

FSK - Foundation Skills Training Package

**FSK10113—Certificate I
Access to Vocational Pathways**

**Unit
Resources
and
User Guide**





LANE

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TABLE OF CONTENTS

Introduction	Page 4
Materials Content	Page 7
Licence Overview	Page 15
Material Modifications	Page 17
Updates and Upgrades	Page 18

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.



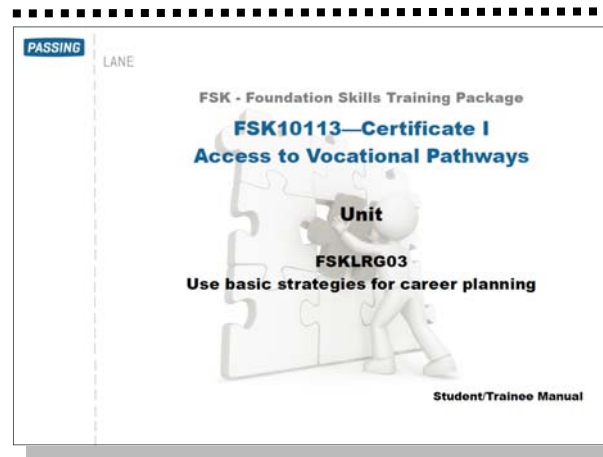
The latest Acrobat Reader software is available at no charge from the website <http://get.adobe.com/reader/>

INTRODUCTION—CONT'D

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

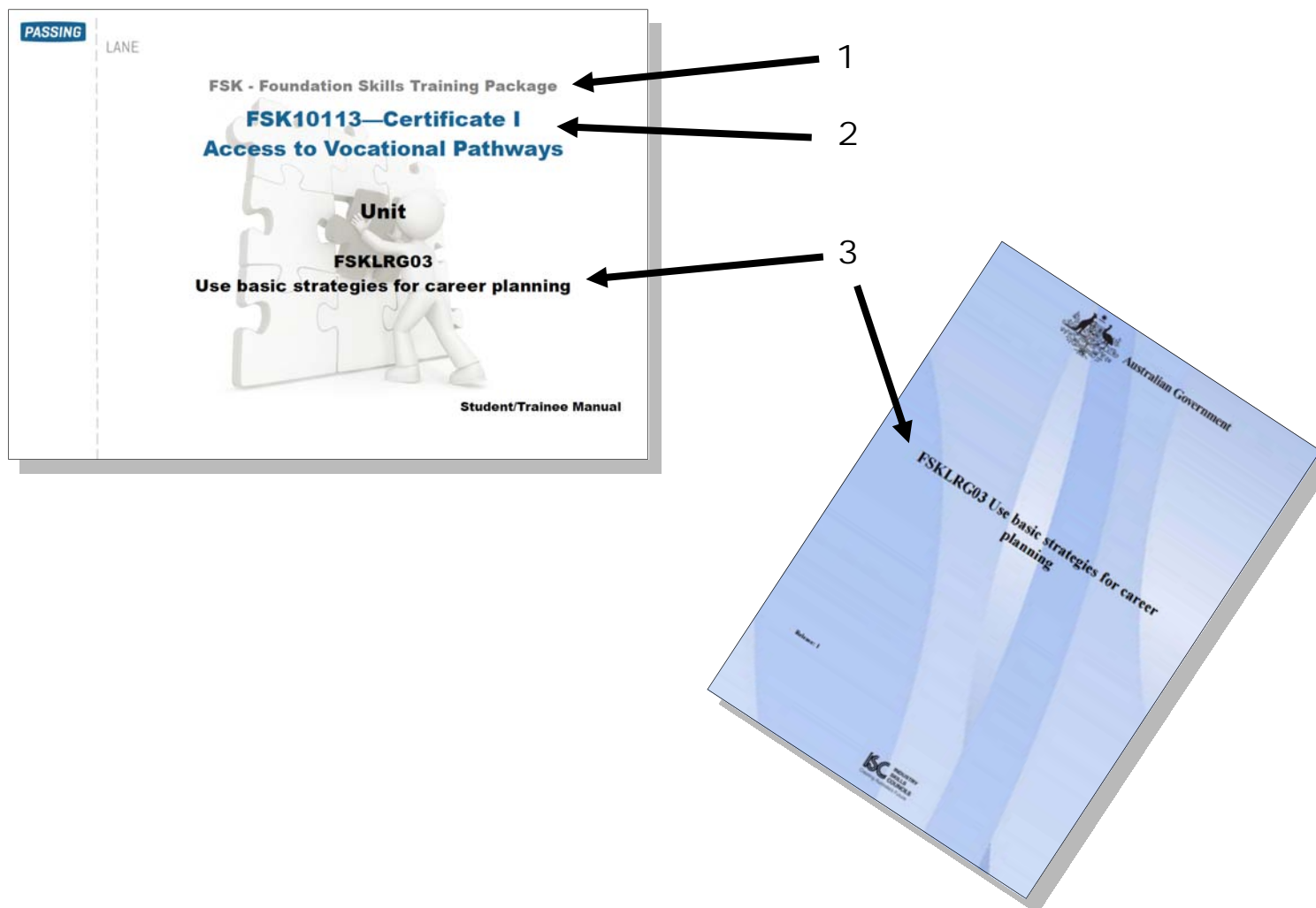
Generally, the materials are easily exported to most learning platforms.

