Key findings

Table 1 Feedback and key findings from consultations

Feedback area	Key findings from consultations
Alignment with the Australian Core Skills Framework (ACSF)	• The FSK Training Package should closely align to the ACSF and, where possible, provide trainers with guidance on how to use the package to improve the core skills of learners.
Robustness of units	• Initial consultation indicated that there is uncertainty around the content and delivery of the Package. While it is important to maintain 'shell' units which can be contextualised to different vocational contexts, the vagueness of learning requirements can result in confusion in delivery.
Employability and digital skills	• RTOs and trainers of Foundation Skills have confirmed that some skills gaps exist in the Package in the areas of digital literacy and employability skills. • There is industry support to avoid duplication in meeting these skills gaps by importing relevant existing units from other Training Packages and allowing FSK units of competency to remain flexible for use in multiple vocational contexts.
Packaging rules of FSK qualifications	• FSK qualifications require more flexibility to cater to individual needs, and to encourage their use in conjunction with other Training Packages. • Having too many core units in FSK qualifications may impose unnecessary training on students already strong in certain foundation skill areas.
Inclusion of industry specific content	• FSK units are being used in isolation and not effectively and widely integrated into other technical qualifications. Industry has confirmed that units should be reviewed to ensure relevance and alignment with industry needs, particularly in numeracy, to align with emerging learning needs in STEM. • Trainers are interested in seeing a more comprehensive bank of units to address Core Skills for Work employability skills which would prepare people for work and equip them with the life skills to be successful in their jobs. To avoid duplication, units from other VET qualifications such as BSB, ICT and FNS should be imported where applicable into the FSK Package to address the skills gaps before new units are created.
Training Package name	• To improve marketability and address confusion about the purpose of FSK training products, changes in the titles of training products have been raised. • Alternative names were considered in open forums by trainers using the Package in various contexts. Some workplace trainers suggested incorporating 'Core Skills', 'For Employment', or 'Work Skills' in the titles to better reflect the vocational skills and employability within FSK qualifications. However, consistently across open forums we heard from most trainers that the problem with marketability is not the name or necessarily perceived stigma – it's how the Package is promoted.
Minimum professional standards	• There was an assertion in consultation that a lack of delivery requirements in the Package has resulted in inconsistent delivery and misinterpretation of the Package. Currently, the units may be delivered by trainers who have completed the TAE40116 - Certificate

Feedback area	Key findings from consultations
	IV in Training and Assessment. There have been questions raised as to whether this requirement is sufficient to ensure appropriate use of the Package, and some associated concerns that enrolments and credibility of the training are being negatively impacted. The potential to introduce minimum professional standards was identified as a result of this feedback, and this was explored with stakeholders throughout consultation. • The delivery of FSK units was identified as a key concern particularly where trainers are not experienced in LLN. Generally, there was consensus that the Foundation Skills Training Package is unique, and requires specific skills and or experience to be delivered effectively. Stakeholders posited that the open, flexible nature of some units within the Package further builds the case for requiring specialist skills. • There was a diversity of views gathered on what qualifies an individual as an 'LLN Specialist.' Many stakeholders argued that the current requirement is not adequate to equip trainers to deliver FSK units, and suggested heightened formal qualification requirements. Conversely, some workplace trainers emphasised the value of practical work experience and the ability to relate to learners above the need for formal qualifications. • In order to address the issues outlined above, it is proposed that the assessor requirement statements in each FSK unit be revised.

Recommendations for changes to training products

The recommendations for changes to the FSK Training Package made in this report are based on the prevailing views of industry representatives, VET sector entities, registered training organisations (RTOs) and subject matter experts consulted from across Australia. The table below provides a summary of the recommendations being made in this report.

Table 1 List of recommendations

#	Recommendation
1	Rewrite RDG, WTG, LRG, DIG, NUM and OCM units to build out robustness of units and incorporate language of the ACSF.
2	Build out Foundation Skills tables in units, where appropriate.
3	Include a case study of South Australia's Up Front Assessment of Need process in the FSK companion volume as an example of how to use FSK.
4	Reduce the number of Core units in FSK qualifications to one Learning unit.
5	Increase the number of electives allowed in both Certificate I qualifications to total 10 and increase the number of electives in the Certificate II to 13.
6	Require at least 2 elective units to be selected from a bank of FSK Numeracy units, and at least 5 electives to be selected from FSK units at the relevant ACSF level for each FSK qualification.
7	List the elective units which align to the qualification's ACSF level (+/- 1 level) within the 3 named FSK qualifications: • Certificate I in Access to Vocational Pathways • Certificate I in Skills for Vocational Pathways • Certificate II in Skills for Work and Vocational Pathways

#	Recommendation
8	Import 19 existing units from other training packages to provide learners with skills in critical thinking, team work, communicating with influence, digital literacy, financial literacy, and life skills in preparation for work.
9	Create 8 new units in Digital Literacy, Learning and Numeracy where there are no suitable units from other Training Packages to address gaps in ACSF levels in the Foundation Skills Training Package.
10	Keep the Foundation Skills Training Package name as it is, but review names of units and codes to better reflect their content.
11	Rather than creating new skill sets within FSK, provide guidance in the Implementation Guide or Companion Volume for industry examples of how FSK units can be used together to achieve a vocational outcome.
12	Revise assessor statement requirements in all FSK units.