

Case for Endorsement

Education

*FSK Foundation Skills
Training Package Release 2.0*

*Prepared on behalf of the Education Industry Reference Committee
by PwC's Skills for Australia*

August 2019

Executive summary

Introduction

This Case for Endorsement outlines the rationale, evidence and industry support for the review of the Foundation Skills (FSK) Training Package.

In particular, this Case for Endorsement demonstrates how the proposed training package components align with the Council of Australian Governments (COAG) Industry Skills Council reforms to Training Packages, and other principles for quality that have informed this training product development work.

As the Skills Service Organisation (SSO) responsible for the FSK Training Package, we are satisfied that there is strong industry support for the proposed modifications to Units of Competency and Qualifications, as well as the creation of several new units. The review seeks to ensure that the FSK Training Package meets the needs of learners and workers across industries and workplaces.

Structure of the report

This report has been developed as part of our training product development work on behalf of, and directed by, the Education Industry Reference Committee (IRC) with substantial early contribution from the Foundation Skills Project Working Group (PWG) during research, industry consultation and training product drafting.

We have structured this report around the required elements of the Case for Endorsement template. These key elements are:

- 1 Administrative details of the Case for Endorsement.
- 2 Description of the work and request for approval.
- 3 Evidence of industry support.
- 4 Industry expectations about training delivery.
- 5 Implementation of the new Training Packages.
- 6 Quality assurance reports.
- 7 Implementation of the COAG Industry Skills Council reforms to Training Packages
- 8 A copy of the full content of the proposed Training Package component(s).

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1 Administrative details

Name of allocated IRC(s)

Education Industry Reference Committee (IRC).

Name of SSO

PwC's Skills for Australia

Training Package components submitted for approval

See Table 1 for endorsable training product components submitted for approval.

Table 1 Training package components submitted for approval

Current code	New code	Training product title	New/ existing training product	Equivalency
Qualifications				
FSK10113	FSK10119	Certificate I in Access to Vocational Pathways	Existing	Not equivalent
FSK10213	FSK10219	Certificate I in Skills for Vocational Pathways	Existing	Not equivalent
FSK20113	FSK20119	Certificate II in Skills for Work and Vocational Pathways	Existing	Not equivalent
Units of Competency				
FSKDIGO1	FSKDIGO01	Use digital technology for short and basic workplace tasks	Existing	Equivalent
FSKDIGO2	FSKDIGO02	Use digital technology for routine and simple workplace tasks	Existing	Equivalent
FSKDIGO3	FSKDIGO03	Use digital technology for non-routine workplace tasks	Existing	Equivalent
FSKLRO1	FSKLRO01	Prepare to participate in a learning environment	Existing	Equivalent
FSKLRO2	FSKLRO02	Identify strategies to respond to short and simple workplace problems	Existing	Equivalent
FSKLRO3	FSKLRO03	Use short and simple strategies for career planning	Existing	Equivalent
FSKLRO4	FSKLRO04	Use short and simple strategies for work-related learning	Existing	Equivalent
FSKLRO5	FSKLRO05	Use strategies to plan simple workplace tasks	Existing	Equivalent
FSKLRO6	FSKLRO06	Participate in work placement	Existing	Equivalent

Current code	New code	Training product title	New/ existing training product	Equivalency
FSKLRG07	FSKLRG007	Use strategies to identify job opportunities	Existing	Equivalent
FSKLRG08	FSKLRG008	Use simple strategies for work-related learning	Existing	Equivalent
FSKLRG09	FSKLRG009	Use strategies to respond to routine workplace problems	Existing	Equivalent
FSKLRG10	FSKLRG010	Use routine strategies for career planning	Existing	Equivalent
FSKLRG11	FSKLRG011	Use routine strategies for work-related learning	Existing	Equivalent
FSKLRG12	FSKLRG012	Apply strategies to plan and manage complex workplace tasks	Existing	Equivalent
FSKLRG13	FSKLRG013	Apply strategies to respond to complex workplace problems	Existing	Equivalent
FSKLRG14	FSKLRG014	Manage strategies for career progression	Existing	Equivalent
FSKLRG15	FSKLRG015	Manage own work-related learning	Existing	Equivalent
N/A	FSKLRG016	Use short and simple strategies to organise highly familiar workplace tasks	New	N/A
N/A	FSKLRG017	Identify simple strategies to respond to familiar workplace problems	New	N/A
N/A	FSKLRG018	Develop a plan to organise routine workplace tasks	New	N/A
FSKNUM01	FSKNUM001	Use beginning whole number skills up to 100 for work	Existing	Equivalent
FSKNUM02	FSKNUM002	Use beginning skills related to time and 2D shapes for work	Existing	Equivalent
FSKNUM03	FSKNUM003	Use whole numbers and halves for work	Existing	Equivalent
FSKNUM04	FSKNUM004	Use basic and familiar metric measurements for work	Existing	Equivalent
FSKNUM05	FSKNUM005	Use familiar 2D shapes for work	Existing	Equivalent
FSKNUM06	FSKNUM006	Use simple and highly familiar spatial information for work	Existing	Equivalent

Current code	New code	Training product title	New/ existing training product	Equivalency
FSKNUM07	FSKNUM007	Use simple data for work	Existing	Equivalent
FSKNUM08	FSKNUM008	Use whole numbers and simple fractions, decimals and percentages for work	Existing	Equivalent
FSKNUM09	FSKNUM009	Use familiar and simple metric measurements for work	Existing	Equivalent
FSKNUM10	FSKNUM010	Use common shapes for work	Existing	Equivalent
FSKNUM11	FSKNUM011	Use familiar and simple spatial information for work	Existing	Equivalent
FSKNUM12	FSKNUM012	Use familiar and simple data for work	Existing	Equivalent
FSKNUM13	FSKNUM013	Construct simple tables and graphs for work	Existing	Equivalent
FSKNUM14	FSKNUM014	Calculate with whole numbers and familiar fractions, decimals and percentages for work	Existing	Equivalent
FSKNUM15	FSKNUM015	Estimate, measure and calculate with routine metric measurements for work	Existing	Equivalent
FSKNUM16	FSKNUM016	Interpret, draw and construct routine 2D and 3D shapes for work	Existing	Equivalent
FSKNUM17	FSKNUM017	Use familiar and routine maps and plans for work	Existing	Equivalent
FSKNUM18	FSKNUM018	Collect data and construct routine tables and graphs for work	Existing	Equivalent
FSKNUM19	FSKNUM019	Interpret routine tables, graphs and charts and use information and data for work	Existing	Equivalent
FSKNUM20	FSKNUM020	Use familiar, routine functions of a calculator for work	Existing	Not-equivalent
FSKNUM21	FSKNUM021	Apply an expanding range of arithmetical calculations for work	Existing	Equivalent
FSKNUM22	FSKNUM022	Use ratios, rates and proportions for complex workplace tasks	Existing	Equivalent
FSKNUM23	FSKNUM023	Estimate, measure and calculate measurements for work	Existing	Equivalent

Current code	New code	Training product title	New/ existing training product	Equivalency
FSKNUM24	FSKNUM024	Use geometry to draw 2D shapes and construct 3D shapes for work	Existing	Equivalent
FSKNUM25	FSKNUM025	Use detailed maps to plan travel routes for work	Existing	Equivalent
FSKNUM26	FSKNUM026	Read, interpret and use detailed plans, drawings and diagrams for work	Existing	Equivalent
FSKNUM27	FSKNUM027	Collect, organise and interpret statistical data for work	Existing	Equivalent
FSKNUM28	FSKNUM028	Use routine formulas and algebraic expressions for work	Existing	Equivalent
FSKNUM29	FSKNUM029	Use introductory graphical techniques for work	Existing	Equivalent
FSKNUM30	FSKNUM030	Use common functions of a scientific calculator for work	Existing	Equivalent
FSKNUM31	FSKNUM031	Apply specialised mathematical calculations for work	Existing	Equivalent
FSKNUM32	FSKNUM032	Use and calculate with complex measurements for work	Existing	Equivalent
FSKNUM33	FSKNUM033	Collect, organise and analyse statistical data for work	Existing	Equivalent
FSKNUM34	FSKNUM034	Use and apply concepts of probability for work	Existing	Equivalent
FSKNUM35	FSKNUM035	Use algebraic and graphical techniques to analyse mathematical problems for work	Existing	Equivalent
FSKNUM36	FSKNUM036	Use trigonometry for work	Existing	Equivalent
FSKNUM37	FSKNUM037	Use introductory matrices for work	Existing	Equivalent
FSKNUM38	FSKNUM038	Use introductory vectors	Existing	Equivalent
FSKNUM39	FSKNUM039	Use introductory calculus for work	Existing	Equivalent
N/A	FSKNUM040	Identify and interpret common chance events for work	New	N/A
N/A	FSKNUM041	Use chance and probability calculations for work	New	N/A

Current code	New code	Training product title	New/ existing training product	Equivalency
FSKOCM01	FSKOCM001	Participate in highly familiar spoken exchanges	Existing	Equivalent
FSKOCM02	FSKOCM002	Engage in short and simple spoken exchanges at work	Existing	Equivalent
FSKOCM03	FSKOCM003	Participate in familiar spoken interactions at work	Existing	Equivalent
FSKOCM04	FSKOCM004	Use oral communication skills to participate in workplace meetings	Existing	Equivalent
FSKOCM05	FSKOCM005	Use oral communication skills for effective workplace presentations	Existing	Equivalent
FSKOCM06	FSKOCM006	Use oral communication skills to participate in workplace teams	Existing	Equivalent
FSKOCM07	FSKOCM007	Interact effectively with others at work	Existing	Equivalent
FSKOCM08	FSKOCM008	Use oral communication skills to facilitate workplace negotiations	Existing	Equivalent
FSKOCM09	FSKOCM009	Use oral communication skills to facilitate workplace meetings	Existing	Equivalent
FSKOCM10	FSKOCM010	Use oral communication skills for complex workplace presentations	Existing	Equivalent
FSKOCM11	FSKOCM011	Use oral communication skills to facilitate complex workplace team interactions	Existing	Equivalent
N/A	FSKOCM012	Use oral communication skills to participate in workplace negotiations	New	N/A
FSKRDG01	FSKRDG001	Recognise extremely short and simple workplace signs and symbols	Existing	Equivalent
FSKRDG02	FSKRDG002	Read and respond to short and simple workplace signs and symbols	Existing	Equivalent
FSKRDG03	FSKRDG004	Read and respond to short and simple workplace information	Existing	Equivalent
FSKRDG04	FSKRDG004	Read and respond to short and simple workplace information	Existing	Equivalent

Current code	New code	Training product title	New/ existing training product	Equivalency
FSKRDGo5	FSKRDGo05	Read and respond to simple and familiar workplace procedures	Existing	Equivalent
FSKRDGo6	FSKRDGo06	Read and respond to simple informal workplace texts	Existing	Equivalent
FSKRDGo7	FSKRDGo07	Read and respond to simple workplace information	Existing	Equivalent
FSKRDGo8	FSKRDGo08	Read and respond to information in routine visual and graphic texts	Existing	Equivalent
FSKRDGo9	FSKRDGo09	Read and respond to routine standard operating procedures	Existing	Equivalent
FSKRDGo10	FSKRDGo10	Read and respond to routine workplace information	Existing	Equivalent
FSKRDGo11	FSKRDGo11	Read and respond to complex workplace information	Existing	Equivalent
FSKRDGo12	FSKRDGo12	Read and respond to highly complex workplace information	Existing	Equivalent
FSKWTGo1	FSKWTGo01	Complete personal details on extremely simple and short workplace forms	Existing	Equivalent
FSKWTGo2	FSKWTGo02	Write short and simple workplace formatted texts	Existing	Equivalent
FSKWTGo3	FSKWTGo03	Write short and simple workplace information	Existing	Equivalent
FSKWTGo4	FSKWTGo06	Write simple workplace information	Existing	Equivalent
FSKWTGo5	FSKWTGo05	Write simple workplace formatted texts	Existing	Equivalent
FSKWTGo6	FSKWTGo06	Write simple workplace information	Existing	Equivalent
FSKWTGo7	FSKWTGo09	Write routine workplace texts	Existing	Equivalent
FSKWTGo8	FSKWTGo08	Complete routine workplace formatted texts	Existing	Equivalent
FSKWTGo9	FSKWTGo09	Write routine workplace texts	Existing	Equivalent
FSKWTGo10	FSKWTGo10	Write complex workplace texts	Existing	Equivalent
FSKWTGo11	FSKWTGo11	Write highly complex workplace texts	Existing	Equivalent

The above draft training products have been independently verified as meeting the requirements of the *Standards for Training Packages* and reviewed and approved by the Education IRC.

Table 2 Total number of proposed changes

Total proposed changes to training products	Number of training products
Units to be created	6
Units to be updated	88
Units to be superseded into other training products	3
Units to be deleted	0
Qualifications to be updated	3

Case for Change details

The Project's Case for Change was established as a result of initial research and consultations outlined in the 2016 Education Industry Skills Forecast and Proposed Schedule of Work (formerly the 4-Year Work Plan). The Case for Change called for a complete review of the Foundation Skills Training Package. The AISC endorsed the Case for Change on the 17th November 2016.

Activity Order details

Reference number: PwC/TPD/2016–17–002

Date executed: 22 December 2016

Scope of Activity Order:

- Full review of the FSK Foundation Skills Training Package to address identified shortfalls in the current training products stemming from industry concern regarding:
 - insufficient language, literacy and numeracy (LLN) skills in the workplace;
 - concerns that the VET trainers and assessors are not adequately equipped to deliver Foundation Skills training; and
 - a lack of alignment of Foundation Skills components (qualifications and units of competency) to the Australian Core Skills Framework (ACSF).
- The AISC requires that this work consider current government policy developments underway in relation to foundation skills (including the proposed review of the Foundation Skills Strategy for Adults and the training products review work being led by Victoria).
- In addition, the AISC noted that some of the issues identified in the Foundation Skills Business Case relate to:
 - matters of delivery and require advice from the IRC on any recommended delivery measures, associated risks and how these risks may be mitigated, and
 - the need for minimum professional standards and required advice from the IRC about the interaction between this issue and the implementation of the new TAE requirements around LLN delivery.

