Companion Volume Implementation Guide

for FSK Foundation Skills Training Package

FSK Foundation Skills
Training Package

August 2019

Release 2.0

pwc

Contents

Version control and modification history

Version number	Release date	Comments
Version 2.0	October 2019	Holistic review of the FSK Foundation Skills Training Package: • 3 qualifications revised and updated • 88 units of competency revised and updated • 3 units of competency superseded into other FSK units of competency • 6 new units of competency created
Version 1.1	May 2013	This version of the Training Package created to correct error in migration of Assessment Requirements for unit FSKLRG14. These updates reflect the Assessment Requirements as endorsed by the NSSC.
Version 1.0	March 2013	Primary Release of Streamlined training package

About the Guide

Who is this Guide for?

This FSK Foundation Skills Training Package Implementation Guide assists assessors, trainers, registered training organisations (RTOs) and enterprises to deliver nationally endorsed industry training packages.

Nationally endorsed training packages are developed to meet the *Standards for Training Packages* (and accompanying policies) which were ratified by Commonwealth and State/Territory ministers in 2012.

As well as information relevant to all training packages, it provides specific information and advice about the history, structure, key features and application of the FSK Foundation Skills Training Package.

What is in the Implementation Guide?

This Implementation Guide provides:

- information relevant to all training packages

- lists of qualifications and units of competency in the FSK Foundation Skills Training Package

- mapping information for qualifications and units of competency.

About training packages

What is a training package?

A training package is a set of nationally endorsed qualifications, units of competency and assessment requirements developed for a specific industry, sector or workplace.

A training package:

- specifies the skills and knowledge required to perform effectively in the workplace
- provides consistent components for training, assessing and recognising skills
- enables nationally recognised qualifications to be awarded through direct assessment of workplace competencies
- promotes flexible modes of training to suit individual and industry requirements
- encourages learning and assessment in a work-related environment that lead to verifiable workplace outcomes.

While a training package **does** specify workplace skills and knowledge requirements, it **does not** suggest how a learner should be trained. Users of training packages, such as trainers or assessors, must develop learning and assessment strategies that support the needs of their particular learners.

Components of training packages

Training packages consist of the following endorsed components:

- **Qualifications** which consist of units of competency combined into meaningful groups to meet workplace roles, and aligned to vocational qualification levels identified in the Australian Qualifications Framework (AQF)
- **Units of competency** which specify the standards of performance required in the workplace
- **Assessment requirements** which specify the performance evidence, knowledge evidence and conditions for assessment for each unit of competency
- **Credit arrangements** which specify details of existing credit arrangements between vocational and higher education qualifications in accordance with the AQF. Currently no credit arrangements exist between any FSK Foundation Skills Training Package qualifications and higher education qualifications.

Training packages may also include non-endorsed components, such as:

- **Skill sets** which are groups of endorsed units of competency that address a defined industry need or licensing or regulatory requirement
- **Companion volumes** (including this Implementation Guide) which provide support for delivery and assessment
- **User guides** which provide information about specific components.

Training package development and endorsement process

All training packages must be designed and developed to comply with the Australian Government's *Standards for Training Packages 2012* and accompanying policies. More information about training package standards and policies is available on the Department of Education and Training website: https://docs.education.gov.au/node/43181

Training packages are developed to meet the training needs of specific industries and sectors. They differ from other education and training courses in that they must be created with industry involvement and extensive

national consultation. They are regularly reviewed through a continuous improvement cycle, and updated to ensure they remain current and relevant.

Who can deliver and assess a qualification?

For the purpose of national recognition, delivery and assessment must be conducted by an RTO with the qualifications or specific units of competency on its scope of registration.

All RTOs must comply with the requirements set out in applicable standards. The current registering bodies and standards, and which type of RTO they apply to, are shown in the table below. Users of this Implementation Guide are advised to check the applicable standards for their particular circumstances.

Summary of Frameworks and Standards for RTOs

Registering body	Standards	Applicable RTOs
Australian Skills Quality Authority (ASQA)	Standards for Registered Training Organisations (RTOs) Amendment 2017	RTOs that deliver training in the Australian Capital Territory, New South Wales, the Northern Territory, South Australia, Queensland, or Tasmania. RTOs in Victoria and Western Australia that offer training to overseas students and/or students (including online courses) in the Australian Capital Territory, New South Wales, the Northern Territory, South Australia, Queensland, or Tasmania.
Training Accreditation Council (WA TAC)	Standards for Registered Training Organisations (RTOs) 2015	RTOs that deliver vocational education and training solely in Western Australia and do not intend to apply to be registered on the Commonwealth Register of Institutions and Courses for Overseas Learners (CRICOS).
Victorian Registration and Qualifications Authority (VRQA)	AQTF Essential Conditions and Standards for Initial Registration AQTF Essential Conditions and Standards for Continuing Registration VRQA Guidelines	RTOs that deliver vocational education and training solely in Victoria and do not intend to apply to be registered on the Commonwealth Register of Institutions and Courses for Overseas Learners (CRICOS).

More information about national standards and standards for non-referring states can be found at the relevant government websites:

- Australian Government, Department of Education and Training
  <https://www.education.gov.au/
- Training Accreditation Council (Western Australia)
  <http://www.tac.wa.gov.au>

- Victorian Registration and Qualifications Authority (VRQA)
  <http://www.vrqa.vic.gov.au/>

RTOs must make sure that training and assessment comply with the relevant standards. This includes ensuring that training delivery and assessment are conducted by those who:

- have the necessary training and assessment competencies
- have the relevant vocational competencies at least to the level being delivered or assessed
- can demonstrate current industry skills directly relevant to the training and assessment being delivered
- continue to develop their vocational education and training (VET) knowledge and skills, industry currency and trainer/assessor competence.

Check for specific assessor requirements in the *Assessment conditions* section of the assessment requirements for the unit of competency.

Maintaining currency

Assessors have a responsibility to maintain currency in all areas of their own vocational competence. Moy (2001) defines industry currency as maintaining, upgrading and, if required, widening competence in the specialised industry skills and knowledge needed to deliver and assess VET qualifications/courses.

Currency includes maintaining professional knowledge about the industry sector, including technologies and workplace practices. This may be achieved through:

- participation in relevant professional development activities
- participation in networks, communities of practice and mentoring activities
- personal development through reading of industry journals
- participating in formal (nationally endorsed or State/Territory accredited) and/or informal training or professional learning
- returning to work in industry.

