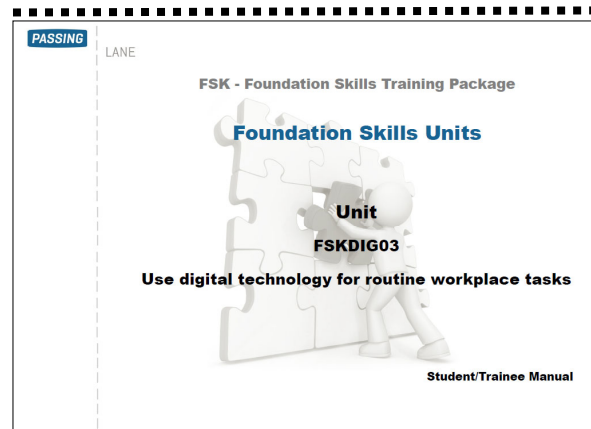
The latest Acrobat Reader software is available at no charge from the website <http://get.adobe.com/reader/>

## INTRODUCTION—CONT'D

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

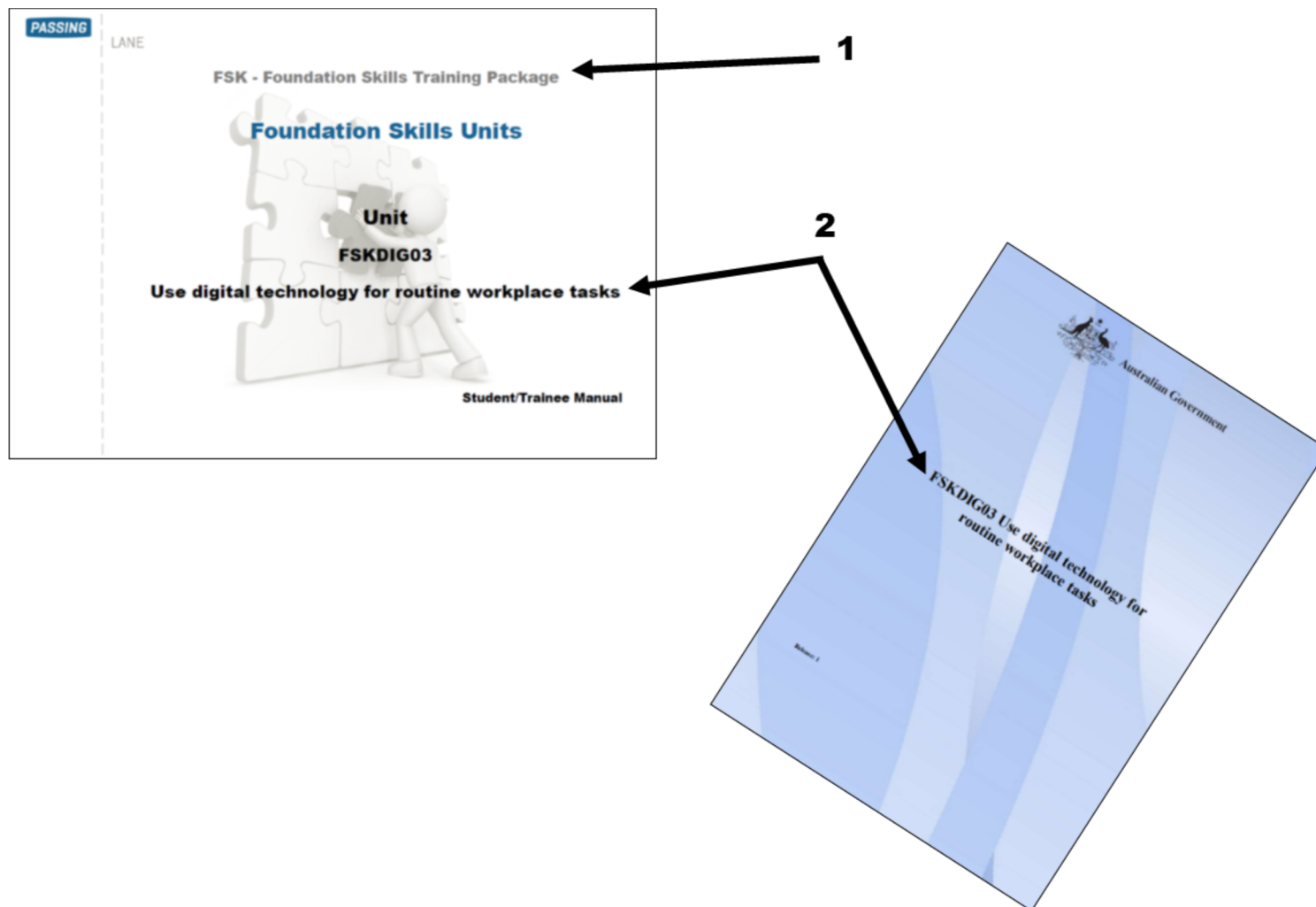
Generally, the materials are easily exported to most learning platforms.