2 Description of work and request for approval

2.1 Description of work being undertaken and why

There is a critical demand for Foundation Skills in Australia. This demand was highlighted in the 2016 National Foundation Skills Strategy for Adults (the Strategy), which found that there are low levels of language, literacy and numeracy (LLN) skills in the Australian workforce and identified a growing need for Foundation Skills development in Australia's workforce. The Strategy sets out a ten-year framework to improve education and employment for individuals with low levels of foundation skills. The Foundation Skills Training Package has a crucial role to play in supporting the success of the Strategy through the development and enhancement of the foundation skills of individuals undertaking Vocational Education and Training.

It was highlighted in consultations, however, that the Package requires review and changes to address a number of issues that hinder the success of Package in providing foundation skills to learners across industries. Issues with the current Training Package include:

- Lack of representation of some foundation skills resulting in skills gaps in the Training Package;
- Inconsistencies in delivery stemming from lack of detail in Units of Competency;
- Duplication of content in some Units of Competency;
- Inflexible structure of qualifications; and
- The need for clarity of learning outcomes in each unit.

The objective of this project is to undertake a holistic review the Foundation Skills Training Package and ensure that the qualifications and units of competency appropriately cater for the foundation skills needs of learners and workers across all industries.

2.2 Request for approval

The decision being sought from the AISC is to approve the review of 88 Units of Competency, creation of 6 new Units of Competency, and review of 3 qualifications. These are reflected in Table 1 above. This Case for Endorsement is approved by the Education IRC with the support of the FSK Project Working Group (PWG).

All components submitted for endorsement have been developed and reviewed in accordance with the *Standards for Training Packages 2012*, the *Training Package Products Policy 2012* and the *Training Package Development and Endorsement Policy 2016*.

Evidence of consultation with states and territories, and evidence that the views of key stakeholders have been considered in the development of these recommendations, is provided in Section 3 of this document. The recommendations for training product development are based on analysis of the feedback we received throughout consultation with industry, and informed by experts on the PWG and IRC.

3 *Evidence of industry support*

3.1 *Evidence of IRC support*

The Education IRC supports the submission of the training package components detailed in this Case for Endorsement.

Education IRC Chair:

Andrew Shea

Signature and Date:



15 July 2019

3.2 *Evidence of consultation with relevant stakeholders*

Throughout consultation, keeping industry feedback at the centre of training product development has been paramount. A number of guiding principles informed the consultation and training product development process for this project:

- 1 Be industry-led;
- 2 Encourage broad and transparent consultation across a range of jurisdictions, regions and industry sectors, ensuring that stakeholders have the opportunity to contribute their opinions;
- 3 Identify skill needs across multiple industries and respond quickly to industry skills needs and priorities;
- 4 Be efficient and cost-effective; and
- 5 Produce high quality and independently validated training products.

A list of stakeholders consulted over the course of project work can be found in Appendix B.

Project Working Group

Following approval of the Case for Change, a Project Working Group (PWG) was established consisting of industry and RTO experts with the purpose of guiding the consultation process and ensuring that industry skills needs and priorities are met. An Education IRC member was also appointed as a dedicated project sponsor to guide the project and ensure training product development work proceeded under the direction of the Education IRC.

The PWG met a number of times during the course of research, consultations and training product development work. The purpose of these meetings was for PWG members to offer specialised input, to discuss key consultation feedback and to consider recommendations in response to that feedback. In addition to these scheduled meetings, we consulted PWG members on an ongoing basis regarding key issues and to seek feedback on documents.

Consultation with other relevant stakeholders

Consultation approach

Six key types of consultation were used to build on prior research and consultations undertaken in development of the Education Industry Skills Forecast and Proposed Schedule of Work (formerly 4-Year Work Plan), and the Project Case for Change. In addition to the establishment of a dedicated project working group comprising Education experts, consultation was also undertaken in the form of open forums, webinars, public surveys and targeted consultations across the nation.

It is noted that, whilst FSK training components support vocational outcomes, the delivery of FSK materials is undertaken by trainers and assessors with foundation skills expertise. As a result, the consultation process aimed to canvass these individuals delivering and directly engaged with foundation skills as they were considered to be best placed to provide insights and feedback. However, broader industry feedback from a broad range of FSK users was also sought and included where relevant.

Targeted interviews

Throughout the project we held targeted consultations with key stakeholders who were identified by PWG members, IRC members, other consultation participants or through PwC's own network of contacts. Consultations were held via telephone or in-person interviews. Refer to Appendix B for a list of stakeholders interviewed for this project.

Open forums

A series of open forums were held in various capital cities in 2017. The forums were open to the public and designed as a way to work interactively with participants to explore key questions relating to potential changes to the in scope FSK Units of Competency and qualifications. Table 3 provides a list of the open forums and attendance numbers.

Table 3 Open forum consultations

Event	Date and Time	Number of Participants
Open forum Brisbane	February 15 2017 @ 9:00 am - 12:00 pm	12
Open forum Hobart	February 20 2017 @ 9:00 am - 12:00 pm	6
Open forum Melbourne	February 21 2017 @ 2:00 pm - 5:00 pm	20
AWPN Newcastle	February 24 2017 @ 9:00 am – 11:00 am	15
Open forum Perth	March 3 2017 @ 9:00 am - 12:00 pm	4
Open forum Canberra	March 8 2017 @ 9:00 am - 12:00 pm	4
Open forum Alice Springs	March 14 2017 @ 12:30 pm - 3:15 pm	6
Open forum Darwin	March 15 2017 @ 9:00 am - 12:00 pm	14
Open forum Sydney	March 29 2017 @ 9:00 am - 12:00 pm	19
Open forum Adelaide	April 10 2017 @ 9:00 am - 12:00 pm	16
Certificate for General Education for Adults(CGEA) Network	April 27 2017 @ 10:00 am – 11:30 am	15

Webinar

To cater for those unable to attend the open forums, an online webinar was held on the 10th March 2017. The materials presented in the webinar informed participants on findings to date with several polls to assess the level of agreement to questions posed in the open forums. Chat functionality was also available for participants to provide additional input and all poll results and chat logs were documented and have been considered in our recommendations. There were 17 participants who took part in the FSK webinar.

Online survey

Two surveys were conducted and open to the public via the PwC's Skill for Australia website to provide feedback on the in scope qualifications. The first survey was built into the registration process for open forums in order to ascertain the issues which were important to open forum attendees. The second survey, the Training Product Improvement survey, was developed and open to the public to complement subject matter discussed and workshopped in the open forums. There were 167 respondents to the registration survey and 51 respondents to the Education Project component of the Training Product Improvement survey. All responses have been documented and have been considered in our recommendations.

Draft training product review

The FSK draft training products were published on the Skills for Australia website in two batches. The three qualifications and the reading, writing, oral communication, learning, and digital units were online from the 12th of November 2018 to the 7th of January 2019. The numeracy units were online from 19th of November 2018 to the 7th of January 2019.

The purpose of publishing the training products was to ensure stakeholders could review and comment on the ways in which the feedback we received during consultation had been reflected in the proposed training product changes. During the consultation period, our Education webpage received 639 unique page views.

We also sent emails alerting stakeholders that the draft training products were available for review on our website. These emails were distributed to and by our IRC Members, STA networks and our website subscribers. During this time, the first batch (reading, writing, oral communication, learning, digital, and the qualifications) of training components were downloaded 313 times, and the second batch (numeracy) were downloaded 169 times.

Engagement with State/Territory Training Authorities

State and Territory Training Authorities (STTAs) were engaged on several occasions throughout the research, consultation and training product development process. All STTAs were consulted, and many provided feedback at multiple points:

- Case for Change consultations
- Consultations and other industry engagement methods
- Draft training products published on our website in November 2018 – January 2019
- Draft training package components, including this Case for Endorsement and accompanying materials, were provided to the STAs in April-May 2019.

Support for the Case for Endorsement was received from the following STAs: Western Australia, Queensland, New South Wales, Northern Territory, Tasmania, and South Australia. It is noted that whilst South Australia supported the submission of the Case for Endorsement, it requested a comment be noted. The Victorian STA requested a report by exception be included.

South Australia

The South Australian State Training Authority provides support for the Case for Endorsement. However the following points are put forward for consideration.

Firstly, given the change to Assessor requirements in the units of competency, it is suggested that:

- The Education IRC request the AISC, that ASQA extends the transition period for the FSK Training Package from the normal 12 months to 18 months, thereby allowing trainers and assessors to upgrade their credentials;
- Staff can deliver the replacement units during the transition period while under supervision of a compliant assessor. The precedent for this has been set by the extended period for trainers and assessors to upgrade their TAE.

Secondly, the replacement FSK qualifications are non-equivalent. The replacement qualifications, with new training package rules, still include core and elective units which are equivalent, while offering more practical choices of units to support the learning needs of the student. There will be an impact for RTOs in those jurisdictions who rely on these qualifications to support learners either in the workplace or in vocational training. While each jurisdiction will need to consider how it will support implementation, it would be important that the AISC requests ASQA to lessen the financial burden to RTOs who already have the qualifications on scope so that they can continue to deliver from the training package. There are just over 640 RTOs with FSK on scope, just over 10% of all RTOs. Given the unique nature of this training package and the intent of all jurisdictions to support the objectives of the National Foundation Skills Strategy (2102) this would be a reasonable approach, to support RTOs who have already undergone an application to ASQA, invested in staff and resources to deliver a training package that does not necessarily provide a return on investment. It is developed to enable learners.”

Victoria

At each point throughout the consultation and Case for Endorsement process, the Education IRC has taken steps to ensure genuine efforts were made to accommodate and incorporate the Victorian STA’s feedback on the Case for Endorsement as a whole and, in particular, the proposed new assessor statement.

However, despite these attempts, the Victorian STA has indicated it remains unwilling to support this Case for Endorsement and has requested the inclusion of a report by exception. The content of this report is included within Appendix C.

The IRC holds that the request from the Victorian STA to revise the assessor statement and exclude the additional requirement for the TAE Skill Set or a higher level qualification – as outlined in the report by exception – does not accord with industry feedback. It is the IRC’s view that adding the additional requirement to the assessor statement provides the most appropriate balance between calls from industry for increased professional requirements for FSK trainers and assessors, and the need to ensure the supply of FSK assessors is not limited by significant professional requirements.

As such, the IRC believes the approach taken to the assessor statement is one supported by industry at a national level and the approach that will best maximise vocational outcomes for learners.

Dissenting views expressed during consultation

Throughout consultation there was strong industry support for the review of the Foundation Skills Training Package, however, some dissenting views regarding specific facets of the Training Package were raised. Each of the views below was discussed at length with the PWG and IRC to confirm an agreed approach and ensure that the Training Package meets the needs of all industries that draw upon foundation skills.

ACSF pre-level 1 units: The relevance and appropriateness of existing FSK units that align to the Australian Core Skills Framework (ACSF) at pre-level 1 were discussed throughout consultation and in the PWG. It was noted by some stakeholders that ACSF pre-level 1 units do not belong in the FSK Training Package and should be deleted as the units don’t align well to vocational outcomes, given the extremely limited core skills that the units cover. However, a number of other stakeholders commented that the pre-level 1 units serve a purpose in the Training Package, particularly as a stepping stone for learners that require additional foundation skill development before moving into further vocational education. This feedback is supported by the substantial number of enrolments in some of the pre-level 1 units.

Stakeholders also noted that removing the units from the Training Package would have negative consequences for RTOs that have included the units in a range of courses, included accredited courses. RTOs with the pre-level 1 units on scope were contacted to confirm the above, with feedback clearly indicating that the units serve a purpose and should remain in the Training Package. On this basis, it was agreed that the existing six pre-level 1 units of competency would not be deleted from the Training Package.

ACSF level 4 and 5 units: Feedback was provided by some stakeholders that the FSK units aligned to ACSF levels 4 and 5 should not be listed within the Certificate II qualification. ACSF 4 and 5 aligned units had previously been “orphan” units within the Training Package and the proposal was to insert them into the Certificate II. However, some stakeholders felt that doing this compromised the integrity of the AQF level as a learner could undertake a number of units that are more complex than the AQF level of the qualification.

Whilst this situation is acknowledged, the Training Products Policy does not allow orphan units, therefore, to sit the units outside the qualifications structure renders the Training Package non-compliant. Additionally, it was reiterated throughout consultation that the nature of FSK means that learners are likely to undertake units from a variety of ACSF levels in order to build out specific core skills in accordance with their “spiky profile”. Therefore, the inclusion of a number of higher level units within a lower level qualification is not unfounded and reflects the needs of learners. On this basis the IRC made the decision to maintain the higher level units within the Certificate II.

Unit titles: Some stakeholders provided feedback throughout consultation that the titles of particular FSK units should be changed as they use words, such as simple or routine, that diminish the value of the task encompassed within the unit. This is recognised as a potential interpretation, however, the wording has been specifically used to align the units to the ACSF and support learners, trainers and employers understand the parameters of the units in relation to the ACSF. On this basis, it was confirmed that the titles of the units should remain aligned to the ACSF. It should be noted that greater detail regarding the specifics of the units can now be found in the revised application statement for each unit.

Assessor statement: There was significant discussion in consultation regarding the professional requirements of individuals assessing the FSK training products. It was noted by stakeholders that the delivery of foundation skills should require a higher level of training expertise than other vocational units. There were a range of opinions on this matter, with discussions about the appropriate education level of a trainer and assessor ranging up to AQF level 7 (Bachelors). This issue was discussed at numerous IRC meetings and PWG meetings, with additional feedback sought from stakeholders following the online training product review period.

There was significant support for increasing the training level of an assessor to the Diploma level. However, feedback from stakeholders in regional and remote areas raised concerns over this increase, noting that access to trainers and assessors with a Diploma was difficult in non-urban locations, thus, the delivery of FSK would be hindered, if not completely barred, in regional and remote areas if the requirement was implemented. It was noted that learners in these areas, particularly in Indigenous communities, are some of the learners that most need additional foundation skills, thus, preventing them from accessing the units in this manner would present a considerable equity issue.