Units of competency in FSK Foundation Skills Training Package

Unit code	Unit title
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
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
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

Unit code	Unit title
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
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
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

Unit code	Unit title
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
FSKOCM012	Use oral communication skills to participate in workplace negotiations
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 highly 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

Unit code	Unit title
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
FSKNUM040	Identify and interpret common chance events for work
FSKNUM041	Use chance and probability calculations for work
Digital Technology	
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

List of imported units in FSK Foundation Skills Training Package

There are no imported units of competency listed in FSK Foundation Skills Training Package qualifications.

The purpose of the Training Package is to support the achievement of vocational pathways and so all FSK units of competency are designed for integration and contextualisation with vocational units of competency from other training packages.

List of prerequisite units in FSK Foundation Skills Training Package

There are no units of competency with prerequisite unit requirements in the FSK Foundation Skills Training Package.

Qualification mapping

Key: E = equivalent, N = not equivalent, N/A = not applicable

Qualification code and title FSK Training Package (Release 1.1)	*Qualification code and title FSK Training Package (Release 2.0)*	*Comments*	*E/N*
FSK10113 Certificate I in Access to Vocational Pathways	FSK10119 Certificate I in Access to Vocational Pathways	Changes to packaging rules and structure of core and elective banks.	N
FSK10213 Certificate I in Skills for Vocational Pathways	FSK10219 Certificate I in Skills for Vocational Pathways	Changes to packaging rules and structure of core and elective banks.	N
FSK20113 Certificate II in Skills for Work and Vocational Pathways	FSK20119 Certificate II in Skills for Work and Vocational Pathways	Changes to packaging rules and structure of core and elective banks.	N

Unit mapping

Key: E = equivalent, N = not equivalent, N/A = not applicable

Unit code and title FSK Training Package (Release 1.1)	*Unit code and title FSK Training Package (Release 2.0)*	*Comments*	*E/N*
Numeracy			
FSKNUM01 Use beginning whole number skills and money up to one hundred for work	FSKNUM001 Use beginning whole number skills up to 100 for work	Reference to skills associated with ACSF numeracy indicators .09, .10 and .11 at pre-level 1 strengthened	E
FSKNUM02 Use beginning skills related to time and 2D shapes for work	FSKNUM002 Use beginning skills related to time and 2D shapes for work	Reference to skills associated with ACSF numeracy indicators.09, .10 and .11 at pre-level 1 strengthened	E
FSKNUM03 Use whole numbers and money up to one thousand for work	FSKNUM003 Use whole numbers and halves for work	Money removed. Halves added. Reference to skills associated with ACSF numeracy indicators.09, .10 and .11 at level 1 strengthened	E

PwC's Skills for Australia

Unit code and title FSK Training Package (Release 1.1)	Unit code and title FSK Training Package (Release 2.0)	Comments	E/N
FSKNUM04 Locate, compare and use highly familiar measurements for work	FSKNUM004 Use basic and familiar metric measurements for work	Reference to skills associated with ACSF numeracy indicators .09, .10 and .11 at level 1 strengthened	E
FSKNUM05 Identify and use some common 2D shapes for work	FSKNUM005 Use familiar 2D shapes for work	Reference to skills associated with ACSF numeracy indicators .09, .10 and .11 at level 1 strengthened	E
FSKNUM06 Use highly familiar maps and diagrams for work	FSKNUM006 Use simple and highly familiar spatial information for work	Reference to skills associated with ACSF numeracy indicators .09, .10 and 0.11 at level 1 strengthened	E
FSKNUM07 Locate specific information in highly familiar tables, graphs and charts for work	FSKNUM007 Use simple data for work	Reference to skills associated with ACSF numeracy indicators .09, .10 and .11 at level 1 strengthened	E
FSKNUM08 Identify and use whole numbers and simple fractions, decimals and percentages for work	FSKNUM008 Use whole numbers and simple fractions, decimals and percentages for work	Reference to skills associated with ACSF numeracy indicators .09, .10 and .11 at level 2 strengthened	E
FSKNUM09 Identify, measure and estimate familiar quantities for work	FSKNUM009 Use familiar and simple metric measurements for work	Reference to skills associated with ACSF numeracy indicators .09, .10 and .11 at level 2 strengthened	E
FSKNUM10 Identify and describe common 2D and some 3D shapes for work	FSKNUM010 Use common shapes for work	Reference to skills associated with ACSF numeracy indicators .09, .10 and .11 at level 2 strengthened	E
FSKNUM11 Read and use familiar maps, plans and diagrams for work	FSKNUM011 Use familiar and simple spatial information for work	Reference to skills associated with ACSF numeracy indicators .09, .10 and .11 at level 2 strengthened	E
FSKNUM12 Identify and interpret information in familiar	FSKNUM012 Use familiar and simple data for work	Reference to skills associated with ACSF numeracy indicators .09, .10 and .11 at level 2 strengthened	E

Unit code and title FSK Training Package (Release 1.1)	Unit code and title FSK Training Package (Release 2.0)	Comments	E/N
tables, graphs and charts for work			
FSKNUM13 Construct simple tables and graphs for work using familiar data	FSKNUM013 Construct simple tables and graphs for work	Reference to skills associated with ACSF numeracy indicators .09, .10 and .11 at level 2 strengthened	E
FSKNUM14 Calculate with whole numbers and familiar fractions, decimals and percentages for work	FSKNUM014 Calculate with whole numbers and familiar fractions, decimals and percentages for work	Reference to skills associated with ACSF numeracy indicators .09, .10 and .11 at level 3 strengthened	E
FSKNUM15 Estimate, measure and calculate with routine metric measurements for work	FSKNUM015 Estimate, measure and calculate with routine metric measurements for work	Reference to skills associated with ACSF numeracy indicators .09, .10 and .11 at level 3 strengthened	E
FSKNUM16 Interpret, draw and construct 2D and 3D shapes for work	FSKNUM016 Interpret, draw and construct routine 2D and 3D shapes for work	Reference to skills associated with ACSF numeracy indicators .09, .10 and .11 at level 3 strengthened	E
FSKNUM17 Use routine maps and plans for work	FSKNUM017 Use familiar and routine maps and plans for work	Reference to skills associated with ACSF numeracy indicators .09, .10 and .11 at level 3 strengthened	E
FSKNUM18 Collect data and construct routine tables and graphs for work	FSKNUM018 Collect data and construct routine tables and graphs for work	Reference to skills associated with ACSF numeracy indicators .09, .10 and .11 at level 3 strengthened	E
FSKNUM19 Interpret routine tables, graphs and charts for work	FSKNUM019 Interpret routine tables, graphs and charts and use information and data for work	Reference to skills associated with ACSF numeracy indicators .09, .10 and .11 at level 3 strengthened	E
FSKNUM20 Use basic functions of a calculator	FSKNUM020 Use familiar, routine functions of a calculator for work	Reference to skills associated with ACSF numeracy indicators .09, .10 and .11 at level 3 strengthened	N

