


**FSK - Foundation Skills Training Package**

# **Foundation Skills Units**



**Unit  
Resources  
and  
User Guide**



LANE

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**TABLE OF CONTENTS**

<b>Introduction</b>	Page 4
<b>Manual Content</b>	Page 7
<b>PowerPoint Slide Presentations</b>	Page 15
<b>Licence Overview</b>	Page 18
<b>Content Modifications</b>	Page 20
<b>Updates and Upgrades</b>	Page 21

## INTRODUCTION

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

# Foundation Skills Units

## FSK10119, FSK10219, FSK20119

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.



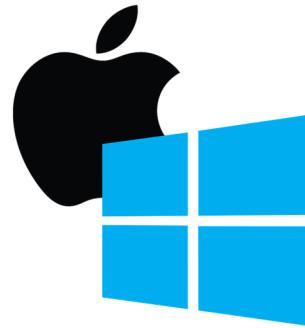
**Adobe Acrobat Reader**

The latest Acrobat Reader software is available at no charge from the website:

***<http://get.adobe.com/reader/>***

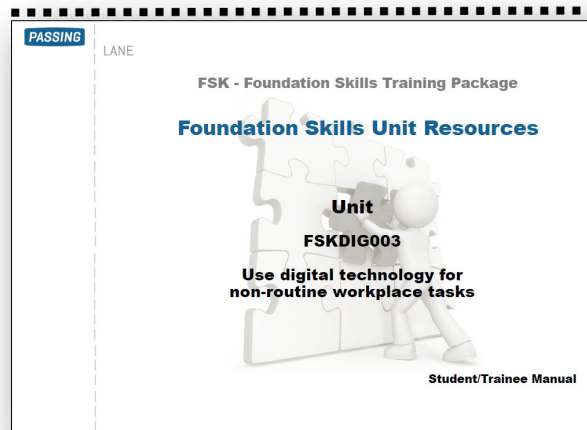
## INTRODUCTION—CONT'D

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



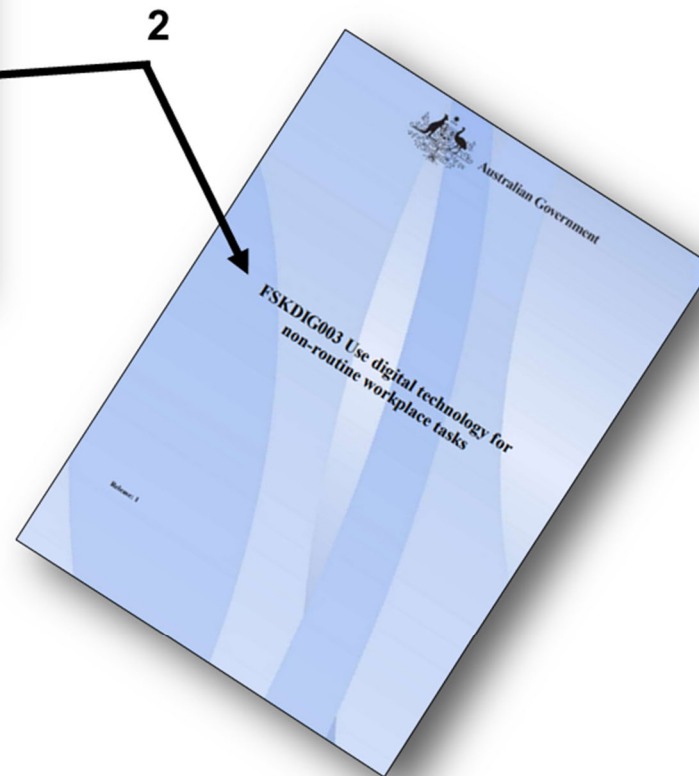
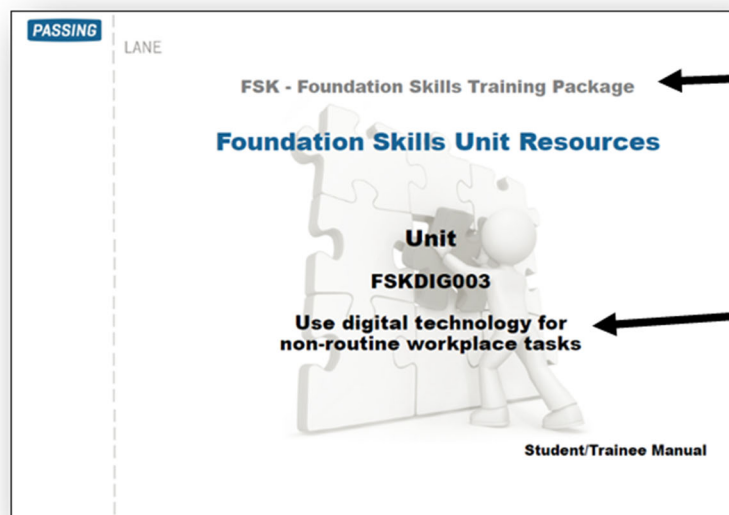
Generally, the materials are easily exported to most learning platforms.