On the basis of the above, it was decided that the TAE00009 Address Foundation Skills in Vocational Practice Skill Set was an appropriate balance between the industry desire to increase the minimum professional standards for FSK assessment, and the need to ensure learners are not blocked from the market by limiting the supply of assessors. This is reflected in the final dot point of the assessor statement. However, it is noted that this final dot point gives assessors the option to hold higher level education qualifications, instead of the Skill Set. This option was included following feedback that the majority of foundation skills trainers and assessors already hold higher level qualifications, thus, requiring RTOs to map these qualifications back to the skill set would be an undue burden. Giving this second option and providing the example qualifications reduces this issue.

The proposed assessor statement reads as follows:

Assessors must:

- *satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards, and*
- *have sound knowledge of the ACSF and performance features of the ACSF level being assessed, and*
- *have demonstrable expertise, knowledge and skills in the vocational contextualisation and assessment of the core skill, and*
- *have completed the following or equivalent:*

- *TAESS00009 Address Foundation Skills in Vocational Practice Skill Set; or*
- *a higher level education qualification, such as:*
 - *TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice (and its equivalent TAE70111); or*
 - *Bachelor of Education, Graduate Certificate or Graduate Diploma of Education, or higher. This may include qualifications relating to TESOL, adult education or vocational education.*

4 Industry expectations about training delivery

4.1 Industry advice on training delivery

Additional advice about training delivery appears in the Foundation Skills Companion Volume Implementation Guide (Version 2.0).

4.2 Industry advice on traineeships and apprenticeships

The changes proposed in this Case for Endorsement are not expected to have an impact on the use of traineeships and/or apprenticeships, as confirmed with industry.

5 Implementation of the new Training Package

Timing of implementation

It is anticipated that this Case for Endorsement will be tabled at the June 2019 AISC meeting, with the potential for training products to be uploaded to the National Register in October 2019, pending AISC approval.

Implementation management strategy

The new training products will need to be brought to the attention of Registered Training Organisations (RTOs) and industry participants. It will be particularly important to work with RTOs and IRCs to assist them to understand how the revised and new materials can be imported into existing vocational qualifications to enhance existing training products. We have developed a strategy for communicating updates in the event of AISC approval. This includes:

- communications to all RTOs with a qualification on scope that is affected by changes made within this project
- updates on the PwC's Skills for Australia website
- email sent directly to all PwC's Skills for Australia subscribers to the Education webpage to inform them of the changes
- email sent to all organisations and individuals engaged throughout this consultation process, including STTAs, employers, RTOs and peak bodies
- PwC's Skills for Australia team to be present at relevant industry conferences and events to communicate the changes and encourage industry-wide awareness.

We believe there is also opportunity to provide advice, information and case study examples of how Foundation Skill units can be imported and contextualised and to share stories of successful implementation to promote uptake across multiple industries.

Licensing requirements

There are no licensing requirements or occupational requirements identified as being relevant to this review.

Funding implications

We are not aware of any particular State and Territory funding arrangements that will be affected by the review of the Training Package.

Additional implementation considerations

The Companion Volume for the 2013 release of the Training Package included an Appendix titled "Factors affecting delivery and assessment". The content in the Appendix was included to assist practitioners delivering and assessing units in the FSK Training Package by providing specific information relevant to each unit. The material in this appendix has largely been incorporated into the revised FSK units as part of the requirement to build out the units to provide further information for trainers. Therefore, there is no need for the Appendix moving forward and it has not be included as an appendix document to the new Companion Volume 2.0.

6 Quality assurance reports

6.1 Independent Quality Reports

Independent Quality Reports, including an Editorial Report, an Equity Report, and a Quality Report have been included as part of this Case for Endorsement. Refer to Appendix C for a copy of the final reports.

The reports attest to there being a quality-assured Companion Volume Implementation Guide prepared. PwC's Skills for Australia confirms that this Guide will be available on VETNet following publication of Release 2.0 of the Foundation Skills Training Package on the National Register.

Table 4 Summary of quality assurance reports

Editorial & Equity Reports	Quality Report
Final editorial and equity reports prepared by Anna Henderson. See Appendix D for a copy of these reports.	Final quality report prepared by Bernadette Delaney. See Appendix D for a copy of this report.

6.2 SSO Declaration

Throughout consultation, PwC's Skills for Australia have sought to place the needs of industry at the heart of our review. We have also ensured that the proposed training package components we have developed as a result of our consultation with multiple industry sectors meet the requirements of:

- The Standards for Training Packages 2012
- Training Package Products Policy
- Training Package Development and Endorsement Process Policy.

6.3 Companion Volume Implementation Guide

The Foundation Skills Companion Volume Implementation Guide (Version 2.0) has been prepared and will be available on VETNet following the release of the training products on the National Register.

6.4 Declaration of having met the Training Package Quality Principles

The table below provides a statement of evidence compiled by PwC's Skills for Australia that the draft training package components meet the Training Package Quality Principles.

Table 5 Evidence of adherence to the Training Package Quality Principles

Principle	Comments
1. Reflect identified workforce outcomes	<ul style="list-style-type: none"> • The conduct of our enquiry, as outlined in Section 3.1 of this report, has ensured that industry needs have been at the heart of our training product development work. • Training package components have been revised, and new components created, to meet foundation skill needs in job roles across various industries. • Training package components have been developed with reference to current and emerging trends identified through the consultations with multiple industries and stakeholders.

2. Support portability of skills and competencies including reflecting licensing and regulatory requirements	<ul style="list-style-type: none"> • Training package components have been developed to be industry agnostic so that they can be used to promote the portability of workers and skills across a range of industries. • No licensing or regulatory requirements have been impacted by the proposed modifications to training package components listed in this Case for Endorsement.
3. Reflect national agreement about the core transferable skills and core job-specific skills required for job roles as identified by industry	<ul style="list-style-type: none"> • Central to the FSK Training Package is the premise that the units must be transferrable and relevant across industries. This has been borne in mind throughout the entirety of the project. • Our consultations have included stakeholders from national and multi-national employers, peak bodies, national RTOs and other subject matter experts, ensuring that the national and international transferability of skills is inherent in the proposed training products.
4. Be flexible to meet the diversity of individual and employer needs, including the capacity to adapt to changing job roles and workplaces	<ul style="list-style-type: none"> • Training products have been developed to ensure appropriate levels of units are available for different learner requirements and job roles, and match different foundation skill needs. • The training products have been specifically designed to be industry agnostic and, therefore, support a learner's capacity to adapt to changing job roles and workplaces.
5. Facilitate recognition of an individual's skills and knowledge and support movement between the school, vocational education and higher education sectors	<ul style="list-style-type: none"> • Training products have been written in an industry-agnostic manner, which will continue to support an individual's transition between education sectors, industries or job roles.
6. Support interpretation by training providers and others through the use of simple, concise language and clear articulation of assessment requirements	<ul style="list-style-type: none"> • The content of the units have been developed in consultation with industry, trainers and assessors, and foundation skills experts, ensuring that language used is relevant to workplaces and is easily understood in a training context. • All units have been built out to be more specific and include greater content and guidance for trainers. This will ensure more consistent learning outcomes.

7 Implementation of COAG Industry Skills Council reforms to Training Packages

7.1 Alignment with the COAG ISC reforms to Training Packages

Table 6 Evidence of alignment with the COAG Industry Skills Council reforms to Training Packages

Principle	Evidence
1. Ensure obsolete and superfluous qualifications and units are removed from the system	<ul style="list-style-type: none"> All units were reviewed to determine their role and relevance to foundation skills. This resulted in several units being combined in the reading and writing core skill streams.
2. Ensure that more information about industry's expectations of training delivery is available to training providers to improve their delivery and to consumers to enable more informed course choices	<ul style="list-style-type: none"> Training products have been clearly titled, with codes clearly signifying the intended core skill application of these units of competency, and titles linked to outcomes and/or to specific skills, enabling consumers without an in-depth understanding of the VET system to make more informed course choices. A Companion Volume Implementation Guide will accompany the FSK Training Package Release 2.0 and support implementation of training across a range of settings.
3. Ensure that the training system better supports individuals to move easily from one related occupation to another	<ul style="list-style-type: none"> By design, FSK training products support the movement of learners and workers through the training and employment system by providing them with core foundation skills that are inherent to all job roles.
4. Improve the efficiency of the training system by creating units that can be owned and used by multiple industry sectors	<ul style="list-style-type: none"> Training package components have been developed so they are applicable across job roles and across industries wherever possible. For example, units were amended to ensure that the foundation skill could be applied to any industry.
5. Foster greater recognition of skill sets	<ul style="list-style-type: none"> There were no skill sets created in this review, nor do any skill sets exist within the FSK Training Package.

7.2 Evidence of alignment with work assigned by the AISC

The AISC commissioned PwC's Skills for Australia to:

- Undertake a full review of the FSK Training package to address identified shortfalls in the current training products
- Consider current government policy developments in relation to foundation skills
- Consider additional issues identified in the Foundation Skills Business Case relating to:
 - matters of delivery and require advice from the IRC on any recommended delivery measures, associated risks and how these risks may be mitigated, and

- the need for minimum professional standards and required advice from the IRC about the interaction between this issue and the implementation of the new TAE requirements around LLN delivery.

Following the execution of the Activity Order, we have undertaken significant stakeholder consultation to ensure the revised FSK Training Package aligns with the needs of industry. A review of all training products within the Package has been undertaken, with a key focus on aligning the units to the ACSF and building out content in the units to ensure consistency of delivery. Throughout this review process, consideration has been given to government policies that impact this space, in particular, movements with the Programme for the International Assessment of Adult Competencies (PIAAC).

In regards to the minimum professional standards for delivery of FSK training components, this was discussed and considered throughout the entirety of the Case for Endorsement process. Whilst it was ultimately determined that minimal changes would be made to the existing assessor statement, this stemmed from significant consultation and discussion.

7.3 Evidence that training components are prepared for publication

All draft training package components and updated Foundation Skills Companion Volume Implementation Guide (Version 2.0) are included as attachments and are ready for publication, subject to the AISC's approval of this Case for Endorsement.

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Appendix A Consultation findings

This section provides a summary of the key consultation findings for this project.

Table 7 Consultation findings

Feedback area	Key findings from consultations
Alignment with the Australian Core Skills Framework (ACSF)	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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.
Skills gaps	<ul style="list-style-type: none"> RTOs and trainers of Foundation Skills have confirmed that some skills gaps exist in the Package in the areas of numeracy, oral communication and learning. These should be built out with new Units of Competency.
Duplication of training content	<ul style="list-style-type: none"> Some units in the reading and writing core skill streams at the lower ACSF levels significantly overlap in content and process. These units should be combined to prevent duplication in the Training Package.
Packaging rules of FSK qualifications	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 vocational units in the FSK qualifications. This could be addressed by importing vocational units into the qualifications, or by allowing the selection of vocational units in the packaging rules of each qualification.
Training Package name	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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. There have been questions raised as

Feedback area	Key findings from consultations
	<p>to whether the assessor requirements outlined in the Standards for RTOs 2015 are sufficient to ensure appropriate use of the Package. The potential to introduce additional minimum professional standards was identified as a result of this feedback, and this was explored with stakeholders throughout consultation.</p> <ul style="list-style-type: none"> • 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.

Appendix B Stakeholders consulted

This section provides a summary of the Education IRC membership, PWG membership and stakeholders consulted for this project.

Education IRC membership

The table below provides an overview of the Education IRC membership that approved and submitted this Case for Endorsement.

Table 8 Education Industry Reference Committee members

Name	Organisation	Title	IRC role
Andrew Shea	Australian Council for Private Education and Training (ACPET)	Director - Victoria	IRC Chair
Elisa Uyen	Pivot Institute	CEO	IRC Deputy Chair
Berwyn Clayton	Victoria University	Emeritus Professor, College of Arts and Education	IRC Member
Chris Butler	Enterprise RTO Association	President	IRC Member
Christine Robertson	TAFE Directors Australia	Deputy Chair	IRC Member
Daniella Mayer	Australian Council for Adult Literacy (ACAL)	Vice-President	IRC Member
Daryl Sutton	Victorian Curriculum & Assessment Authority (VCAA)	Manager - Vocational Education	IRC Member
David Tout	Australian Council for Educational Research (ACER)	Manager - VET and Senior Researcher	IRC Member
Erica Smith	Federation University	Professor and Personal Chair in Vocational Education and Training	IRC Member
Jenny Fitzgibbon	Training that FITZ	Manager/Consultant	IRC Member
Jo Pyne	TAFE Queensland	General Manager	IRC Member
Paolo Damante	Australian Industry Group	Senior Policy Officer, Education and Training	IRC Member
Robyn Culbert	Salvation Army	Quality Education Manager, Eva Burrows College	IRC Member
Sandra Walls	Box Hill Institute	Acting Executive Director Academic Affairs (VET and HE)	IRC Member

Foundation Skills Project Working Group (PWG) membership

Following approval of the Case for Change, a Project Working Group (PWG) was established consisting of industry and RTO experts with the purpose of guiding our consultation process and ensuring that industry skills needs and priorities were being met. An Education IRC member was also appointed as a dedicated project sponsor to guide the project and ensure training product development work proceeded under the direction of the Education IRC.