Unit code and title FSK Training Package (Release 1.1)	Unit code and title FSK Training Package (Release 2.0)	Comments	E/N
FSKNUM21 Apply an expanding range of mathematical calculations for work	FSKNUM021 Apply an expanding range of arithmetical calculations for work	Reference to skills associated with ACSF numeracy indicators .09, .10 and .11 at level 4 strengthened	E
FSKNUM22 Use and apply ratios, rates and proportions for work	FSKNUM022 Use ratios, rates and proportions for complex workplace tasks	Reference to skills associated with ACSF numeracy indicators .09, .10 and .11 at level 4 strengthened	E
FSKNUM23 Estimate, measure and calculate measurements for work	FSKNUM023 Estimate, measure and calculate measurements for work	Reference to skills associated with ACSF numeracy indicators .09, .10 and .11 at level 4 strengthened	E
FSKNUM24 Use geometry to draw 2D shapes and construct 3D shapes for work	FSKNUM024 Use geometry to draw 2D shapes and construct 3D shapes for work	Reference to skills associated with ACSF numeracy indicators .09, .10 and .11 at level 4 strengthened	E
FSKNUM25 Use detailed maps to plan travel routes for work	FSKNUM025 Use detailed maps to plan travel routes for work	Reference to skills associated with ACSF numeracy indicators .09, .10 and .11 at level 4 strengthened	E
FSKNUM26 Read, interpret and use detailed plans, drawings and diagrams for work	FSKNUM026 Read, interpret and use detailed plans, drawings and diagrams for work	Reference to skills associated with ACSF numeracy indicators .09, .10 and .11 at level 4 strengthened	E
FSKNUM27 Collect, organise and interpret statistical data for work	FSKNUM027 Collect, organise and interpret statistical data for work	Reference to skills associated with ACSF numeracy indicators .09, .10 and .11 at level 4 strengthened	E
FSKNUM28 Use routine formulas and algebraic expressions for work	FSKNUM028 Use routine formulas and algebraic expressions for work	Reference to skills associated with ACSF numeracy indicators .09, .10 and .11 at level 4 strengthened	E
FSKNUM29 Use introductory graphical techniques for work	FSKNUM029 Use introductory graphical techniques for work	Reference to skills associated with ACSF numeracy indicators .09, .10 and .11 at level 4 strengthened	E

Unit code and title FSK Training Package (Release 1.1)	Unit code and title FSK Training Package (Release 2.0)	Comments	E/N
FSKNUM30 Use common functions of a scientific calculator for work	FSKNUM030 Use common functions of a scientific calculator for work	Reference to skills associated with ACSF numeracy indicators .09, .10 and .11 at level 4 strengthened	E
FSKNUM31 Apply a wide range of mathematical calculations for work	FSKNUM031 Apply specialised mathematical calculations for work	Skills associated with ACSF numeracy indicators .09, .10 and .11 at level 5 strengthened	E
FSKNUM32 Use and calculate with complex measurements for work	FSKNUM032 Use and calculate with complex measurements for work	Reference to skills associated with ACSF numeracy indicators .09, .10 and .11 at level 5 strengthened	E
FSKNUM33 Collect, organise and analyse statistical data for work	FSKNUM033 Collect, organise and analyse statistical data for work	Reference to skills associated with ACSF numeracy indicators .09, .10 and .11 at level 5 strengthened	E
FSKNUM34 Use and apply concepts of probability for work	FSKNUM034 Use and apply concepts of probability for work	Reference to skills associated with ACSF numeracy indicators .09, .10 and .11 at level 5 strengthened	E
FSKNUM35 Use algebraic and graphical techniques to analyse mathematical problems for work	FSKNUM035 Use algebraic and graphical techniques to analyse mathematical problems for work	Reference to skills associated with ACSF numeracy indicators .09, .10 and .11 at level 5 strengthened	E
FSKNUM36 Use trigonometry for work	FSKNUM036 Use trigonometry for work	Reference to skills associated with ACSF numeracy indicators .09, .10 and .11 at level 5 strengthened	E
FSKNUM37 Use introductory matrices for work	FSKNUM037 Use introductory matrices for work	Reference to skills associated with ACSF numeracy indicators .09, .10 and .11 at level 5 strengthened	E
FSKNUM38 Use introductory vectors for work	FSKNUM038 Use introductory vectors	Reference to skills associated with ACSF numeracy indicators .09, .10 and .11 at level 5 strengthened	E
FSKNUM39 Use introductory calculus for work	FSKNUM039 Use introductory calculus for work	Reference to skills associated with ACSF numeracy indicators .09, .10 and .11 at level 5 strengthened	E

Unit code and title FSK Training Package (Release 1.1)	Unit code and title FSK Training Package (Release 2.0)	Comments	E/N
N/A	FSKNUM040 Identify and interpret common chance events for work	New unit	No equivalent unit
N/A	FSKNUM041 Use chance and probability calculations for work	New unit	No equivalent unit
Writing			
FSKWTG01 Write personal details on basic workplace forms	FSKWTG001 Complete personal details on extremely simple and short workplace forms	Reference to skills associated with ACSF writing indicators .05 and .06 at pre-level 1 strengthened	E
FSKWTG02 Write basic workplace formatted texts	FSKWTG002 Write short and simple workplace formatted texts	Reference to skills associated with ACSF writing indicators .05 and .06 at level 1 strengthened	E
FSKWTG03 Write basic workplace information	FSKWTG003 Write short and simple workplace information	Reference to skills associated with ACSF writing indicators .05 and .06 at level 1 strengthened	E
FSKWTG04 Write simple informal workplace texts	FSKWTG006 Write simple workplace information	FSKWTG04 and FSKWTG06 were duplicative. The units have been combined and content from FSKWTG04 has incorporated into the new FSKWTG006 unit of competency	E
FSKWTG05 Complete simple workplace formatted texts	FSKWTG005 Write simple workplace formatted texts	Reference to skills associated with ACSF writing indicators .05 and .06 at level 2 strengthened	E
FSKWTG06 Write simple workplace information	FSKWTG006 Write simple workplace information	Reference to skills associated with ACSF writing indicators .05 and .06 at level 2 strengthened	E
FSKWTG07 Write routine formal workplace texts	FSKWTG009 Write routine workplace texts	FSKWTG07 and FSKWTG09 were duplicative. The units have been combined and content from FSKWTG07 has incorporated into the new FSKWTG009 unit of competency	E