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



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

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		• Identifies career goals
Planning and Organising		• 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 relationship between three documents. At the top, a 'TABLE OF CONTENTS' page (labeled 1) lists sections and their page numbers. An arrow labeled 2 points from 'Section One Plan for career' in the Table of Contents to a 'Section One Plan for Career' page. Another arrow labeled 2 points from the 'Section One Plan for Career' page to an 'Elements and Performance Criteria' table.

TABLE OF CONTENTS

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

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

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. The top-left page is 'Section One: Plan for Career'. The top-right page is 'Elements and Performance Criteria', which contains a table. The bottom page is 'Identify Own Career Goals'. Arrows indicate the following relationships:

- An arrow labeled '1' points from 'Section One: Plan for Career' to the 'Elements and Performance Criteria' table.
- An arrow labeled '2' points from the 'Identify Own Career Goals' page to the 'Elements and Performance Criteria' table.
- Another arrow points from the 'Identify Own Career Goals' page to the 'Plan for Career' section of the top-left page.

Section One

Plan for Career

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

IDENTIFY OWN CAREER GOALS

At some point, assuming you are wanting to pursue a career, you will need to set some career goals.

There are numerous factors that will influence your career goal setting and those may include:

- Family factors**—parent(s) have been working in a specific career most of their life and will often suggest that you should follow the same path. For example, dad is a lawyer so he thinks you should become a lawyer, or mom is a teacher so she thinks you should consider becoming a teacher.
- Some career choices are based on the family business. For example, the family may own a farm and you choose a career in business management. Ultimately your career could be in managing the farm from a business point of view.
- Interests**—this has a major influence on many people's choice of career. A love of animals could lead to becoming a veterinarian or a zookeeper. You may enjoy sports so your career choice may be as a professional sports coach, sports TV reporter, or even a professional sports athlete.
- Talents**—if you are good at drawing you may look at becoming a graphic artist or animator. If you are good at writing you may want to look at journalism, advertising copywriter, technical writer.
- Personality**—your personality may be suited to certain careers. It takes certain personalities to become a childcare worker, a teacher, a social worker, actor and so on.

Another factor is your 'values'. This refers to what you feel is important to you. Could it be money? Is spending time with the family more important? The ability to be creative in what you do important to you? Your values will play a significant role in your career decision and goals.

There is not one single factor that will influence your choice of career, what your career goals are and in most cases it is a combination of several factors. Your career counsellor at school or those available to you in your local community will provide you ongoing assistance and support as you start to develop your career goals.

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.