Table 9 Foundation Skills Project Working Group members

Individual	Role	Organisation
David Tout	Manager – VET and Senior Researcher. Project working group lead	Australian Council for Educational Research (ACER)
Jenni Anderson	President	Australia Council for Adult Literacy
John Dwyer	Compliance Consultant/Trainer	VELG Training
Juliana Fitzpatrick	Senior Program Officer	Department of Further Education, Employment, Science and Technology (DFEEST)
Kim Davis	Senior Project Manager	Batchelor Institute
Isabel Osuna-Gatty	Senior Lecturer	Batchelor Institute
Linda Simon	Consultant and lecturer	WAVE, Charles Sturt
Michael Taylor	Policy and Projects Manager, Education and Training	Australian Industry Group
Tina Berghella	Director	Oggi Consulting
Yvonne Webb	Industry Engagement Officer	Industry Skills Advisory Council NT

Stakeholders consulted

Table 10 Stakeholders consulted for the Foundation Skills project

Name	Job Title*	Organisation*
Agu John	Cabinet maker	N/A
Akbar Premani	Managing Director	IT Futures
Aliia Dorohokuplia	Trainer/Assessor	Batchelor Institute
Amanda Fairweather	Industry Engagement Officer	ASQA
Amy Rosman	ISO	ISACNT
Andre Brady	Trainer/Assessor	Central Regional TAFE
Angelique Aksenoff	Associate Director RMG	ASIC
Anita Roberts	Project Coordinator	Louise Wignall Consulting
Ann Irving	Manager	Chisholm Institute
Anna Henderson	Executive Director	BSV
Anne Brecht	Training Manager	JobQuest
Anne Paschke	Lecturer	TAFE SA
Annemaree Gibson	Learning Specialist	Box Hill Institute
Annika Couchman	RTO Manager	Workforce Training Centre WA
Antonella Kyle	-	National Job Link
Audrey Gvozdenovic	Teacher/Consultant	NSW TAFE
Ben Pook	Manager	Footsteps Education
Bernard Lewis	Operations Manager	Navitas Pty
Bernice Wallace	Teacher	TAFE
Bianca Wilson	Training Coordinator	Alana Kaye Training
Bilal Akram	Learning and Development Manager	LET Training Services
Bradley Roche	Education Consultant	Wisdom Learning
Carmel Jennings	SEE Program Manager	Centacare Employment and Training
Caron Bryan	Learning Designer	Open Colleges
Cath McHugh	-	Hunter TAFE
Catherine Tucker	Inspector, Vocational Education	NSW Education Standards Authority (NESA)
Cheryl Livock	Director	Integrity Education and Research
Chris Butler	Assistant Director Training and Education	Marine Rescue NSW
Christine Brown	Education Manager	Bendigo Kangan Institute
Christine Holland	Trainer/Assessor	Para Worklinks
Christine Tully	Teacher	Melbourne Polytechnic
Claire Wright	Self employed	Contractor
Claudia Carsten-Stronach	Training Coordinator	Macmahon Contractors Pty Ltd
Claudia Mangel	Leader, Strategic Projects	NSW Department of Industry
Colleen Ford	-	Hunter TAFE
Cynthia Williams	Trainer	TAFE
Damien Brider	Training Coordinator	ATEC
Danny Sneddon	Lecturer	Charles Darwin University
David Harrison	Trainer/Assessor	Central Coast Community College
David Tout	Senior Research Fellow	Australian Council for Educational Research (ACER)
Daya Smith	Manager, College Education Services	NT Police, Fire and Emergency Services
Deb Cremen	L&N teacher, SEE coordinator	NSW Department of Education and Communities

Name	Job Title*	Organisation*
Deborah Mullan	Director	Training That Works
Deby Wilkes	LLN Trainer/Assessor	
Diana Davis	Capability Project Leader	TasTAFE
Diana Lambert	-	Police, Fire, and Emergency Services
Diane Cocks	Training & Assessment Coordinator	Heta Incorporated
Dianne Whittaker	Operations Manager Foundation Skills	Hunter TAFE
Dolores Bowie	Teacher	TAFE
Dominic Schipano	NEO	CITT
Dominic Trimboli	Lead Automotive Trainer	Marcellin Technical College
Donna Dejkovski	Consultant	Learning Lane
Dwayne Maher	LLN Specialist	Sero Institute
Elaine Taylor	Principle Trainer	Maxima Training Services
Elizabeth Blenman	-	TAFE NSW
Elizabeth Elliott	VET trainer; LLN & ESL specialist	ELLMAR Consulting
Elsa Mittiga	Faculty Manager	The Northern Sydney Institute of TAFE
Elsbeth King	Group Leader Vocational Excellence	Access Skills Training
Evan Liew	Policy Analyst	Department of Education and Training
Eve Lok	Director - VET	Adelaide Institute of Business and Technology
Felicity Bubb	Managing Director	Higher Visibility
Frank Krasovec	Training & Administration Manager	Jesuit Social Services
Frankie Forsyth	Director	Pelion Consulting
Genevieve Haskett	Manager	Flinders University
Genia McGirr	Senior Vet Consultant	TasTAFE
Gillian Ireland	Operations and Training Manager	-
Helen Mancino	Consultant	Mancinho Catering Services
Helen Redwood	-	TAFE NSW
Helen Wood	Head Teacher Adult Basic Education	TAFE
Hugh Roberts	Workforce Development Officer	Industry Skills Advisory Council NT
Ian Simpson	VP	Tutis
Ian Whitehouse	Managing Director	Digital Coaching and Consultancy
Isabel Osuna-Gatty	Senior Lecturer	Batchelor Institute
Jacinta Rowe	Managing Director	Mutig Consulting
Jacqui Spencer	Senior Project Officer	VIC DET
Jan Hagston	Consultant	Multifangled
Jana Scomazzon	Director	LTG
Jane McKellar	Portfolio manager	TAFE
Janene Barrett	Director, Teaching and Learning	Scentia
Janet Brennand	Head Teacher	TAFE
Janine Fahnle	Instructional designer	St Laurence Community Services
Jason Manning	Managing Director	Manning Solutions
Jason Sultana	Executive Officer	Group Training Association of NSW
Jeanne Elliott	Instructional Designer	AVELING

Name	Job Title*	Organisation*
Jeffrey Lehrer	RTO Manager	Scouts Australia
Jenice Wheeler	Education Manager	TAFESA
Jenni Anderson	President	Australia Council for Adult Literacy
Jenni Oldfield	Consultant	JOConsultancy
Jennifer Fleischer	CMM Project officer	Swinburne University
Jennifer Leadbeater	-	-
Jennifer Lees	Senior Manager	Victoria Polytechnic
Jenny Blair	Quality Assurance Manager	Centacare Employment and Training
Jenny Field	General Manager Training	MAX Solutions
Jenny Fitzgibbon	RTO Owner	Jenard Training
Jenny Parashakis	Leadership and Management Consultant/ Trainer	Australian Pacific Technical College
Jess Moscrop	Quality and Compliance Specialist	Karingal Training
Joanne Brecht	-	-
Joanne Fuller	Director Strategy and Development	TAFE NSW
Jodie Carr	Lecturer	CDU
Jodie Kafer	Manager, Governance and Assurance	ACT Government, Skills Canberra
John Dwyer	Compliance Consultant/Trainer	VELG Training
John Lancaster	Chairman/CEO	Council for Dance Educators
John Maizels	Regional Governor	SMPTE
John Stewart	Manager Program Delivery	Community Child Care Cooperative NSW
Joy Duncan	Assistant Faculty Director	TAFE
Joy Harris	Senior Education Officer	NSW Education Standards Authority (NESA)
Jude Markey	-	Hunter TAFE
Judith McKay	Industry Engagement Officer	ISACNT
Judy Genat	Sector Capability Manager	Department of Training and Workforce Development
Judy McKay	-	ISAC
Juliana Fitzpatrick	Senior Program Officer	Department of Further Education, Employment, Science and Technology (DFEEST)
Julie Healy	Director Learning and Teaching	TAFE Queensland
Justine McDonald	Operations manager RTO	Community Programs Association T/A LEAD
Ka Chan	Manager	JobQuest
Karen Kerr	Lead Regulatory Officer	ASQA
Karen Ruppert	VET & RTO Manager	Catholic Education Diocese of Parramatta
Kath Densham	Consultant	SCC
Kathy Lawry	Senior Instruction Designer (Special Projects)	Aspire Learning Resources
Katie Ryan	RTO consultant	Centacare
Kaye Carter	Lecturer	Charles Darwin University
Kaye Lockhart	Outreach Coordinator	TAFE
Kerrie Smith	Training and Operations Manager	WEA Illawarra
Kevin Heys	Member	TAFE Community Alliance
Kim Davis	Director of Enterprise and Employment Pathways	Batchelor Institute

Name	Job Title*	Organisation*
Kim Hawkins	Head of School	Charles Darwin University
Kirsty Neaylon	Regional Manager	BCA National
Kita Scott	Education Manager Foundation Skills	TAFE SA
Kristy Smith	Senior Educational Consultant	TAFE Qld English Language and Literacy Services
Kylie Dawson	Training & Development Specialist	Abundance Training College
Lauren Rizzacasa	Marketing Coordinator	PRACE
Lee Caruana	Lecturer	Charles Darwin University
Lee Maddinson	NA	NA
Lee Wilton	Teacher	TAFE
Leonie Dickinson	CEO	Matrix on Board
Les Retford	Principal Program Officer	DET QLD
Lesley Hazelwood	Director	Work & People Pty Ltd
Liam White	Policy Officer	ACT Government, Skills Canberra
Linda Boyd	Manager, Foundation Studies	Melbourne Polytechnic
Linda Simon	Consultant and Lecturer	WAVE, Charles Sturt
Lisa Mitchell	Consultant	CEWD
Liz Archer	Trainer	IAD
Liz Bryant	-	NFTI
Liz Cavell	Student	LINC Tasmania
Liz Renehan	Teacher	Chisholm
Louis Maule	Research and Support Officer	NSW TAFE
Lyn Wilson	Head Teacher	TAFE NSW
Mairead Dempsey	Director	ATRCs
Malcolm Whitby	Director	Kajarinya
Margo Murphy	Senior Educator	Chisholm Institute
Maria Juj	Manager, Academic Governance and Quality	Bendigo Kangan Institute
Marie-Francoise Lecordier	Trainer & Assessor	Inspire Education
Mark Pullin	VET Program Manager	VCAA
Mark Thyer	Business Trainer	Maxima
Mark Van Lith	Managing Director	ABS Institute of Management
Martin Davies	-	Hunter TAFE
Max Lorenzin	Lecturer	TAFE SA
Melanie Jeffress	Research Officer	Aspire Learning Resources
Melbourne Charles	Policy Officer	Department of Education and Training
Melissa Kuhlmann	Learning and Development Consultant	Own
Michael Finemore	Compliance Consultant	ITS - Interactive training solutions
Michael Hall	Executive Officer	ACPET
Michael Taylor	National Policy and Projects Manager, Education and Training	Australian Industry Group

Name	Job Title*	Organisation*
Michelle Brooks	-	Hunter TAFE
Michelle Dodd	Portfolio Manager, Foundation Skills	South Metropolitan TAFE
Mikey Boyce	VET Lecturer	CDU
Mohamed kuku Abuanga	Dentist	NA
Monica Wiggins	Training Manager	Avidity Training and Development
Nadia Casarotto	Curriculum Maintenance Manager	Victoria University
Nardia Miller	Compliance Manager	Paradigm Training Group
Natalie Hannah	Trainer	ACE Community Colleges
Neale Price	Trainer/ Assessor	Various RTOs
Nicola Burridge	Director	TMI Management Solutions
Nicola Inglis	Manager	Victoria Police
Nilay Gencturk	Consultant	Gencturk Consulting
Nyrie Butterfield	CEO	PNL 4WD
Paddy McVeigh	Business Development Manager	PRACE
Pam Murray	Program Coordinator Foundation Skills	Federation Uni
Patricia Heraud	Outreach Coordinator	TAFE NSW
Paul Bradley	Head Teacher	TAFE
Paul Muenchow	Senior Program Officer	Department of Training and Workforce Development
Paul Sonntag	Nurse Educator	JH&FMHN
Penelope Twemlow	CEO	Energy Skills Queensland
Peter Denison	Head Teacher	TAFE NSW
Peter Smith	Quality and compliance Manager	DOMA Association
Rachael Taylor	-	Police, Fire, and Emergency Services
Rene Poulos	Senior Counsellor	Sydney TAFE
Rhiannon Stegert	Instructional Designer	All States Training
Rob Thomas	Teacher/Trainer	DECD/GIHS
Robert Cousins	Faculty Director	TAFE NSW
Robert Ragg	Lecturer	South Metro TAFE
Robyn Culbert	Quality Education Manager	Booth College RTO, The Salvation Army
Robyn Keenan	Manager	ACE community college
Ron McGlynn	Training Co-ordinator	Karingal Training
Rosa Slaiman	A/ Senior Project Officer – Program Design & Development	Fire and Rescue NSW
Rosemary Skinner	Lecturer Literacy Numeracy, Learning Support	Charles Darwin University
Rosie Sweet	Resource Developer	Max Solutions
Roslyn Williams	Head Teach ABE	TAFE NSW
Russell Maxwell	Senior Advisor	CIT Solutions
Ruth Langford	RTO Manager	NSW Mines Rescue
Sajjad Rana	Team Leader	CDU

Name	Job Title*	Organisation*
Sam Clarke	Trainer	Carson
Sam Nicolosi	VET Industry Engagement Advisor	QMI Solutions
Samara Neale	Senior Administration Manager	DET
Sandra Nicholson	Instructional Designer	SERO Institute
Sandra Robinson	Director	Skills Strategies International
Sandra Schieb	Disability Teacher Consultant	TAFE NSW
Sandy Welton	VET Professional	Self-employed
Sarah Logan	Quality Assurance Manager	Northwest
Shani Sami	RTO Manager	Education Consulting Australia
Sharon Fairs	Business Trainer	Alana Kaye Training
Sharon Kendall	Director of Faculty	TAFE Queensland Brisbane
Sharon Stewart	Branch Manager	Alana Kaye Training
Sharyn Bellingham	National Business and Professional Development Manager	ACPET
Shelley Richards	LLN Specialist	Operational Safety and Training
Shouqie Goussous	Managing Director	BESLA
Shweta Singh	Team Leader-Online Education	HETC
Simon Phipps	Trainer Assessor	Nortec Employment and Training
Simon Wiggins	Director	Avidity Training and Development
Simone Hoffmann	Vocational Trainer	Online Courses Australia
Steve Neale	Senior project manager innovation and development	Charles Darwin University
Stuart McIntyre	Senior Lecturer	TAFESA
Sue Flindell	Vocational Consultant	Positive Learning Solutions
Sue James	Lecturer	TAFE SA
Sue-Ellen Evans	Workforce Consultant	Premium Workforce Solutions
Sukh Sandhu	Consultant	Career Calling
Suresh Jindal	COO	Milcom
Susan Garwood	Senior Lecturer	TAFE SA
Susan Johnston	Chief Education Officer	TAFE
Suzelle Allet	Manager	Glenroy Neighbourhood Learning Centre
Tamara Tennant	Lead Vocational Teacher	TAFE Brisbane
Therese Hickey	VET Manager	Melbourne City Mission
Tiffany Young	Assessor	Sydney Trains
Tina Berghella	Director	Oggi Consulting
Toni Carter	Resource Developer	Eagle Training Services NT
Ursula Best	Education officer	Broadspectrum
Veronica Ormerod	Senior Lecturer/Educational Manager Foundation Skills	TAFE SA
Warren Dennis	CEO	MTO Group
Warren Smith	Operations Manager Foundation Skills	Hunter TAFE

Name	Job Title*	Organisation*
Wendy Kennedy	Team leader	Charles Darwin University
Wendy Perry	Managing Director	Workforce BluePrint
Yvonne Webb	Industry Engagement Officer	Industry Skills Advisory Council NT
Zaved Karim	Program Manager	APEI

* The list above is representative of the job title and organisation of the stakeholder at the time of consultation. It is recognised that these credentials may have changed between when they were consulted and the submission of this Case for Endorsement.