Unit code and title FSK Training Package (Release 1.1)	Unit code and title FSK Training Package (Release 2.0)	Comments	E/N
FSKWTG08 Complete routine workplace formatted texts	FSKWTG008 Complete routine workplace formatted texts	Reference to skills associated with ACSF writing indicators .05 and .06 at level 3 strengthened	E
FSKWTG09 Write routine workplace texts	FSKWTG009 Write routine workplace texts	Reference to skills associated with ACSF writing indicators .05 and .06 at level 3 strengthened	E
FSKWTG10 Write complex workplace texts	FSKWTG010 Write complex workplace texts	Reference to skills associated with ACSF writing indicators .05 and .06 at level 4 strengthened	E
FSKWTG11 Write a highly complex workplace text	FSKWTG011 Write highly complex workplace texts	Reference to skills associated with ACSF writing indicators .05 and .06 at level 5 strengthened	E
Learning			
FSKLRG01 Prepare to participate in a learning environment	FSKLRG001 Prepare to participate in a learning environment	Reference to skills associated with ACSF learning indicators .01 and .02 at pre-level 1 strengthened	E
FSKLRG02 Identify strategies to respond to basic workplace problems	FSKLRG002 Identify strategies to respond to short and simple workplace problems	Reference to skills associated with ACSF learning indicators .01 and .02 at level 1 strengthened	E
FSKLRG03 Use basic strategies for career planning	FSKLRG003 Use short and simple strategies for career planning	Reference to skills associated with ACSF learning indicators .01 and .02 at level 1 strengthened	E
FSKLRG04 Use basic strategies for work-related learning	FSKLRG004 Use short and simple strategies for work-related learning	Reference to skills associated with ACSF learning indicators .01 and .02 at level 1 strengthened	E
FSKLRG05 Use strategies to plan simple workplace tasks	FSKLRG005 Use strategies to plan simple workplace tasks	Reference to skills associated with ACSF learning indicators .01 and .02 at level 2 strengthened	E
FSKLRG06 Participate in work placement	FSKLRG006 Participate in work placement	Reference to skills associated with ACSF learning indicators .01 and .02 at level 2 strengthened	E
FSKLRG07 Use strategies to identify job opportunities	FSKLRG007 Use strategies to identify job opportunities	Reference to skills associated with ACSF learning indicators .01 and .02 at level 2 strengthened	E

Unit code and title FSK Training Package (Release 1.1)	Unit code and title FSK Training Package (Release 2.0)	Comments	E/N
FSKLRG08 Use simple strategies for work-related learning	FSKLRG008 Use simple strategies for work-related learning	Reference to skills associated with ACSF learning indicators .01 and .02 at level 2 strengthened	E
FSKLRG09 Use strategies to respond to routine workplace problems	FSKLRG009 Use strategies to respond to routine workplace problems	Reference to skills associated with ACSF learning indicators .01 and .02 at level 3 strengthened	E
FSKLRG10 Use routine strategies for career planning	FSKLRG010 Use routine strategies for career planning	Reference to skills associated with ACSF learning indicators .01 and .02 at level 3 strengthened	E
FSKLRG11 Use routine strategies for work-related learning	FSKLRG011 Use routine strategies for work-related learning	Reference to skills associated with ACSF learning indicators .01 and .02 at level 3 strengthened	E
FSKLRG12 Apply strategies to plan and manage complex workplace tasks	FSKLRG012 Apply strategies to plan and manage complex workplace tasks	Reference to skills associated with ACSF learning indicators .01 and .02 at level 4 strengthened	E
FSKLRG13 Apply strategies to respond to complex workplace problems	FSKLRG013 Apply strategies to respond to complex workplace problems	Reference to skills associated with ACSF learning indicators .01 and .02 at level 4 strengthened	E
FSKLRG14 Manage strategies for career progression	FSKLRG014 Manage strategies for career progression	Reference to skills associated with ACSF learning indicators .01 and .02 at level 4 strengthened	E
FSKLRG15 Manage own work-related learning	FSKLRG015 Manage own work-related learning	Reference to skills associated with ACSF learning indicators .01 and .02 at level 4 strengthened	E
N/A	FSKLRG016 Use short and simple strategies to organise highly familiar workplace tasks	New unit	No equivalent unit
N/A	FSKLRG017 Identify simple strategies to respond to familiar workplace problems	New unit	No equivalent unit

Unit code and title FSK Training Package (Release 1.1)	Unit code and title FSK Training Package (Release 2.0)	Comments	E/N
N/A	FSKLRG018 Develop a plan to organise routine workplace tasks	New unit	No equivalent unit
Oral communication			
FSKOCM01 Participate in highly familiar spoken exchanges	FSKOCM001 Participate in highly familiar spoken exchanges	Reference to skills associated with ACSF oral communication indicators .07 and .08 at pre-level 1 strengthened	E
FSKOCM02 Engage in basic spoken exchanges at work	FSKOCM002 Engage in short and simple spoken exchanges at work	Reference to skills associated with ACSF oral communication indicators .07 and .08 level 1 strengthened	E
FSKOCM03 Participate in simple spoken interactions at work	FSKOCM003 Participate in familiar spoken interactions at work	Reference to skills associated with ACSF oral communication indicators .07 and .08 at level 2 strengthened	E
FSKOCM04 Use oral communication skills to participate in workplace meetings	FSKOCM004 Use oral communication skills to participate in workplace meetings	Skills associated with ACSF oral communication indicators .07 and .08 level 3 strengthened	E
FSKOCM05 Use oral communication skills for effective workplace presentations	FSKOCM005 Use oral communication skills for effective workplace presentations	Skills associated with ACSF oral communication indicators .07 and .08 level 3 strengthened	E
FSKOCM06 Use oral communication skills to participate in workplace teams	FSKOCM006 Use oral communication skills to participate in workplace teams	Skills associated with ACSF oral communication indicators .07 and .08 level 3 strengthened	E
FSKOCM07 Interact effectively with others at work	FSKOCM007 Interact effectively with others at work	Skills associated with ACSF oral communication indicators .07 and .08 level 3 strengthened	E
FSKOCM08 Use oral communication skills to facilitate workplace negotiations	FSKOCM008 Use oral communication skills to facilitate workplace negotiations	Skills associated with ACSF oral communication indicators .07 and .08 level 4 strengthened	E