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** FSKDIG003 Use digital technology for non-routine workplace tasks Page 8

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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.

#### FSKDIG003 USE DIGITAL TECHNOLOGY FOR NON-ROUTINE WORKPLACE TASKS

ELEMENT	PERFORMANCE CRITERIA
1. Prepare to use digital technology for non-routine task	1.1 Identify nature and scope of non-routine workplace task that requires the use of digital technology 1.2 Identify purpose of task and set the required outcome 1.3 Select and organise appropriate digital technology required for task 1.4 Locate and interpret routine workplace information and terminology associated with technology, and relevant safety procedures
2. Perform non-routine workplace task using digital technology	2.1 Interpret and follow routine information and instructions from a range of sources to access and use digital technology required for task 2.2 Apply knowledge or skills to adapt instructions to suit changes or requirements in the workplace 2.3 Comply with workplace procedures and security protocols relevant to using digital technology in completing task
3. Finalise task	3.1 Determine and complete shut down or reset of technology in accordance with workplace procedures 3.2 Review performance against required outcomes 3.3 Evaluate and plan ways to improve performance

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Student / Trainee Manual  
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1

FSKDIG003 Use digital technology for non-routine workplace tasks Date this document was generated: 9 September 2021

### FSKDIG003 Use digital technology for non-routine workplace tasks

#### Application

This unit describes the skills and knowledge required to use digital technology to undertake non-routine workplace tasks, such as, operating machinery with computerised settings, entering text into a scanning device, collecting data to construct tables, graphs and charts in a spreadsheet, and measuring, recording and interpreting data using digital equipment.

#### 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 for non-routine task	1.1 Identify nature and scope of non-routine workplace task that requires the use of digital technology 1.2 Identify purpose of task and set the required outcome 1.3 Select and organise appropriate digital technology required for task 1.4 Locate and interpret routine workplace information and terminology associated with technology, and relevant safety procedures
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## 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
<b>Section One</b> Prepare to use digital technology for non-routine task	Page 9
<b>Section Two</b> Perform non-routine workplace task using digital technology	Page 28
<b>Section Three</b> Finalise task	Page 40
Self Assessment	Page 48

**Section One**

Prepare to Use Digital Technology for Non-Routine task

**FSKDIG003 Use digital technology for non-routine workplace tasks**

**Application**

This unit describes the skills and knowledge required to use digital technology to undertake non-routine workplace tasks, such as, operating machinery with computerised settings, entering text into a scanning device, collecting data to construct tables, graphs and charts in a spreadsheet, and measuring, recording and interpreting data using digital equipment.

**Unit Sector**

Digital Technology

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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 diagram illustrates the structure of the manual's content. It shows three pages with arrows indicating the flow of information:

- Page 9:** Section One: Prepare to Use Digital Technology for Non-Routine task.
- Page 12:** IDENTIFY NATURE AND SCOPE OF NON-ROUTINE WORKPLACE TASK THAT REQUIRES THE USE OF DIGITAL TECHNOLOGY. This page includes a graphic with the text "DAILY NON-ROUTINE" and a large 'X' over it, and explains the difference between routine and non-routine tasks.
- Page 10:** FSKDIG003 Use digital technology for non-routine workplace tasks. This page contains a table titled "Elements and Performance Criteria" with three elements and their corresponding performance criteria.

Arrows indicate the relationship between the pages:

- Arrow 1 points from Page 9 to Page 12.
- Arrow 2 points from Page 12 to Page 10.

**Page 10: Elements and Performance Criteria Table**

Element	Performance Criteria
1. Prepare to use digital technology for non-routine task	1.1 Identify nature and scope of non-routine workplace task that requires the use of digital technology 1.2 Identify purpose of task and set the required outcome 1.3 Select and organise appropriate digital technology required for task 1.4 Locate and interpret routine workplace information and terminology associated with technology, and relevant safety procedures
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3. Finalise task	3.1 Determine and complete shut down or reset of technology in accordance with workplace procedures 3.2 Review performance against required outcomes 3.3 Evaluate and plan ways to improve performance

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.