Appendix C Report by Exception

As noted above in the Case for Endorsement (section 3.2), the Victorian STA requested a report by exception be included in the Case for Endorsement. Reports by exception are utilised when an industry or government stakeholder holds a differing view from that espoused in the Case for Endorsement and provides the AISC with an objective overview of the issue and the steps taken to find a resolution.

The Education IRC and FSK Project Working Group has engaged in continuous communications with the Victorian STA, taking a multitude of steps to seek an agreement on the assessor statement. This has included:

- The IRC and SSO responded to the first round of STA feedback on the Case for Endorsement in late April 2019. The responses were provided to the STA, with a range of alterations made in accordance with the STA's feedback.
- The STA provided further feedback in response to the alterations, specifically highlighting the assessor statement as a key issue. At this stage, the STA indicated they would not support the submission of the Case for Endorsement to the June AISC meeting.
- The Education IRC took a vote to determine whether they wanted to pursue submission to the June AISC meeting with the report by exception from Victoria, or if they would like to hold off submitting and seek to gain Victoria's support through further discussions. The IRC voted to delay the submission with the intention to set up a face-to-face meeting with the STA.
- The small working group of IRC members met prior to the meeting with the STA to confirm responses to the STA's issues and identify areas where the IRC was prepared to make changes.
- A 2 hour face-to-face meeting was held with members of the IRC, PwC's Skills for Australia, and the Victorian STA on June 6 to discuss the Case for Endorsement and the STA's feedback. The assessor statement was a central discussion point at this meeting, with the IRC presenting the industry feedback and the STA giving additional insights on their perspective. No conclusion was reached at this meeting, however, the IRC members confirmed they would report back to the broader IRC and discuss as a group.
- Following the meeting with the STA, the IRC members in attendance discussed with the SSO the possibility of revising the assessor statement to include a list of "higher level" qualifications that could be used instead of the TAE Skill Set. This modification would alleviate STA concerns that RTOs and assessors would not want to map their higher level qualifications to the skill set in order to demonstrate equivalency. The modification to the statement seeks to remove this barrier by explicitly listing common qualifications.
- At the June 20 Education IRC meeting, the meeting with the Victorian STA was a central discussion point. The IRC discussed the revised statement, with IRC members agreeing that the addition of higher level qualifications to the assessor statement was beneficial. IRC members provided insights on common qualifications that an FSK assessor is likely to hold and should, therefore, be incorporated within the statement.
- The revised Case for Endorsement and assessor statement was again provided to the Victorian STA on July 3 for comment.

It is noted that, prior to the final STA review of the Case for Endorsement, the Victorian STA was engaged on a range of occasions, including one-on-one sessions with the SSO, to incorporate Victoria's feedback into the training products. This included, for example, a teleconference meeting with the

STA on 13 December 2018 to walk through their feedback on the draft training products (the training products were online at the time), and a face-to-face meeting on 23 August 2018 to walk the STA through initial unit drafts. Therefore, throughout the entirety of the process, the STA has been engaged.

Despite the SSO and IRC's best efforts to reach a solution that is in accordance with the feedback received from industry throughout consultation, as well as the views of the Victorian STA, the Victorian STA has since requested a report by exception be included in the Case for Endorsement. The content of the Victorian STA's response is outlined below for the AISC's reference.

"Victoria is not able to support the Case for Endorsement proceeding to the AISC because of the additional, mandated Assessor Requirements, as we've stated on many occasions before.

The additional Assessor Requirements related to the TAE Skill Set or higher level qualifications are not supported because they are unnecessary and not supported by evidence of current poor practice or need.

- ☐ *The review documents and CfE have consistently stated points such as, "recommendations are based on the prevailing views of industry representatives, VET sector entities, RTOs and subject matter experts" however, the evidence base underpinning the statement of poor delivery of the FSK (Case for Change) or the demonstrable benefit for additional compliance factors on the VET/FSK workforce has not been supplied.*
- ☐ *The additional Assessor Requirements exceed the requirements of the Standards for RTOs which specify, through Clauses 1.13 to 1.16 – Employ skilled trainers and assessors, which states that training and assessment is delivered only by persons who have:*
 - o vocational competencies at least to the level being delivered and assessed*
 - o current industry skills directly relevant to the training and assessment being provided*
 - o current knowledge and skills in vocational training and learning that informs their training and assessment.*
- ☐ *No evidence is provided in either the Case for Change or the Case for Endorsement for "industry identified" poor delivery of the FSK. In addition, "industry" has not been identified (this is a point we have made from the outset).*
- ☐ *The CfE has conflicting information on delivery and assessment quality:*
 - o Page 10 refers to concerns that VET practitioners are not adequately equipped to deliver Foundation Skills. However, Page 13 notes that the FSK is delivered by trainers and assessors with Foundation Skills expertise. Page 16 notes that the majority of Foundation Skills trainers and assessors already hold higher level qualifications.*
 - o The CfE (page 16) refers to the requirement for a higher level of training expertise. However, training expertise is determined by the Standards for RTOs which states the Certificate IV in Training and Assessment as the minimum requirement for training expertise. The Standards for RTOs specify that vocational competency and currency must be evidenced.*

There is no compelling rationale to support a requirement for the TAE Skill Set or higher level qualification. In addition, there is no underpinning or convincing rationale in the CfE that supports the proposed additional assessor requirements of a Bachelor qualification, for example. It appears to be suggesting that any Bachelor of Education qualification would provide vocational expertise to assess language, literacy and/or numeracy. However, if the method is undertaken in Physical Education, for example, this is unlikely to produce these skills.

We question the following comments from SA as put forward in the Case for Endorsement:

- ☐ *In relation to an extension of the transition period – this would not be required for training and assessment to occur under supervision as this is provided for in the Standards for RTOs.*
- ☐ *Requesting ASQA to treat the products as equivalent and provide automatic update to scope of registration undermines the entire project as there would be no scrutiny by the Regulator of an RTOs resources to meet the new Units and their assessor requirements. The question could be asked as a result of this activity, if it were to occur, "what has been achieved via this project?"*

Our solution to this issue and what Victoria will accept is the following Assessor Requirements only (as previously advised):

- ☐ *satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards, and*
- ☐ *have sound knowledge of the ACSF and performance features of the ACSF level being assessed, and*
- ☐ *have demonstrable expertise, knowledge and skills in the vocational contextualisation and assessment of the core skill*

The rationale for supporting these points in the Assessor Requirements is this is what constitutes training and assessment and vocational competency. The other proposed requirements add no value and are not comparable to each other.

We are not providing further comments on issues related to ACSF level 4 and 5 units packaged in an AQF level 2 qualification; or the inclusion of ACSF pre-level 1 units in a Training Package. Thank you for revising the packaging rules in the qualifications to remove enforced delivery of numeracy competencies.

You will be aware, from previous comments we've made, that a potential consequence of mandating additional assessor requirements is that practitioners and RTOs view them as compliance-driven and without benefit to learners and employers. The risk is that RTOs will withdraw from delivery where current qualified practitioners choose not to undertake additional compliance activities.

If other jurisdictions need to improve the capability of its workforce, this could occur via professional development programmes."

As noted above, at each point, the Education IRC has taken steps to ensure genuine efforts were made to accommodate and incorporate the Victorian STA's feedback where this was in accordance with industry consultations. Ultimately, the IRC holds that the request from the Victorian STA to revise the assessor statement and exclude the additional requirement for the TAE Skill Set or a higher level qualification does not accord with industry feedback. It is the IRC's view that adding the additional requirement to the assessor statement provides the most appropriate balance between calls for increased professional requirements from industry for FSK trainers and assessors, and the need to ensure the supply of FSK assessors is not limited by significant professional requirements.

In particular, the IRC is confident that the additional professional requirement will not limit the supply of trainers and assessors, as substantial consultation was undertaken to confirm whether it was an unreasonable expectation. Consultation in regional and remote areas, including in the Northern Territory and South Australia, was undertaken to confirm this point and ensure that the assessor statement does not only reflect metro practices.

The IRC believes the approach taken to the assessor statement is one supported by industry at a national level and the approach that will best maximise vocational outcomes for learners.

Given the above attempts to resolve the conflicting views and the alignment of the assessor statement with industry feedback, the IRC is of the view the AISC should support the revised assessor statement throughout the FSK Training Package.

Appendix D Independent Quality Reports

Editorial Report

1. Cover page

Information required	Detail
Training Package title and code	FSK Foundation Skills Training Package, Release 2.0
Number of new qualifications and their titles	
Number of revised qualifications and their titles	<p>3 Revised qualifications:</p> <ul style="list-style-type: none"> FSK10119 Certificate I in Access to Vocational Pathways FSK10219 Certificate I in Skills for Vocational Pathways FSK20119 Certificate II in Skills for Work and Vocational Pathways
Number of new units of competency and their titles	<ul style="list-style-type: none"> 6 new units <i>See Attachment A</i>
Number of revised units of competency and their titles	<ul style="list-style-type: none"> 88 revised units <i>See Attachment A</i>
Confirmation that the draft training package components are publication-ready	Yes - draft training package components are publication-ready.
Is the Editorial Report prepared by a member of the Quality Assurance Panel? If 'yes' please provide a name.	Yes – Anna Henderson
Date of completion of the report	11/07/2019

Training Package Quality Assurance

2. Content and structure

Units of competency

Editorial requirements	Comments
<p>Standard 5:</p> <ul style="list-style-type: none"> The structure of units of competency complies with the unit of competency template. 	<p>The units are well written and their structure complies with all aspects of the unit of competency template: application, elements, performance criteria, foundation skills and unit mapping information.</p> <p>With regard to the foundation skills – the skills that are not explicit in the unit of competency, are identified in a table and described against the Australian Core Skills Framework (ACSF) and the Employability Skills/Core Skills for Work (CSfW) Framework in each unit. They exist on a continuum from very basic skills to highly developed and specialist skills. Advice about Foundation Skills is provided in the FSK Foundation Skills Training Package Companion Volume Implementation Guide (CVIG) Release 2.0 - page 35.</p> <p>Minor editorial suggestions were provided to and addressed by PwC Skills for Australia (SFA) as part of the editorial review.</p>
<p>Standard 7:</p> <ul style="list-style-type: none"> The structure of assessment requirements complies with the assessment requirements template. 	<p>All draft units of competency specify the performance evidence (including references to volume and frequency) and knowledge evidence to be demonstrated for assessment, along with required conditions for assessment as per the appropriate template. The Assessment requirements cross-reference well to the Performance Criteria requirements.</p> <p>The assessor requirements for the units of competency have been updated on the basis of industry feedback and calls for increased minimum training experience to engage in foundation skills training and assessment. PwC SFA noted that extensive consultation was undertaken on this, with specific feedback requested from regional and remote areas to determine whether the increased requirements would cause delivery issues. While the assessor requirements are substantial, and this could be a barrier to delivery, PwC SFA advised that the final decision to increase the requirement was supported by regional and remote stakeholders and ratified by the Industry Reference Committee.</p>

Training Package Quality Assurance

Qualifications

Editorial requirements	Comments by the editor
Standard 9: <ul style="list-style-type: none"> The structure of the information for qualifications complies with the qualification template. 	All qualifications comply with the template from the Standards for Training Packages 2012.
Standard 10: <ul style="list-style-type: none"> Credit arrangements existing between Training Package qualifications and Higher Education qualifications are listed in a format that complies with the credit arrangements template. 	The FSK Foundation Skills TP, Release 2.0 CVIG provides information that no national credit arrangements exist at this time (page 3).

Companion Volumes

Editorial requirements	Comments by the editor
Standard 11: <ul style="list-style-type: none"> A quality assured companion volume implementation guide is available and complies with the companion volume implementation guide template. 	The Training Package components in this submission are accompanied by the FSK Foundation Skills TP, Release 2.0 CVIG which has been updated to include the units in this submission and mapping advice (pages 11 -22). The CVIG complies with the companion volume implementation guide template included in the 2012 Standards.

3. Proofreading

Editorial requirements	Comments by the editor
<ul style="list-style-type: none"> Unit codes and titles and qualification codes and titles are accurately cross-referenced throughout the training package product(s) including mapping information and packaging rules, and in the companion volume implementation guide. 	The unit codes and titles have been proofread and cross-referenced throughout all documentation provided – qualifications, Case for Endorsement, and CVIG.
<ul style="list-style-type: none"> Units of competency and their content are presented in full. 	<p>Yes the units of competency in this submission are presented.</p> <p>All these draft units are packaged in the qualifications listed in this submission.</p>
<ul style="list-style-type: none"> The author of the Editorial Report is satisfied with the quality of the training products, specifically with regard to: <ul style="list-style-type: none"> absence of spelling, grammatical and typing mistakes consistency of language and formatting logical structure and presentation of the document. compliance with the required templates 	I am satisfied with the quality of the training products with regard to the points listed opposite.