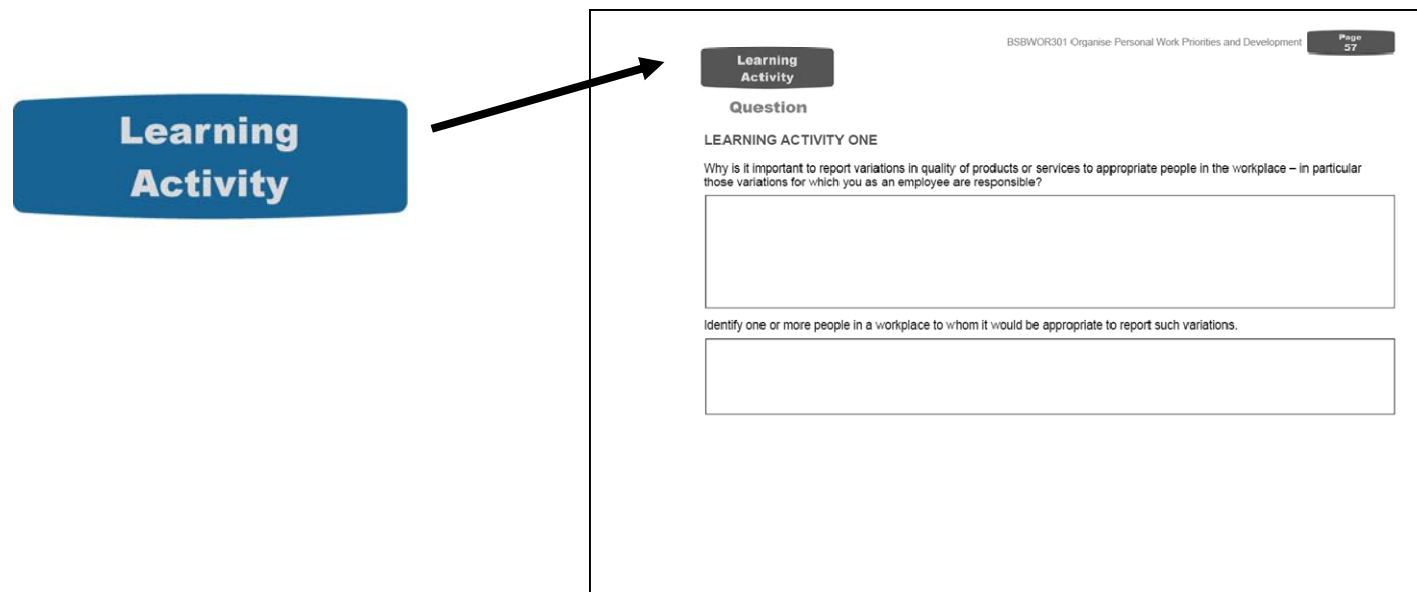
STUDENT/TRAINEE MANUAL

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.



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.

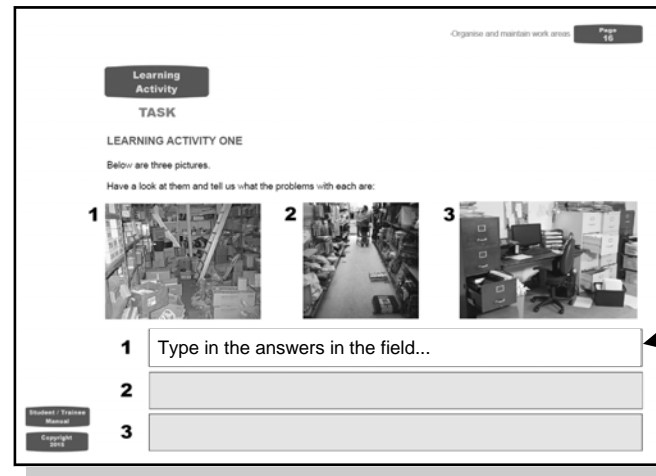
The student/trainee is made aware of the type of learning activity by noting the learning activity type displayed under the learning activity icon.

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 digital form titled 'Learning Activity One' under the heading 'TASK'. It instructs 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 monitor and papers. Below each image is a text input field. The first field is active, showing a cursor and the placeholder text 'Type in the answers in the field...'. An arrow points to this field. At the bottom left, there are buttons for 'Student / Trainee Manual' and 'Complete Form'. At the top right, it says 'Organise and maintain work areas' and 'Page 13'.

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.

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



UPDATES AND UPGRADES

On occasions the training packages will be updated and if the updates are minor, Passing Lane updates the materials and the updated materials are provided free to those holding a current user licence.

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.