Unit code and title FSK Training Package (Release 1.1)	Unit code and title FSK Training Package (Release 2.0)	Comments	E/N
FSKOCM09 Use oral communication skills to facilitate workplace meetings	FSKOCM009 Use oral communication skills to facilitate workplace meetings	Skills associated with ACSF oral communication indicators .07 and .08 level 4 strengthened	E
FSKOCM10 Use oral communication skills for complex workplace presentations	FSKOCM010 Use oral communication skills for complex workplace presentations	Skills associated with ACSF oral communication indicators .07 and .08 level 4 strengthened	E
FSKOCM11 Use oral communication skills to facilitate workplace teams	FSKOCM011 Use oral communication skills to facilitate complex workplace team interactions	Skills associated with ACSF oral communication indicators .07 and .08 level 4 strengthened	E
N/A	FSKOCM012 Use oral communication skills to participate in workplace negotiations	New unit	No equivalent unit
Reading			
FSKRTG01 Recognise highly familiar workplace signs and symbols	FSKRDG001 Recognise extremely short and simple workplace signs and symbols	Reference to skills associated with ACSF reading indicators .03 and .04 at pre-level 1 strengthened	E
FSKRTG02 Read and respond to basic workplace signs and symbols	FSKRDG002 Read and respond to short and simple workplace signs and symbols	Reference to skills associated with ACSF reading indicators .03 and .04 at level 1 strengthened	E
FSKRDG03 Read and respond to basic workplace information	FSKRDG004 Read and respond to short and simple workplace information	FSKRDG03 and FSKRDG04 were duplicative. The units have been combined and content from FSKRDG03 has incorporated into the new FSKRDG004 unit of competency	E
FSKRTG04 Read and respond to basic workplace information	FSKRDG004 Read and respond to short and simple workplace information	Reference to skills associated with ACSF reading indicators .03 and .04 at level 1 strengthened	E

Unit code and title FSK Training Package (Release 1.1)	Unit code and title FSK Training Package (Release 2.0)	Comments	E/N
FSKRTG05 Read and respond to simple workplace procedures	FSKRDG005 Read and respond to simple and familiar workplace procedures	Reference to skills associated with ACSF reading indicators .03 and .04 at level 2 strengthened	E
FSKRTG06 Read and respond to simple informal workplace texts	FSKRDG006 Read and respond to simple informal workplace texts	Reference to skills associated with ACSF reading indicators .03 and .04 at level 2 strengthened	E
FSKRTG07 Read and respond to simple workplace information	FSKRDG007 Read and respond to simple workplace information	Reference to skills associated with ACSF reading indicators .03 and .04 at level 2 strengthened	E
FSKRTG08 Read and respond to routine visual and graphic texts	FSKRDG008 Read and respond to information in routine visual and graphic texts	Reference to skills associated with ACSF reading indicators .03 and .04 at level 3 strengthened	E
FSKRTG09 Read and respond to routine standard operating procedures	FSKRDG009 Read and respond to routine standard operating procedures	Reference to skills associated with ACSF reading indicators .03 and .04 at level 3 strengthened	E
FSKRTG10 Read and respond to routine workplace information	FSKRDG010 Read and respond to routine workplace information	Reference to skills associated with ACSF reading indicators .03 and .04 at level 3 strengthened	E
FSKRTG11 Read and respond to complex workplace information	FSKRDG011 Read and respond to complex workplace information	Reference to skills associated with ACSF reading indicators .03 and .04 at level 4 strengthened	E
FSKRTG12 Read and respond to highly complex workplace information	FSKRDG012 Read and respond to highly complex workplace information	Reference to skills associated with ACSF reading indicators .03 and .04 at level 5 strengthened	E
Digital			
FSKDIG01 Use digital technology for basic workplace tasks	FSKDIG001 Use digital technology for short and basic workplace tasks	Unit revised to include additional contextual information	E
FSKDIG02 Use digital technology for simple workplace tasks	FSKDIG002 Use digital technology for routine	Unit revised to include additional contextual information	E

Unit code and title FSK Training Package (Release 1.1)	Unit code and title FSK Training Package (Release 2.0)	Comments	E/N
	and simple workplace tasks		
FSKDIG03 Use digital technology for routine workplace tasks	FSKDIG003 Use digital technology for non-routine workplace tasks	Unit revised to include additional contextual information	E

Regulation and licensing implementation issues

There are no licensing, legislative and certification requirements that apply to this training package. However, licensing, legislative and certification requirements that apply to specific industries and VET, vary across each State and Territory, and can regularly change. Contact the relevant State or Territory Department/s to check if licensing/registration requirements apply.

Key work and training requirements

Mode of delivery

The FSK Foundation Skills Training Package supports the integrated delivery of foundation skills and vocational skills and knowledge. All units of competency within the FSK Foundation Skills Training Package describe skills and knowledge in relation to a work context and are designed to support the achievement of vocationally relevant competencies. The units of competency need to be delivered and assessed in a way that identifies and works toward related vocational outcomes so that learners are able to develop foundation skills and vocational skills at the same time.

Depending on learner needs and delivery contexts, this may be achieved through:

- use of vocational electives to contextualise core units in FSK Foundation Skills Training Package qualifications
- holistic delivery and assessment of FSK Foundation Skills Training Package units of competency with units of competency from other training packages
- contextualisation of FSK Foundation Skills Training Package units of competency for specific workplaces, job roles or vocational pathways.

Information on the key features of the training package and the industry that will impact on the selection of training pathways

Pathways generally define a path or sequence of learning or experience that can be followed to attain competency. They also describe the way in which training and assessment is undertaken in an education or training program. They are not mandatory and may vary depending on the qualification or training program and the needs of the individual.

All qualifications within the training package can be achieved by a variety of pathways and delivery methods, either on-the job or through a combination of on- and off-the-job training and recognition processes.