Training Package Quality Assurance

Attachment A:

New units of competency

Numeracy

FSKNUM040 Identify and interpret common chance events for work
FSKNUM041 Use chance and probability calculations for work

Learning

FSKLRG016 Use short and simple strategies to organise highly familiar workplace tasks
FSKLRG017 Identify simple strategies to respond to familiar workplace problems
FSKLRG018 Develop a plan to organise routine workplace tasks

Oral communication

FSKOCM012 Use oral communication skills to participate in workplace negotiations

Revised units of competency

Numeracy

FSKNUM001 Use beginning whole number skills up to 100 for work
FSKNUM002 Use beginning skills related to time and 2D shapes for work
FSKNUM003 Use whole numbers and halves for work
FSKNUM004 Use basic and familiar metric measurements for work
FSKNUM005 Use familiar 2D shapes for work
FSKNUM006 Use simple and familiar spatial information for work
FSKNUM007 Use simple data for work
FSKNUM008 Use whole numbers and simple fractions, decimals and percentages for work
FSKNUM009 Use familiar and simple metric measurements for work
FSKNUM010 Use common shapes for work
FSKNUM011 Use familiar and simple spatial information for work
FSKNUM012 Use familiar and simple data for work
FSKNUM013 Construct simple tables and graphs for work
FSKNUM014 Calculate with whole numbers and familiar fractions, decimals and percentages for work
FSKNUM015 Estimate, measure and calculate with routine metric measurements for work
FSKNUM016 Interpret, draw and construct routine 2D and 3D shapes for work
FSKNUM017 Use familiar and routine maps and plans for work
FSKNUM018 Collect data and construct routine tables and graphs for work
FSKNUM019 Interpret routine tables, graphs and charts and use information and data for work
FSKNUM020 Use familiar, routine functions of a calculator for work
FSKNUM021 Apply an expanding range of arithmetical calculations for work
FSKNUM022 Use ratios, rates and proportions for complex workplace tasks
FSKNUM023 Estimate, measure and calculate measurements for work
FSKNUM024 Use geometry to draw 2D shapes and construct 3D shapes for work
FSKNUM025 Use detailed maps to plan travel routes for work
FSKNUM026 Read, interpret and use detailed plans, drawings and diagrams for work
FSKNUM027 Collect, organise and interpret statistical data for work
FSKNUM028 Use routine formulas and algebraic expressions for work
FSKNUM029 Use introductory graphical techniques for work
FSKNUM030 Use common functions of a scientific calculator for work
FSKNUM031 Apply specialised mathematical calculations for work

Training Package Quality Assurance

FSKNUM032 Use and calculate with complex measurements for work
FSKNUM033 Collect, organise and analyse statistical data for work
FSKNUM034 Use and apply concepts of probability for work
FSKNUM035 Use algebraic and graphical techniques to analyse mathematical problems for work
FSKNUM036 Use trigonometry for work
FSKNUM037 Use introductory matrices for work
FSKNUM038 Use introductory vectors
FSKNUM039 Use introductory calculus for work

Writing

FSKWTG001 Complete personal details on extremely simple and short workplace forms
FSKWTG002 Write short and simple workplace formatted texts
FSKWTG003 Write short and simple workplace information
FSKWTG005 Write simple workplace formatted texts
FSKWTG006 Write simple workplace information
FSKWTG008 Complete routine workplace formatted texts
FSKWTG009 Write routine workplace texts
FSKWTG010 Write complex workplace texts
FSKWTG011 Write highly complex workplace texts

Learning

FSKLRG001 Prepare to participate in a learning environment
FSKLRG002 Identify strategies to respond to short and simple workplace problems
FSKLRG003 Use short and simple strategies for career planning
FSKLRG004 Use short and simple strategies for work-related learning
FSKLRG005 Use strategies to plan simple workplace tasks
FSKLRG006 Participate in work placement
FSKLRG007 Use strategies to identify job opportunities
FSKLRG008 Use simple strategies for work-related learning
FSKLRG009 Use strategies to respond to routine workplace problems
FSKLRG010 Use routine strategies for career planning
FSKLRG011 Use routine strategies for work-related learning
FSKLRG012 Apply strategies to plan and manage complex workplace tasks
FSKLRG013 Apply strategies to respond to complex workplace problems
FSKLRG014 Manage strategies for career progression
FSKLRG015 Manage own work-related learning

Oral communication

FSKOCM001 Participate in highly familiar spoken exchanges
FSKOCM002 Engage in short and simple spoken exchanges at work
FSKOCM003 Participate in familiar spoken interactions at work
FSKOCM004 Use oral communication skills to participate in workplace meetings
FSKOCM005 Use oral communication skills for effective workplace presentations
FSKOCM006 Use oral communication skills to participate in workplace teams
FSKOCM007 Interact effectively with others at work
FSKOCM008 Use oral communication skills to facilitate workplace negotiations
FSKOCM009 Use oral communication skills to facilitate workplace meetings
FSKOCM010 Use oral communication skills for complex workplace presentations
FSKOCM011 Use oral communication skills to facilitate complex workplace team interactions

Training Package Quality Assurance

Reading

FSKRDG001 Recognise extremely short and simple workplace signs and symbols
FSKRDG002 Read and respond to short and simple workplace signs and symbols
FSKRDG004 Read and respond to short and simple workplace information
FSKRDG005 Read and respond to simple and familiar workplace procedures
FSKRDG006 Read and respond to simple informal workplace texts
FSKRDG007 Read and respond to simple workplace information
FSKRDG008 Read and respond to information in routine visual and graphic texts
FSKRDG009 Read and respond to routine standard operating procedures
FSKRDG010 Read and respond to routine workplace information
FSKRDG011 Read and respond to complex workplace information
FSKRDG012 Read and respond to highly complex workplace information

Digital

FSKDIG001 Use digital technology for short and basic workplace tasks
FSKDIG002 Use digital technology for routine and simple workplace tasks
FSKDIG003 Use digital technology for non-routine workplace tasks

Training Package Quality Assurance

Equity Report

Section 1 – Cover page

Information required	Detail
Training Package title and code	FSK Foundation Skills Training Package, Release 2.0
Number of new qualifications and their titles	
Number of revised qualifications and their titles	<p>3 Revised qualifications:</p> <ul style="list-style-type: none"> FSK10119 Certificate I in Access to Vocational Pathways FSK10219 Certificate I in Skills for Vocational Pathways FSK20119 Certificate II in Skills for Work and Vocational Pathways
Number of new units of competency and their titles	6 New units <i>see Attachment A</i>
Number of revised units of competency and their titles	88 Revised <i>units see Attachment A</i>
Confirmation that the draft training package components meet the requirements in Section 2 <i>Equity checklist of draft training package components</i>	Yes - draft training package components meet the requirements in Section 2 <i>Equity checklist of draft training package components</i>
Is the Equity Report prepared by a member of the Quality Assurance Panel? If 'yes' please provide the name.	Yes – Anna Henderson
Date of completion of the report	11/07/2019

Section 2 – Equity checklist of draft training package components

Equity requirements	Equity reviewer comments
	Provide brief commentary on whether the draft endorsed components meet each of the equity requirements
<p>The training package component(s) comply with Standard 2 of the <i>Standards for Training Packages 2012</i>. The standard requires compliance with the <i>Training Package Products Policy</i>, specifically with the access and equity requirements:</p> <ul style="list-style-type: none"> • Training Package developers must meet their obligations under Commonwealth anti-discrimination legislation and associated standards and regulations. • Training Package developers must ensure that Training Packages are flexible and that they provide guidance and recommendations to enable reasonable adjustments in implementation. 	<p>The units of competency comply with Standard 2 of the <i>Standards for Training Packages</i>.</p> <p>FSK Foundation Skills Training Package, Release 2.0 Companion Volume Implementation Guide (CVIG) provides advice on access and equity considerations including reasonable adjustment for learners with disabilities (page 34).</p>

Section 3 - Training Package Quality Principles

Quality Principle 4

Be **flexible** to meet the diversity of individual and employer needs, including the capacity to adapt to changing job roles and workplaces.

Key features

Do the units of competency meet the diversity of individual and employer needs and support equitable access and progression of learners?

What evidence demonstrates that the units of competency and their associated assessment requirements are clearly written and have consistent breadth and depth so that they support implementation across a range of settings?

Are there other examples that demonstrate how the key features of flexibility are being achieved?

Equity requirements	Equity reviewer comments
1. What evidence demonstrates that the draft components provide flexible qualifications/units of competency that enable application in different contexts?	The draft components can be used to support the development of foundation skills in many industry sectors, thereby enabling application in many different contexts.

Equity requirements	Equity reviewer comments
2. Is there evidence of multiple entry and exit points?	FSK qualifications may be used as a pathway to employment and/or further education. There is open entry point to these qualifications and with regard to exit points - a statement of attainment may be issued upon completion of any of the FSK units.
3. Have prerequisite units of competency been minimised where possible?	There are no prerequisite requirements in the draft units of competency in this submission.
4. Are there other examples of evidence that demonstrate how the key features of the flexibility principle are being achieved?	<p>The FSK, Release 2.0 CVIG notes that the FSK TP <i>'provides an opportunity for RTOs to select and deliver foundation skills units and qualifications that will enable learners to build the specific foundation skills required to achieve vocational competency.'</i> (page 26)</p> <p>The flexibility principle forms part of the FSK Foundation Skills Training Package given that the FSK training components can be used for cross-sector foundation level training.</p>

Quality Principle 5

Facilitate **recognition** of an individual's skills and knowledge and support movement between the school, vocational education and higher education sectors.

Key features

Support learner transition between education sectors.

Equity requirements	Equity reviewer comments
1. What evidence demonstrates pathways from entry and preparatory level as appropriate to facilitate movement between schools and VET, from entry level into work, and between VET and higher education qualifications?	<p>VET information for secondary students and apprentices is provided in the FSK Foundation Skills Training Package, Release 2.0 CVIG (page 36). FSK units support the development of foundation skills – by their very nature, they facilitate movement from schools and VET and from entry level into work.</p> <p>There are currently no formal, national credit arrangements for FSK qualifications and higher education qualifications (page 3 CVIG).</p>

Quality Principle 6

Support interpretation by training providers and others through the use of simple, concise language and clear articulation of assessment requirements.

Key features

Support implementation across a range of settings and support sound assessment practices.

Equity requirements	Equity reviewer comments
<p>1. Does the Companion Volume Implementation Guide include advice about:</p> <ul style="list-style-type: none"> • Pathways • Access and equity • Foundation skills? <p>(see Training Package Standard 11)</p>	<p>Yes - The Companion Volume Implementation Guide provides advice on:</p> <ul style="list-style-type: none"> • Purpose of FSK – page 35 of the CVIG discusses the use of Units and qualifications from the FSK Foundation Skills Training Package. It notes that FSK units and qualifications “<i>should not be used as prerequisites for any VET programs. Nor should they be used to replace vocational electives. They are specifically designed to support the development of foundation skills in a vocational context, not to provide evidence of foundation skill levels required for course entry.</i>” • Access and equity – is described and addressed with advice on reasonable adjustments for learners with disabilities (page 35). • Foundation skills –Units of competency in FSK Foundation Skills Training Package have been aligned to the Australian Core Skills Framework (ACSF) from very basic skills at pre level 1 to high level skills at level 5. The ACSF provides a systematic approach to benchmarking, monitoring and reporting on core skills performance.
<p>2. Are the foundation skills explicit and recognisable within the training package and do they reflect and not exceed the foundation skills required in the workplace?</p>	<ul style="list-style-type: none"> • Yes – Foundation skills which are not explicit in the unit of competency, are identified in a table and described against the ACSF and the Employability Skills/Core Skills for Work (CSfW) Framework in each unit. As foundation skills are the primary focus of all units of competency in the FSK Training Package, only those skills that have not been explicitly described in the performance criteria are listed in the ‘foundation skills’ section of the unit template (See page 35 CVIG).