Page  
18


**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.


1  


2  


3  



4  



5  


6  


7  


8  


9  


10  


11  


12  


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

Student / Trainee  
Manual

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2019

## 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

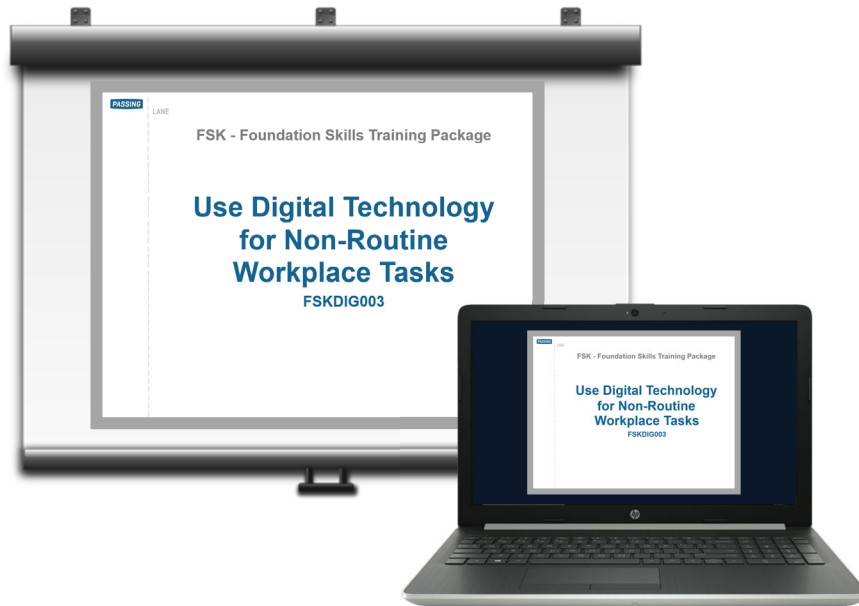
The Teacher/Trainer manuals have exactly the same content as the Student/Trainee manuals.

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.

The screenshot shows a page from a manual with the following content:

- Learning Activity** (blue header)
- Question**
- LEARNING ACTIVITY TWO**
- Below are two types of user manuals. What is the difference between the two?
- Two images of user manuals are shown, labeled 1 and 2:
  - Image 1: Panasonic KX-FF250 KX-FF245 OPERATING INSTRUCTIONS
  - Image 2: QuickField 6.2 User's guide
- A large empty rectangular box for the student's answer.
- TEACHER/TRAINER GUIDANCE NOTES**
- Number 1 is for a piece of hardware or equipment and Number 2 is for software.
- Teacher/Trainer Manual** (blue footer)
- Copyright 2021** (blue footer)

An arrow points from the 'Teacher/Trainer Guidance Notes' section to the 'Teacher/Trainer Manual' footer.



## POWERPOINT SLIDE PRESENTATIONS

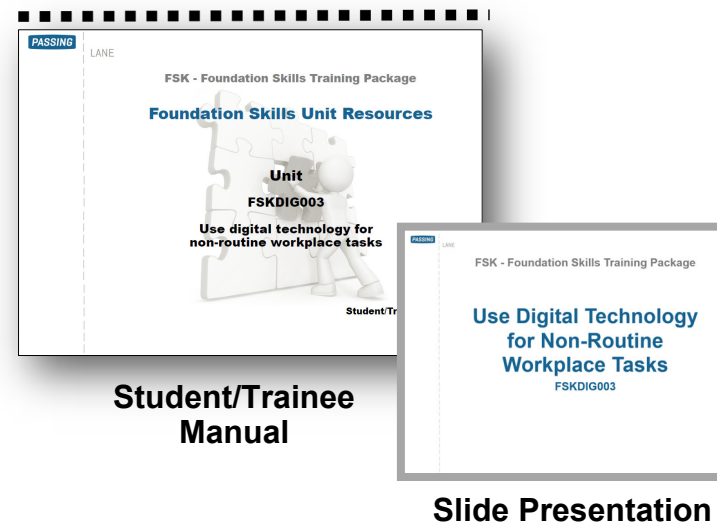
Each Passing Lane unit resource comes with a PowerPoint slide presentation.

Each slide is mapped to a specific page in the Student/Trainee manual.

The slide is only a summary of the manual page content and is used by teachers or trainers as a support training aid in classroom training delivery or online training.

The PowerPoint slide presentation is supplied as a 'Show'.

This means the PowerPoint file has the PowerPoint launch software embedded in the file so the student, trainee, teacher or trainer does not require the PowerPoint application software to view.



## POWERPOINT SLIDE PRESENTATIONS—CONT'D

The slides are initially listed in a **'Table of Contents'** and the slide names in the Table of Contents are **hyperlinked** to the relevant slide.