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



## 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 and 2) 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

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**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.

**FSKDIG03 - USE DIGITAL TECHNOLOGY FOR ROUTINE WORKPLACE TASKS**

ELEMENT	PERFORMANCE CRITERIA
1. Prepare to use digital technology	1.1 Identify routine workplace tasks 1.2 Identify appropriate digital technology for the task 1.3 Interpret routine workplace information and terminology
2. Complete routine workplace task	2.1 Interpret routine information from a range of sources to access and use digital technology 2.2 Follow workplace procedures to perform a task using technology 2.3 Review performance

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FSKDIG03 - Use digital technology for routine workplace tasks

Student / Trainee Manual

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FSKDIG03 Use digital technology for routine workplace tasks

Date this document was generated: 21 December 2018

**FSKDIG03 Use digital technology for routine workplace tasks**

**Modification History**

Release	Comments
Release 1	This streamlined version first released with FSK Foundation Skills Training Package version 1.0.

**Application**

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

The unit applies to individuals at Australian Core Skills Framework (ACSF) level 3 who need to undertake a vocational training pathway or workplace tasks.

This unit is designed for integration and contextualisation with vocational units to support achievement of vocational competency.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

**Unit Sector**

Digital Technology

**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. Prepare to use digital technology	1.1 Identify routine workplace tasks 1.2 Identify appropriate digital technology for the task 1.3 Interpret routine workplace information and terminology
2. Complete routine workplace task	2.1 Interpret routine information from a range of sources to access and use digital technology 2.2 Follow workplace procedures to perform a task using technology 2.3 Review performance

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PwC's Skills for 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'.

**1**

**2**

**TABLE OF CONTENTS**

Introduction	Page 5
Unit of Competency Overview	Page 8
Section One <i>Prepare to use digital technology</i>	Page 9
Section Two <i>Develop an individual career plan</i>	Page 24
Self Assessment	Page 35