Attachment A:

New units of competency

Numeracy

FSKNUM040 Identify and interpret common chance events for work
FSKNUM041 Use chance and probability calculations for work

Learning

FSKLRG016 Use short and simple strategies to organise highly familiar workplace tasks
FSKLRG017 Identify simple strategies to respond to familiar workplace problems
FSKLRG018 Develop a plan to organise routine workplace tasks

Oral communication

FSKOCM012 Use oral communication skills to participate in workplace negotiations

Revised units of competency

Numeracy

FSKNUM001 Use beginning whole number skills up to 100 for work
FSKNUM002 Use beginning skills related to time and 2D shapes for work
FSKNUM003 Use whole numbers and halves for work
FSKNUM004 Use basic and familiar metric measurements for work
FSKNUM005 Use familiar 2D shapes for work
FSKNUM006 Use simple and familiar spatial information for work
FSKNUM007 Use simple data for work
FSKNUM008 Use whole numbers and simple fractions, decimals and percentages for work
FSKNUM009 Use familiar and simple metric measurements for work
FSKNUM010 Use common shapes for work
FSKNUM011 Use familiar and simple spatial information for work
FSKNUM012 Use familiar and simple data for work
FSKNUM013 Construct simple tables and graphs for work
FSKNUM014 Calculate with whole numbers and familiar fractions, decimals and percentages for work
FSKNUM015 Estimate, measure and calculate with routine metric measurements for work
FSKNUM016 Interpret, draw and construct routine 2D and 3D shapes for work
FSKNUM017 Use familiar and routine maps and plans for work
FSKNUM018 Collect data and construct routine tables and graphs for work
FSKNUM019 Interpret routine tables, graphs and charts and use information and data for work
FSKNUM020 Use familiar, routine functions of a calculator for work
FSKNUM021 Apply an expanding range of arithmetical calculations for work
FSKNUM022 Use ratios, rates and proportions for complex workplace tasks
FSKNUM023 Estimate, measure and calculate measurements for work
FSKNUM024 Use geometry to draw 2D shapes and construct 3D shapes for work
FSKNUM025 Use detailed maps to plan travel routes for work
FSKNUM026 Read, interpret and use detailed plans, drawings and diagrams for work
FSKNUM027 Collect, organise and interpret statistical data for work
FSKNUM028 Use routine formulas and algebraic expressions for work
FSKNUM029 Use introductory graphical techniques for work

FSKNUM030 Use common functions of a scientific calculator for work
FSKNUM031 Apply specialised mathematical calculations for work
FSKNUM032 Use and calculate with complex measurements for work
FSKNUM033 Collect, organise and analyse statistical data for work
FSKNUM034 Use and apply concepts of probability for work
FSKNUM035 Use algebraic and graphical techniques to analyse mathematical problems for work
FSKNUM036 Use trigonometry for work
FSKNUM037 Use introductory matrices for work
FSKNUM038 Use introductory vectors
FSKNUM039 Use introductory calculus for work

Writing

FSKWTG001 Complete personal details on extremely simple and short workplace forms
FSKWTG002 Write short and simple workplace formatted texts
FSKWTG003 Write short and simple workplace information
FSKWTG005 Write simple workplace formatted texts
FSKWTG006 Write simple workplace information
FSKWTG008 Complete routine workplace formatted texts
FSKWTG009 Write routine workplace texts
FSKWTG010 Write complex workplace texts
FSKWTG011 Write highly complex workplace texts

Learning

FSKLRG001 Prepare to participate in a learning environment
FSKLRG002 Identify strategies to respond to short and simple workplace problems
FSKLRG003 Use short and simple strategies for career planning
FSKLRG004 Use short and simple strategies for work-related learning
FSKLRG005 Use strategies to plan simple workplace tasks
FSKLRG006 Participate in work placement
FSKLRG007 Use strategies to identify job opportunities
FSKLRG008 Use simple strategies for work-related learning
FSKLRG009 Use strategies to respond to routine workplace problems
FSKLRG010 Use routine strategies for career planning
FSKLRG011 Use routine strategies for work-related learning
FSKLRG012 Apply strategies to plan and manage complex workplace tasks
FSKLRG013 Apply strategies to respond to complex workplace problems
FSKLRG014 Manage strategies for career progression
FSKLRG015 Manage own work-related learning

Oral communication

FSKOCM001 Participate in highly familiar spoken exchanges
FSKOCM002 Engage in short and simple spoken exchanges at work
FSKOCM003 Participate in familiar spoken interactions at work
FSKOCM004 Use oral communication skills to participate in workplace meetings
FSKOCM005 Use oral communication skills for effective workplace presentations
FSKOCM006 Use oral communication skills to participate in workplace teams
FSKOCM007 Interact effectively with others at work
FSKOCM008 Use oral communication skills to facilitate workplace negotiations

FSKOCM009 Use oral communication skills to facilitate workplace meetings
FSKOCM010 Use oral communication skills for complex workplace presentations
FSKOCM011 Use oral communication skills to facilitate complex workplace team interactions

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FSKRDG001 Recognise extremely short and simple workplace signs and symbols
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FSKRDG004 Read and respond to short and simple workplace information
FSKRDG005 Read and respond to simple and familiar workplace procedures
FSKRDG006 Read and respond to simple informal workplace texts
FSKRDG007 Read and respond to simple workplace information
FSKRDG008 Read and respond to information in routine visual and graphic texts
FSKRDG009 Read and respond to routine standard operating procedures
FSKRDG010 Read and respond to routine workplace information
FSKRDG011 Read and respond to complex workplace information
FSKRDG012 Read and respond to highly complex workplace information

Digital

FSKDIG001 Use digital technology for short and basic workplace tasks
FSKDIG002 Use digital technology for routine and simple workplace tasks
FSKDIG003 Use digital technology for non-routine workplace tasks

Section 1 – Cover page

Information required	Detail
Training Package title and code	FSK Foundation Skills Training Package, Release 2.0
Number of new qualifications and their titles ¹	Nil
Number of revised qualifications and their titles	<p>3 Revised qualifications:</p> <ul style="list-style-type: none"> FSK10119 Certificate I in Access to Vocational Pathways FSK10219 Certificate I in Skills for Vocational Pathways FSK20119 Certificate II in Skills for Work and Vocational Pathways
Number of new units of competency and their titles	<p>6 New units</p> <p>Numeracy</p> <ol style="list-style-type: none"> FSKNUM040 Identify and interpret common chance events for work FSKNUM041 Use chance and probability calculations for work <p>Learning</p> <ol style="list-style-type: none"> FSKLRG016 Use short and simple strategies to organise highly familiar workplace tasks FSKLRG017 Identify simple strategies to respond to familiar workplace problems FSKLRG018 Develop a plan to organise routine workplace tasks <p>Oral communication</p> <ol style="list-style-type: none"> FSKOCM012 Use oral communication skills to participate in workplace negotiations
Number of revised units of competency and their titles	<p>88 Revised units</p> <p>Numeracy</p> <ol style="list-style-type: none"> FSKNUM001 Use beginning whole number skills up to 100 for work

¹ When the number of training products is high the titles can be presented as an attached list.

Information required	Detail
	<ol style="list-style-type: none"> 2. FSKNUM002 Use beginning skills related to time and 2D shapes for work 3. FSKNUM003 Use whole numbers and halves for work 4. FSKNUM004 Use basic and familiar metric measurements for work 5. FSKNUM005 Use familiar 2D shapes for work 6. FSKNUM006 Use simple and highly familiar spatial information for work 7. FSKNUM007 Use simple data for work 8. FSKNUM008 Use whole numbers and simple fractions, decimals and percentages for work 9. FSKNUM009 Use familiar and simple metric measurements for work 10. FSKNUM010 Use common shapes for work 11. FSKNUM011 Use familiar and simple spatial information for work 12. FSKNUM012 Use familiar and simple data for work 13. FSKNUM013 Construct simple tables and graphs for work 14. FSKNUM014 Calculate with whole numbers and familiar fractions, decimals and percentages for work 15. FSKNUM015 Estimate, measure and calculate with routine metric measurements for work 16. FSKNUM016 Interpret, draw and construct routine 2D and 3D shapes for work 17. FSKNUM017 Use familiar and routine maps and plans for work 18. FSKNUM018 Collect data and construct routine tables and graphs for work 19. FSKNUM019 Interpret routine tables, graphs and charts and use information and data for work 20. FSKNUM020 Use familiar, routine functions of a calculator for work 21. FSKNUM021 Apply an expanding range of arithmetical calculations for work

Information required	Detail
	<p>22. FSKNUM022 Use ratios, rates and proportions for complex workplace tasks</p> <p>23. FSKNUM023 Estimate, measure and calculate measurements for work</p> <p>24. FSKNUM024 Use geometry to draw 2D shapes and construct 3D shapes for work</p> <p>25. FSKNUM025 Use detailed maps to plan travel routes for work</p> <p>26. FSKNUM026 Read, interpret and use detailed plans, drawings and diagrams for work</p> <p>27. FSKNUM027 Collect, organise and interpret statistical data for work</p> <p>28. FSKNUM028 Use routine formulas and algebraic expressions for work</p> <p>29. FSKNUM029 Use introductory graphical techniques for work</p> <p>30. FSKNUM030 Use common functions of a scientific calculator for work</p> <p>31. FSKNUM031 Apply specialised mathematical calculations for work</p> <p>32. FSKNUM032 Use and calculate with complex measurements for work</p> <p>33. FSKNUM033 Collect, organise and analyse statistical data for work</p> <p>34. FSKNUM034 Use and apply concepts of probability for work</p> <p>35. FSKNUM035 Use algebraic and graphical techniques to analyse mathematical problems for work</p> <p>36. FSKNUM036 Use trigonometry for work</p> <p>37. FSKNUM037 Use introductory matrices for work</p> <p>38. FSKNUM038 Use introductory vectors</p> <p>39. FSKNUM039 Use introductory calculus for work</p> <p>Writing</p> <p>40. FSKWTG001 Complete personal details on extremely simple and short workplace forms</p>

Information required	Detail
	<p>41. FSKWTG002 Write short and simple workplace formatted texts</p> <p>42. FSKWTG003 Write short and simple workplace information</p> <p>43. FSKWTG005 Write simple workplace formatted texts</p> <p>44. FSKWTG006 Write simple workplace information</p> <p>45. FSKWTG008 Complete routine workplace formatted texts</p> <p>46. FSKWTG009 Write routine workplace texts</p> <p>47. FSKWTG010 Write complex workplace texts</p> <p>48. FSKWTG011 Write highly complex workplace texts</p> <p>Learning</p> <p>49. FSKLRG001 Prepare to participate in a learning environment</p> <p>50. FSKLRG002 Identify strategies to respond to short and simple workplace problems</p> <p>51. FSKLRG003 Use short and simple strategies for career planning</p> <p>52. FSKLRG004 Use short and simple strategies for work-related learning</p> <p>53. FSKLRG005 Use strategies to plan simple workplace tasks</p> <p>54. FSKLRG006 Participate in work placement</p> <p>55. FSKLRG007 Use strategies to identify job opportunities</p> <p>56. FSKLRG008 Use simple strategies for work-related learning</p> <p>57. FSKLRG009 Use strategies to respond to routine workplace problems</p> <p>58. FSKLRG010 Use routine strategies for career planning</p> <p>59. FSKLRG011 Use routine strategies for work-related learning</p>

Information required	Detail
	<p>60. FSKLRG012 Apply strategies to plan and manage complex workplace tasks</p> <p>61. FSKLRG013 Apply strategies to respond to complex workplace problems</p> <p>62. FSKLRG014 Manage strategies for career progression</p> <p>63. FSKLRG015 Manage own work-related learning</p> <p>Oral communication</p> <p>64. FSKOCM001 Participate in highly familiar spoken exchanges</p> <p>65. FSKOCM002 Engage in short and simple spoken exchanges at work</p> <p>66. FSKOCM003 Participate in familiar spoken interactions at work</p> <p>67. FSKOCM004 Use oral communication skills to participate in workplace meetings</p> <p>68. FSKOCM005 Use oral communication skills for effective workplace presentations</p> <p>69. FSKOCM006 Use oral communication skills to participate in workplace teams</p> <p>70. FSKOCM007 Interact effectively with others at work</p> <p>71. FSKOCM008 Use oral communication skills to facilitate workplace negotiations</p> <p>72. FSKOCM009 Use oral communication skills to facilitate workplace meetings</p> <p>73. FSKOCM010 Use oral communication skills for complex workplace presentations</p> <p>74. FSKOCM011 Use oral communication skills to facilitate complex workplace team interactions</p> <p>Reading</p> <p>75. FSKRDG001 Recognise extremely short and simple workplace signs and symbols</p> <p>76. FSKRDG002 Read and respond to short and simple workplace signs and symbols</p>

Information required	Detail
	<p>77. FSKRDG004 Read and respond to short and simple workplace information</p> <p>78. FSKRDG005 Read and respond to simple and familiar workplace procedures</p> <p>79. FSKRDG006 Read and respond to simple informal workplace texts</p> <p>80. FSKRDG007 Read and respond to simple workplace information</p> <p>81. FSKRDG008 Read and respond to information in routine visual and graphic texts</p> <p>82. FSKRDG009 Read and respond to routine standard operating procedures</p> <p>83. FSKRDG010 Read and respond to routine workplace information</p> <p>84. FSKRDG011 Read and respond to complex workplace information</p> <p>85. FSKRDG012 Read and respond to highly complex workplace information</p> <p>Digital</p> <p>86. FSKDIG001 Use digital technology for short and basic workplace tasks</p> <p>87. FSKDIG002 Use digital technology for routine and simple workplace tasks</p> <p>88. FSKDIG003 Use digital technology for non-routine workplace tasks</p>
<p>Confirmation that the panel member is independent of:</p> <ul style="list-style-type: none"> the Training Package or Training Package components review ('Yes' or 'No') development and/or validation activities associated with the Case for Endorsement ('Yes' or 'No') undertaking the Equity and/or Editorial Reports for the training package products that are the subject of this quality report ('Yes' or 'No') 	<p>Yes.</p> <p>Yes.</p> <p>Yes.</p>
Confirmation of the Training Packages or components thereof being compliant with the <i>Standards for Training Packages 2012</i>	Yes.