Entry requirements are the knowledge, skills or experience required to enter a qualification. They may be expressed as units of competency or vocational experience or a combination of both and must be demonstrated prior to commencing the qualification.

In line with its purpose to support and enable learners to pursue and achieve vocational qualifications and pathways, the FSK Foundation Skills Training Package does not mandate entry requirements for any qualifications or units of competency.

Requirements for assessors

Assessor requirements are identified in the *Assessment conditions* section of units of competency.

All assessors must meet the requirements set by the applicable registering body (refer to the section 'Who can deliver and assess a qualification?' in this Guide).

Specific requirements to assess FSK units of competency

The assessor requirements in the FSK units are based on three pillars: legislative and policy requirements; knowledge of the ACSF; and expertise, knowledge and skills in the vocational contextualisation and assessment of the core skill.

The assessor requirements in the assessment conditions associated with FSK units read as follows (noting minor variation for digital units):

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.*

How should these requirements be interpreted?

1. Legislation, frameworks and/or standards

It should be noted that whilst this minimum professional standard has been set for FSK assessors, it does not preclude individual organisations or States/Territories from implementing minimum thresholds and requirements.

2. Knowledge of the ACSF

The FSK units of competency are aligned to the ACSF, therefore, assessors must have sound knowledge of the structure and application of the framework in relation to the core skill they are engaging with. Sound knowledge of the ACSF may include experience using the framework to undertake the following:

- identifying and describing an individual's performance in relation to core skills
- developing core skill profiles for learners, including strengths and weaknesses
- mapping core skill requirements of a course or unit to clarify and articulate core skills expectations, priorities and gaps
- identifying core skill requirements of a job role.

3. Expertise, knowledge and skills in the core skill

Trainers and assessors delivering and assessing units and qualifications from the FSK Foundation Skills Training Package will require recognised expertise in the delivery and assessment of foundation skills. This expertise will vary according to the training context and the needs of the learners.

For example, many learners who undertake qualifications from the FSK Foundation Skills Training Package will need considerable support from LLN specialists with the pedagogical knowledge and experience to address and overcome severe barriers to learning. However, some learners accessing individual units of competency from the FSK Foundation Skills Training Package may require modelling of good practice in foundation skills relevant to their vocational context, as well as opportunities to practise and build confidence. Most groups of learners will be using the FSK Foundation Skills Training Package to develop or enhance vocationally relevant foundation skills in one or more areas of:

- learning
- reading
- writing
- oral communication
- numeracy
- digital technology

RTOs will need to determine the most appropriate delivery approach (or combination of approaches) for their target learners.

In each case the vocational practitioner would be expected to have undertaken professional development or training in understanding and awareness of foundation skills, such as the skills and knowledge covered by the units TAELLN401 and TAELLN501.

Implementation information

Key features of FSK Foundation Skills Training Package

About FSK Foundation Skills Training Package

The FSK Foundation Skills Training Package differs from all other training packages in that it is designed to work in combination with those other training packages to support learner achievement of vocational pathways.

Units and qualifications within FSK Foundation Skills Training Package describe the skills and knowledge that underpin vocational performance. While these skills and knowledge are already described or implied within vocational competencies in other training packages, many learners fail to develop the required foundation skills through their vocational training programs.

The FSK Foundation Skills Training Package 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.

Foundation skills in the workforce

Foundation skills have regularly been identified by employers as essential for successful performance in the workplace. Rapid industry and technological change means that individuals need to continually build and adapt their skills for new contexts, technologies and purposes.

Foundation skills encompass the core skills defined by the Australian Core Skills Framework (ACSF) – learning, reading, writing, oral communication and numeracy – as well as employment skills. They exist on a continuum from very basic skills to highly developed and specialised skills and underpin the successful achievement of vocational competencies at all levels.

The *National Foundation Skills Strategy for Adults*[1] reports that 40 per cent of employed Australians do not have the foundation skills needed to meet the complex demands of work and life in a modern economy. These individuals may have difficulty participating in workforce development opportunities and may be limited in their ability to build new vocational skills and knowledge. Foundation skills levels in the workforce have serious implications for Australia's future productivity and ability to meet projected skill demands.

The FSK Foundation Skills Training Package is designed to support a greater emphasis on building foundation skills within VET programs, enabling individuals to:

- acquire the foundation skills that will enable them to participate successfully in education and training
- build the foundation skills that underpin vocational competence.

Core skills in FSK Foundation Skills Training Package

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.

The five ACSF core skills are:

- Learning
- Reading
- Writing
- Oral Communication
- Numeracy.

The Australian Core Skills Framework (ACSF) also considers the performance variables that may influence a person's performance, including:

- Support
- Context
- Text complexity
- Task complexity.

Qualifications, skill sets and units of competency

The FSK Foundation Skills Training Package contains:

- 3 AQF aligned qualifications
- 0 skill sets
- 94 native units of competency.

Mapping to previous version of the training package

Mapping information can be useful for delivery and assessment as it:

- explains the main changes between the previous and current versions of qualifications, skill sets and units of competency
- shows whether the outcomes of the previous and current versions are equivalent or not equivalent
- shows new components as well as any components removed from the training package.

---

[1] https://www.education.gov.au/national-foundation-skills-strategy-adults

The information provided is a general summary only. It is highly recommended to use the Compare Content Tool available on the www.training.gov.au (TGA) website for more information about specific changes. Visit https://www.youtube.com/watch?v=EjhNe3Bu0H4 to watch a video on how to use this tool.

Qualifications

What is the Australian Qualifications Framework?

The AQF provides a comprehensive, nationally consistent framework for all qualifications in post-compulsory education and training in Australia. In the VET sector it assists national consistency for all trainees, learners, employers and training providers by enabling national recognition of qualifications and Statements of Attainment.

For a full explanation of the AQF, see the Second Edition (January 2013) of the AQF Implementation Handbook: https://www.aqf.edu.au/sites/aqf/files/aqf-2nd-edition-january-2013.pdf

What is a qualification?

Qualifications are created by grouping units of competency into combinations that meet workplace roles. Qualifications come with 'packaging rules' which set out the overall requirements for delivering the qualification, for example, the number of core units; and the number and source of elective units.

Qualifications are aligned to *Australian Qualifications Framework* qualification types. VET qualifications are at levels 1, 2, 3, 4, 5, 6, and 8 of the *AQF*.

The AQF provides a comprehensive, nationally consistent framework for all qualifications in post-compulsory education and training in Australia.