**Section One**

**Prepare to Use Digital Technology**

**FSKDIG03 Use digital technology for routine workplace tasks**

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**Unit Sector**

Digital Technology

**Elements and Performance Criteria**

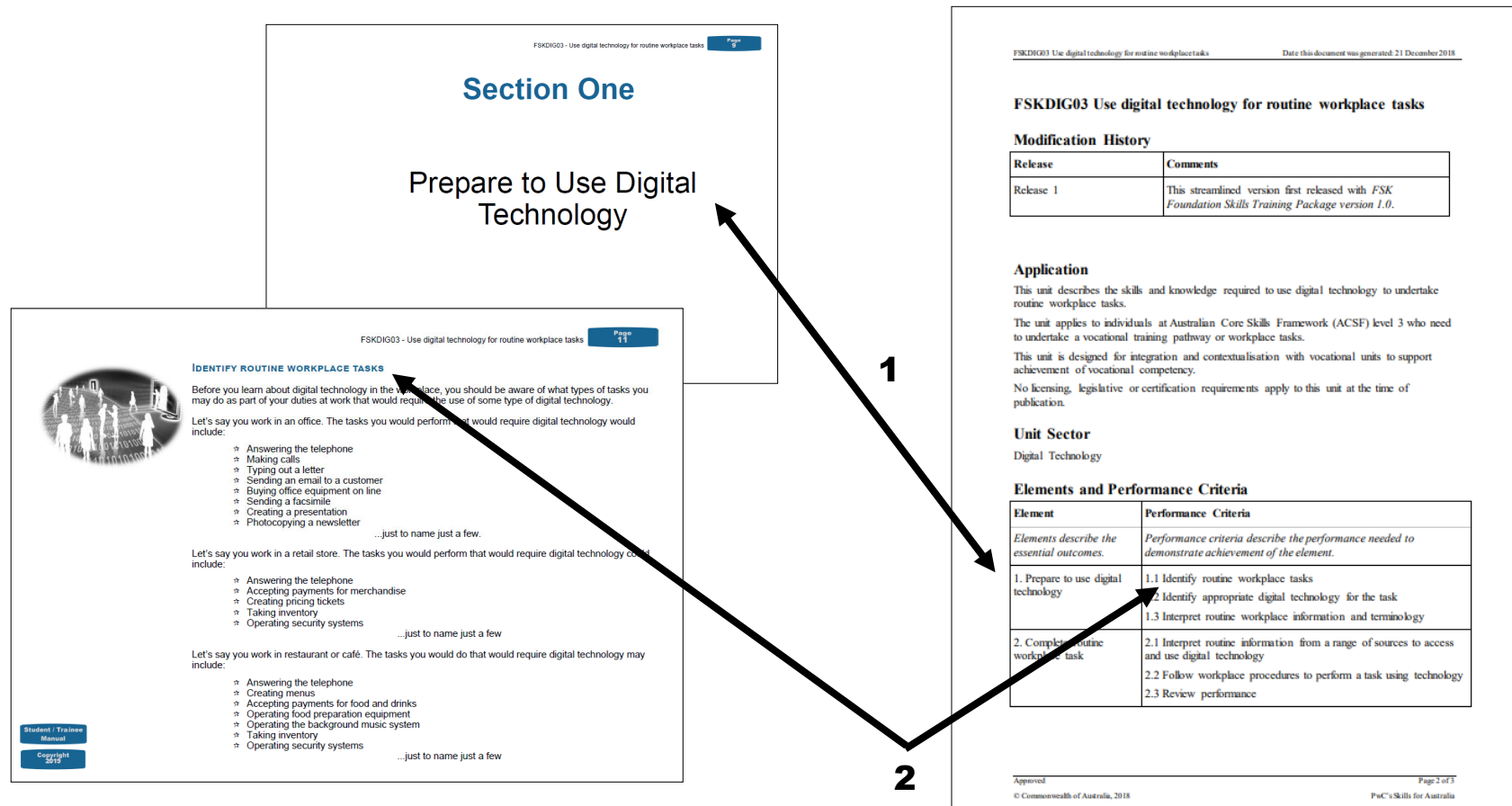
Element	Performance Criteria
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**2**

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## 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 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**

**Learning Activity**

**Task**

**LEARNING ACTIVITY TWO**

Below are some pictures of digital devices that you may encounter in various types of workplaces. Tell us the name of the device.

FSKDIG03 - Use digital technology for routine workplace tasks

Page 18

1 _____	2 _____	3 _____
4 _____	5 _____	6 _____
7 _____	8 _____	9 _____
10 _____	11 _____	12 _____

Student / Trainee  
Manual

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## 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

### **Tasks**

Research

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 .

Learning Activity

Task

LEARNING ACTIVITY ONE

Below are three other types of workplaces or jobs that would use digital technology. In the space provided list the tasks that would often use some type of digital technology. DO NOT tell us the type of digital technology, just name the task or activity.

Teacher

Students or trainees would enter their answers in the form enabled area

Taxi driver

Hotel reception

Standard - Trainee Manual

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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.


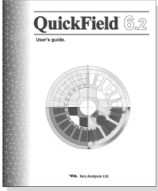
Learning Activity

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Question

LEARNING ACTIVITY TWO

Below are two types of user manuals. What is the difference between the two?

1  2 

TEACHER/TRAINER GUIDANCE NOTES

Number 1 is for a piece of hardware or equipment and Number 2 is for software.

Teacher/Trainer Manual

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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.

However, there would be a small upgrading fee charged to those schools or institutions wanting to upgrade their materials.