Information required	Detail
Confirmation of the Training Packages or components thereof being compliant with the <i>Training Package Products Policy</i>	Yes.
Confirmation of the Training Packages or components thereof being compliant with the <i>Training Package Development and Endorsement Process Policy</i>	Yes.
Panel member's view about whether: <ul style="list-style-type: none"> the evidence of consultation and validation process being fit for purpose and commensurate with the scope estimated impact of the proposed changes is sufficient and convincing 	Yes.
Name of panel member completing Quality Report	Bernadette Delaney
Date of completion of the Quality Report	12 th July, 2019

Section 2 – Compliance with the Standards for Training Packages 2012

Standards for Training Packages	Stand ard met 'yes' or 'no'	Evidence supporting the statement of compliance or noncompliance (including evidence from equity and editorial reports)
<p>Standard 1</p> <p>Training Packages consist of the following:</p> <ol style="list-style-type: none"> 1. AISC endorsed components: <ul style="list-style-type: none"> • qualifications • units of competency • assessment requirements (associated with each unit of competency) • credit arrangements 2. One or more quality assured companion volumes 	Yes	<p>The training products for this quality review were all provided in full and consisted of:</p> <ul style="list-style-type: none"> • Units of competency and associated assessment requirements (6 new and 88 revised) • Qualifications (3) • A Companion Volume Implementation Guide (CVIG) <p>There were no credit arrangements available at this time.</p>
<p>Standard 2</p> <p>Training Package developers comply with the <i>Training Package Products Policy</i></p>	Yes	<p>The training products presented complied with the <i>Training Package Products Policy</i>.</p> <p>Coding and titling</p> <p>The draft training package, <i>FSK Foundation Skills Training Package, Release 2.0</i>, draft units of competency and draft qualifications are all coded according to the <i>Training Package Products Policy</i>.</p> <p>Access and equity</p> <p>The <i>draft FSK Foundation Skills Training Package Release 2.0 Companion Volume Implementation Guide (CVIG)</i> has a section on access and equity (p35). This section describes the importance of reasonable adjustment in assessment.</p> <p>This was confirmed in the Equity Report.</p> <p>Foundation skills</p> <p>As the main focus of the <i>FSK Foundation Skills Training Package</i> is foundation skills, only those skills that have not been explicitly described in the performance criteria are listed in the</p>

Standards for Training Packages	Stand ard met 'yes' or 'no'	Evidence supporting the statement of compliance or noncompliance (including evidence from equity and editorial reports)
		<p>'foundation skills' section of the unit template (CVIG, p36).</p> <p><i>Imported units of competency</i></p> <p>There are no imported units in this training package.</p> <p><i>Units of competency mapping</i></p> <p>The <i>draft CVIG</i> provides mapping to previous versions of qualifications and units of competency (CVIG, p11). Equivalence status is noted, where relevant.</p> <p>The mapping section of the CVIG provides for users, information on the changes in units of competency, so they can identify transition and resource implications.</p> <p><i>Qualifications</i></p> <p>There are no entry requirements in the draft qualifications. The packaging rules are clearly set out in each of the three qualifications. All units are described as core or elective. Electives are grouped and clearly labelled. Pathways advice is comprehensively explained and further illustrated by mapping the qualification to the Australian Core Skills Framework (ACSF).</p>
<p>Standard 3</p> <p>Training Package developers comply with the AISC <i>Training Package Development and Endorsement Process Policy</i></p>	<p>Yes</p>	<p><i>Development process</i></p> <p>The Project's <i>Case for Change (CfC)</i> was established as a result of initial research and consultations outlined in the <i>Education Industry Skills Forecast and Proposed Schedule of Work</i>. The CfC called for a complete review of the <i>Foundation Skills Training Package</i>. The AISC endorsed the <i>Case for Change</i> on the 17th November 2016.</p> <p>The Project Working Group (PWG), which guided the development of these training products,</p>

Standards for Training Packages	Stand ard met 'yes' or 'no'	Evidence supporting the statement of compliance or noncompliance (including evidence from equity and editorial reports)
		<p>consisted of expertise across the range of foundation skills as well as providing a national perspective(N=14).</p> <p>The range of stakeholders consulted (N=242) was commensurate with the scope of the review and demonstrated the impressive interest in the project across Australia. The list of stakeholders in the <i>Case for Endorsement (CfE)</i> provided job titles and organisations, which illustrated the broad interest and applicability of Foundation Skills in the vocational education and training (VET) sector.</p> <p>A range of methodologies were used for consultations, including focus groups, targeted consultations, open forums and public surveys, to ensure maximum responses were achieved. This approach allowed for open and inclusive participation as well as providing a platform for a responsive approach to stakeholder suggestions. Consultations were supported by email alerts so that feedback on training products could be maximised.</p> <p>State and Territory Training Authorities (STTAs)</p> <p>STTAs were engaged in all stages of the project and invited to provide feedback.</p> <p>Dissenting views</p> <p>All dissenting views were acknowledged and discussed and the PWG reached a consensus on directions to adopt. These views were related to matters of ACSF alignment and terminology and required assessor skills. Agreement was not reached with Victorian STA on the assessor requirements. This resulted in the <u>Case for Endorsement with a Report by Exception</u>.</p>

Standards for Training Packages	Stand ard met 'yes' or 'no'	Evidence supporting the statement of compliance or noncompliance (including evidence from equity and editorial reports)
<p>Standard 4</p> <p>Units of competency specify the standards of performance required in the workplace</p>	Yes	The units of competency specified the requirements of foundation skills necessary to perform a range of work tasks.
<p>Standard 5</p> <p>The structure of units of competency complies with the unit of competency template</p>	Yes	<p>The Editorial Report confirmed the units of competency complied with the required template.</p> <p>The units were clearly written and logically presented, so that the performance criteria clearly reflected the elements. During this review some suggestions were made and addressed to ensure consistency across the suite of units presented.</p>
<p>Standard 6</p> <p>Assessment requirements specify the evidence and required conditions for assessment</p>	Yes	The Assessment Requirements specified the performance and knowledge evidence required and the conditions under which to collect this evidence.
<p>Standard 7</p> <p>Every unit of competency has associated assessment requirements. The structure of assessment requirements complies with the assessment requirements template</p>	Yes	<p>The Editorial Report confirmed the assessment requirements complied with the required template.</p> <p>All assessment requirements were reviewed in relation to the template and found to be compliant.</p>
<p>Standard 8</p> <p>Qualifications comply with the Australian Qualifications Framework (AQF) specification for that qualification type</p>	Yes	<p>Qualifications complied with the AQF.</p> <p>PWC Skills for Australia provided an AQF alignment table that mapped the three qualifications to qualification level descriptors and specifications.</p>
<p>Standard 9</p> <p>The structure of the information for the Australian Qualifications Framework qualification complies with the qualification template</p>	Yes	<p>The Editorial Report confirmed the qualifications complied with the required template.</p> <p>The qualifications provided useful information describing the qualification, including the relationship to the Australian Core Skills</p>

Standards for Training Packages	Stand ard met 'yes' or 'no'	Evidence supporting the statement of compliance or noncompliance (including evidence from equity and editorial reports)
		Framework (ACSF) and the learners that would be most suitable.
Standard 10 Credit arrangements existing between Training Package qualifications and Higher Education qualifications are listed in a format that complies with the credit arrangements template	Yes	No credit arrangements exist at this time.
Standard 11 A quality assured companion volume implementation guide produced by the Training Package developer is available at the time of endorsement and complies with the companion volume implementation guide template.	Yes	The Editorial Report confirmed the CVIG complied with the required template. All mandatory fields were addressed adequately.
Standard 12 Training Package developers produce other quality assured companion volumes to meet the needs of their stakeholders as required.	NA	No other CVIG was available at this time.

Section 3 – Compliance with the training package quality principles

Note: not all training package quality principles might be applicable to every training package or its components. Please provide a supporting statement/evidence of compliance or non-compliance against each principle.

Quality principle 1. Reflect identified workforce outcomes

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance/non compliance with the quality principle Please see examples of evidence in the <i>Training Package Development and Endorsement Process Policy</i>
Driven by industry's needs	Yes	An important theme in this project was to ensure new training products in the <i>Foundation Skills Training Package</i> responded to industry and learner needs. The Foundation

		<p>Skills Project Working Group (PWG) directed the project, and covered national industry interests and different aspects of the foundation skills sector.</p> <p>Planning for the project began with the <i>Case for Change (CfC)</i> which called for a review of the <i>Foundation Skills Training Package</i>. The review was to focus on shortfalls in current training products identified by industry which included:</p> <ul style="list-style-type: none"> ○ insufficient language, literacy and numeracy (LLN) skills in the workplace ○ concerns that the VET trainers and assessors are not adequately equipped to deliver Foundation Skills training and ○ a lack of alignment of Foundation Skills components (qualifications and units of competency) to the Australian Core Skills Framework (ACSF). <p>Other areas to be addressed included:</p> <ul style="list-style-type: none"> ○ responding to current government policy developments underway in relation to foundation skills ○ matters of delivery and associated risks and how these risks may be mitigated, and ○ the need for minimum professional standards and required advice from the IRC about the interaction between this issue and the implementation of the new TAE requirements around LLN delivery. (CfE, p10) <p>Addressing these areas in the scope of activity would focus on industry needs.</p>
<p>Compliant and responds to government policy initiatives</p> <p>Training package component</p>	Yes	<p>Government policy initiatives were addressed by:</p> <ul style="list-style-type: none"> ● reviewing all units for suitability and combining several units in the reading and writing streams. No units were deleted ● improving information for implementation of qualifications and units through the links to the ACSF and better descriptive details in the draft training products ● outlining advice on implementation in the CVIG

<p>responds to the COAG Industry and Skills Council's (CISC) training package-related initiatives or directions, in particular the 2015 training package reforms. Please specify which of the following CISC reforms are relevant to the training product and identify supporting evidence:</p> <ul style="list-style-type: none"> • ensure obsolete and superfluous qualifications are removed from the system • ensure that more information about industry's expectations of training delivery is available to training providers to improve their delivery and to consumers to enable more informed course choices • ensure that the training system better supports individuals to move easily from one related occupation to another • improve the efficiency of the training system by creating units that can be owned and used by multiple industry sectors • foster greater recognition of skill sets 		<ul style="list-style-type: none"> • designing foundation skills draft products so that there is a sequence in the learning for each major field. They are essentially designed to provide learners with very clear pathways within the <i>FSK Training Package</i> and a pathway to employment and further vocational training • ensuring FSK training products support the movement of individuals through the training and employment system by improving their foundation skills that are necessary to all job roles • developing generic units written to be contextualised to a range of industries. <p>There were no skill sets presented.</p>
<p>Reflect contemporary work organisation and job profiles incorporating a future orientation</p>	<p>Yes</p>	<p>This review aimed to improve the FSK training products relationship to work tasks and use in vocational programs. The extensive consultation in this project focussed on the review aims and the need to improve the current training products due to:</p> <ul style="list-style-type: none"> • lack of representation of some foundation skills resulting in skills gaps in the Training Package

		<ul style="list-style-type: none"> • inconsistencies in delivery stemming from lack of detail in units of competency • duplication of content in some units of competency • inflexible structure of qualifications and • the need for clarity of learning outcomes in each unit. <p>(CfE, p11)</p>
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Quality principle 2: Support portability of skills and competencies including reflecting licensing and regulatory requirements

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance with the quality principle Please see examples of evidence in the <i>Training Package Development and Endorsement Process Policy</i>
Support movement of skills within and across organisations and sectors	Yes	The packaging rules in the three qualifications support flexibility across organisations and sectors by providing ample choice of electives and allowing for importing from other training packages or accredited courses. The units of competency can be incorporated into a large range of vocational qualifications, to address learner's foundation skills from basic to higher levels of performance, required for the workplace and employment.
Promote national and international portability	Yes	These products can be used nationally through FSK qualifications, with a range of other training package and accredited vocational qualifications or as single units of competency.
Reflect regulatory requirements and licensing	NA	Not applicable

Quality principle 3: Reflect national agreement about the core transferable skills and core job-specific skills required for job roles as identified by industry

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance with the quality principle Please see examples of evidence in the <i>Training Package Development and Endorsement Process Policy</i>
Reflect national consensus	Yes	Consultation was conducted nationally and the PWG also ensured that products were relevant for implementation nationally.
Recognise convergence and connectivity of skills	Yes	The draft training products have been aligned to the ACSF and valuable information is recorded on each unit of competency and the three qualifications which advises users about the relationship with the ACSF.

Quality principle 4: Be flexible to meet the diversity of individual and employer needs including the capacity to adapt to changing job roles and workplaces

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance with the quality principle Please see examples of evidence in the <i>Training Package Development and Endorsement Process Policy</i>
Meet the diversity of individual and employer needs	Yes	The draft training products have been developed to address the areas of review identified in the <i>Case for Change</i> . These products have been mindful of emerging trends both in foundation skills and vocational training in multiple industries and stakeholders (CfE, p18). Also, a very important consideration in the development of these draft products is the variety and diversity of learner needs.
Support equitable access and progression of learners	Yes	<p>The Equity Report confirmed that the draft training products presented are flexible.</p> <p>The purpose of the FSK Training Package is to support the achievement of vocational pathways and FSK units of competency are designed for integration and contextualisation with vocational units of competency from other training packages.</p> <p>There are no units of competency with prerequisites in the FSK Foundation Skills Training Package.</p>

Quality principle 5: Facilitate recognition of an individual’s skills and knowledge and support movement between the school, vocational education and higher education sectors

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance with the quality principle Please see examples of evidence in the <i>Training Package Development and Endorsement Process Policy</i>
Support learner transition between education sectors	Yes	Essentially, foundation skills training products assist learners to follow pathways to and within schools and VET. The relevance of the <i>Foundation Skills Training Package</i> to VET in Schools (VETiS) learners is outlined in the draft CVIG (p36). The three draft qualifications can be utilised in VETiS programs for learners who need to build vocationally-relevant foundation skills. The qualifications may delivered alone or in combination with other vocational qualifications to support vocational outcomes and pathways, by addressing and strengthening necessary foundation skills in the areas of oral communication, reading, writing, learning, numeracy or digital skills.

Quality principle 6: Support interpretation by training providers and others through the use of simple, concise language and clear articulation of assessment requirements

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance with the quality principle Please see examples of evidence in the <i>Training Package Development and Endorsement Process Policy</i>
Support implementation across a range of settings	Yes	Industry advice about delivery across a range of settings is provided in the CVIG. This is confirmed in the Equity Report. There is a whole section in the CVIG covering implementation advice. This section explains the unique position that the <i>FSK Training Package</i> holds in the VET sector “ <i>in that it is designed to work in combination with those other training packages to support learner achievement of vocational pathways</i> ”. (p26). The importance of these training products is that they are very important for learners who need the required foundation

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance with the quality principle Please see examples of evidence in the <i>Training Package Development and Endorsement Process Policy</i>
		<p>skills to successfully complete their vocational programs. Consequently, these training products are useful in institutional or work based delivery.</p> <p>The CfE also explains that the draft training products have more detail than previous versions, which will assist RTOs when delivering these units and qualification(p17). In fact, one of the project outcomes is substantial more detail in the units of competency and assessment requirements.</p>
Support sound assessment practice	Yes	<p>The Assessment Requirements will support sound assessment practice because they are expressed clearly, stipulate the frequency or volume of performance evidence and state in a logical sequence, the knowledge evidence. They also provide the necessary assessment conditions, including the required assessor expertise.</p>
Support implementation	Yes	<p>No structural barriers have been identified that would impact on implementation.</p>