For a full explanation of the AQF, see the AQF website: http://www.aqf.edu.au

Qualification codes

Each qualification has a unique eight-character code:

- the first three characters identify the training package
- the first number identifies the qualification level
- the next two numbers identify a qualification's position in the sequence of qualifications at that level
- the last two numbers identify the year in which the qualification was endorsed.

Qualification structure

Qualifications are based on templates prescribed by the *Standards for Training Packages 2012*. The table below explains the contents of each field for qualifications in this training package.

Qualification title
The title reflects the qualification outcomes and complies with the length specified in the AVETMIS standard (no more than 100 characters).
Qualification description
This field describes the qualification outcomes, together with any licensing, legislative, regulatory or certification considerations.
Entry requirements
This is an optional field that specifies any mandatory entry requirements.
Packaging rules This field: • specifies the total number of units of competency required to achieve the qualification • specifies the number of core and elective units • lists all core and elective unit codes and titles, including prerequisite units where they apply.
Qualification mapping information
This field specifies the code and title of any equivalent qualification.
Links
This field provides a link to the Companion Volume Implementation Guide.

Explanation of FSK qualifications and the various industry sectors

Qualifications in FSK Foundation Skills Training Package are available at AQF level 1 and 2 only. These qualifications are prevocational and do not provide specific industry outcomes, but can be contextualised to prepare learners for access to a vocational learning pathway and entry to vocational pathways.

Detail on qualifications and occupational outcomes in industry

The three FSK Foundation Skills Training Package qualifications are not intended as mandatory preparation for vocational pathways but as enabling mechanisms for learners who need significant support in the development of foundation skills before they can effectively participate in the workplace or further training.

The qualifications within the FSK Foundation Skills Training Package are suited primarily to learners who are preparing for entry into the workforce and may be appropriate for use in schools and labour market programs.

Qualifications in FSK Foundation Skills Training Package

The three qualifications in FSK Foundation Skills Training Package include:

Code	Title
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

Elective packaging in FSK qualifications

FSK Foundation Skills Training Package qualifications include elective units that should be selected according to the learning and pathway needs of the learner. The choice of elective units is generally negotiated between the learner and/or employer (where applicable), and the RTO conducting the training program. For example, if a learner requires significant numeracy support, the packaging of the electives would be expected to include numeracy units.

Electives can be selected from within the training package, or from other training packages and accredited courses.

Learners benefit from building foundation skills in a context that is relevant and meaningful for them. It is recommended that elective units are used to provide a focus for the qualification that is relevant to the vocational and learning goals of the learner.

Vocational elective units can be used to:

- provide vocational contextualisation of core units, making them more meaningful and relevant for learners
- create pathways for learners into further training in specific vocational areas.

Skill sets

What are skill sets?

Skill sets are defined as single units of competency, or combinations of units of competency, from an endorsed training package/s that link to a licensing or regulatory requirement, or a defined industry need.

No skill sets have been identified in the FSK Foundation Skills Training Package. However, the training package is specifically designed to enable the selection and use of groups of units according to the foundation skills development needs of learners. Additionally, users are encouraged to package groups of foundation skills units with relevant vocational units where a specific need for foundation skills development has been identified.

Units of competency

What is a unit of competency?

Units of competency are the nationally agreed statements of the skills and knowledge required for effective performance in a particular job or job function. Units of competency describe work outcomes as agreed by industry. As such, they do not describe the procedures necessary to perform a particular role, but rather, identify the skills and knowledge, as outcomes, that contribute to the whole job function.

Each unit of competency describes:

- a specific work activity and what it involves
- particular skills (and level of skills) that are needed to perform the work activity
- conditions under which the work activity may be conducted
- knowledge and skills required to perform the work activity
- foundation skills required to perform the work activity
- how learners can show they are competent in the work activity
- performance and knowledge evidence that must be considered in assessing competency of the unit
- conditions under which evidence for assessment must be gathered.

Units of competency are not aligned to levels within the AQF because units of competency can be included across a range of qualification levels.

What is competency?

The broad concept of industry competency is the ability to perform particular tasks and duties to the standard of performance expected in the workplace. Competency covers all aspects of workplace performance and involves:

- performing individual tasks
- managing a range of different tasks
- responding to contingencies or breakdowns
- dealing with the responsibilities of the workplace, including working with others

Workplace competency is the ability to apply relevant skills and knowledge consistently over time and in the required workplace situations and environments.

Competency standards are determined by industry to meet industry skill needs and focus on what is expected of a competent individual in the workplace.

Alignment to the Australian Core Skills Framework

Units of competency in the FSK Foundation Skills Training Package have been aligned against the ACSF from very basic skills at ACSF pre-level 1 to high level skills at ACSF level 5.

The ACSF provides a systematic approach to benchmarking, monitoring and reporting on core skills performance. Alignment of the foundation skills units of competency to the ACSF provides users of the FSK Foundation Skills Training Package with a detailed picture of the expected level of performance.

However, it must be noted that the FSK Foundation Skills Training Package is not designed as an ACSF assessment tool – thus achievement of a unit from the training package does not indicate achievement of an entire ACSF level. A sound understanding of the ACSF will be important for practitioners implementing the FSK Foundation Skills Training Package.

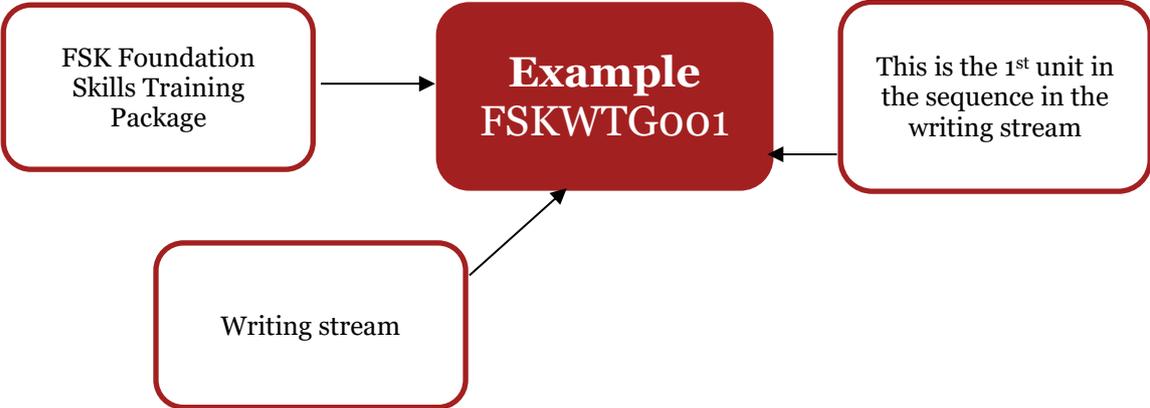## *Relationship with the Australian Qualifications Framework*

Training package units of competency are not aligned to levels within the AQF. This principle is particularly important for units within the FSK Foundation Skills Training Package because units from the package can be used to support the foundation skills development of learners undertaking vocational qualifications at any AQF level. For example, the unit FSKNUM012 *Use familiar and simple data for work* may be used to support the achievement of qualifications in a variety of industries across a number of AQF levels depending on the learning needs of the individual learner.