This allows the teacher or trainer to easily jump ahead to a specific subject or go back where they may have left off earlier.

On the top right hand corner is an icon of the Table of Contents that is **hyperlinked** back to the Table of Contents.

**Table of Contents**

Slide		Slide	
	<b>Section One</b>		<b>Section Three</b>
04	Non-Routine Workplace Task	18	Shutdown or Reset Technology
05	Clarify Task Requirements	19	Review & Evaluate Performance
06	Understand Workplace Task	20	Reviewing Your Performance
07	Appropriate Digital Technology		<b>End of Unit</b>
08	Locate Digital Tech. Info.		
09	Use Technology Safely		
	<b>Section Two</b>		
11	Access & Use Technology		
12	Interpret Info. & Instructions		
13	Adapting Instructions		
14	Comply Security Protocols		
15	Follow Security Protocols		
16	Follow On-Site Etiquette		

**Comply Security Protocols**

Policies and procedures are often found in procedural manuals.

Policies & procedures are in place to ensure compliance with laws.

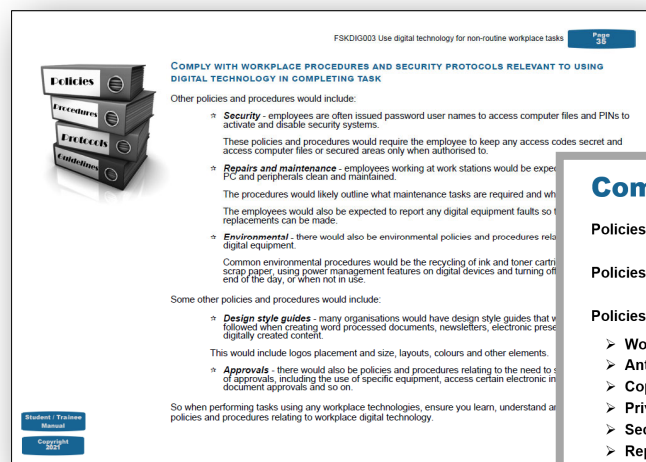
Policies and procedures would include:

- Workplace health and safety (WHS)
- Anti-discrimination
- Copyright
- Privacy
- Security
- Repairs and maintenance
- Environmental
- Design style guides
- Approvals

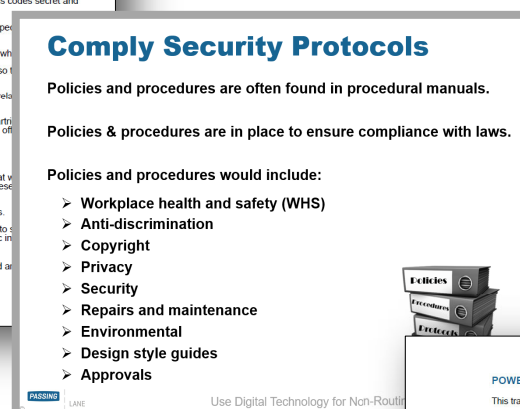
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## POWERPOINT SLIDE PRESENTATIONS—CONT'D

Each slide is 'mapped' to a specific page in the 'Student/Trainee' manual. This mapping is in the Teacher/Trainer manual at the end of the document.



Student/Trainee Manual



Slide Presentation

FSKDIG003 Use digital technology for non-routine workplace tasks Page 68

**POWERPOINT SLIDE PRESENTATION MAPPING**

This training manual is accompanied with a PowerPoint slide presentation, titled the same as this training manual. The following listing is a 'mapping cross-reference' between the Slide Number and the corresponding page number in the 'Student Manual'.

Slide Numbers	Student Manual Page Number
Slide Number 4	Page 12
Slide Number 5	Page 13
Slide Number 6	Page 14
Slide Number 7	Page 19
Slide Number 8	Page 20
Slide Number 9	Page 21
Slide Number 11	Page 28
Slide Number 12	Page 29
Slide Number 13	Page 30
Slide Number 14	Page 34-35
Slide Number 15	Page 36
Slide Number 16	Page 37
Slide Number 18	Page 42
Slide Number 19	Page 44
Slide Number 20	Page 45

Teacher/Trainer Manual Copyright 2021

Teacher/Trainer Manual  
Slide Mapping

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All licences are renewable for a fee or automatically renewed for a full licence period when an available upgrade is purchased.



## LICENCE OVERVIEW—CONT'D

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## MATERIAL MODIFICATIONS

The Passing Lane licence agreement allows the Passing Lane materials to be modified or contextualised to suit the teaching/training environment.

This includes adding or deleting written content, adding school or institution's logos and adding your own pictures or graphics.

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.



## 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.