Skill groups

Units of competency in the FSK Foundation Skills Training Package have been organised into six skill groups: learning, reading, writing, oral communication, numeracy and digital technology. While these groups primarily reflect the core skills described by the ACSF they also encompass the employment skills of: communication, planning and organising, problem solving, self-management, teamwork and technology.

Unit of competency structure

Units of competency are based on templates prescribed by the *Standards for Training Packages* 2012. Under these Standards, a unit of competency comprises two separate documents, i.e. a unit of competency document and an assessment requirements document. The table below explains the contents of each field.

Unit code Each unit of competency has a unique code, which is assigned when the training package is endorsed, or when new units of competency are added to an endorsed training package: • the first three characters identify the training package • the next three characters indicate the competency stream or group • the next three numbers identify a unit's position in the sequence of units in that competency stream or group. <table><tr><td>FSK Foundation Skills Training Package</td><td>**Example** FSKWTG001</td><td>This is the 1st unit in the sequence in the writing stream</td></tr><tr><td></td><td>Writing stream</td><td></td></tr></table>
Unit title The title describes the unit outcome and complies with the length specified in the AVETMIS Standard (no more than 100 characters).
Unit application This field describes how the unit is practically applied, who would typically use it and the unit of competency's relationship to licensing, legislative or certification requirements.
Prerequisite units This is an optional field that specifies any unit(s) in which the learner must already be competent prior to the achieving competency in this unit.
Unit sector This field is used to categorise units of competency in relation to industry sectors or types of work.
Elements of competency

Elements of competency describe the outcomes of the significant functions and tasks that make up the competency. Elements describe actions or outcomes that are demonstrable and assessable.
Performance criteria Performance criteria specify the required performance in relevant tasks, roles, skills (including foundation skills) and the applied knowledge that enables competent performance.
Foundation skills This field describes the language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.
Range of conditions This is an optional field that specifies different work environments and conditions that may affect performance. Range is restricted to essential operating conditions and any other variables essential to the work environment.
Unit mapping information This field specifies the code and title of any equivalent unit of competency.
Links This field provides a link to the Companion Volume Implementation Guide.

Contextualisation of units of competency by RTO's

RTOs may contextualise units of competency to reflect local skill needs. Contextualisation could involve additions or amendments to the unit of competency to suit particular delivery methods, learner profiles, or specific enterprise requirements. Any contextualisation must ensure the integrity of the outcome of the unit of competency is maintained.

Units of competency in the FSK Foundation Skills Training Package describe foundation skills that may be applied in many industries and in a wide range of workplace environments. Users of the training package are expected to contextualise the units of competency for the specific vocational needs of the learner. For example, the unit FSKNUM023 *Estimate, measure and calculate measurements for work* may be used to focus on measuring length, mass, capacity, pressure, flow rate, speed, power, energy or temperature using a variety of measurement scales depending on the industry context. Industry requirements, as described in training or job specifications, should be used to contextualise the unit so that it enables learners to develop the specific skills and knowledge they need to achieve a relevant vocational outcome.

Access and equity considerations

Access and equity are important educational concepts to ensure that barriers are removed to allow individuals to have equal access to training and assessment.

An individual's access to the assessment process should not be adversely affected by restrictions placed on the location or context of assessment.

Good vocational education, training and assessment includes making adjustments to what we do to meet the learning and assessment needs of individuals. An open mind, common sense and tailoring training and assessment to individual circumstances should ensure individuals achieve the standards employers and RTOs expect.

An adjustment is any measure or action that a learner requires because of their disability, which has the effect of assisting the learner to access and participate in education and training on the same basis as learners without a disability. An adjustment is reasonable if it achieves this purpose while taking into account factors such as the nature of the learner's disability, the views of the learner, the potential effect of the adjustment on the learner and others, and the costs and benefits of making the adjustment.

Reasonable adjustments need only be that – reasonable. It is about identifying what adjustments might reasonably be made and how they may be put into place.

Assessment processes and techniques should be modified for distance-based learners, be culturally appropriate and suitable to the communication skill level, language, literacy and numeracy capacity of the candidate and the work being performed.

Where applicable, physical resources should include equipment modified for people with specific needs as well as assistance to support their participation in the assessment process.

Vocational purpose

Units and qualifications from the FSK Foundation Skills Training Package 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. If units from the FSK are used to replace vocational units, it undermines the purpose of the Package in supporting and underpinning the development of vocational competencies.

Foundation skills

Foundation skills encompass both the core skills of reading, writing, oral communication, numeracy and learning as described by the ACSF, and the Employability Skills/Core Skills for Work. They exist on a continuum from very basic skills to highly-developed and specialist skills.

Foundation skills are identified at a unit of competency level in all PwC's Skills for Australia training packages.

In line with the requirements of the streamlined training package model, units of competency in the FSK Foundation Skills Training Package identify the foundation skills that are essential to performance. As foundation skills are the primary focus of all units of competency in the 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.

Advice on any health and safety implications in the industry

Where necessary, work health and safety (WHS) requirements have been incorporated in all PwC's Skills for Australia training packages at a unit of competency level. They are either embedded within units of competency or specific WHS units have been developed and included at the qualification level.

In jurisdictions where the National Model WHS Legislation has not been implemented RTOs are advised to contextualise the unit of competency by referring to the existing State/Territory occupational health and safety (OHS) legislative requirements.

Resource and equipment list relevant to the training package

A range of resources that are essential for assessment across all qualifications in the training package have been identified below.

Details of specific resources, including equipment and materials essential for assessment are included under Assessment Conditions in the Assessment Requirements. Implementation of the FSK Foundation Skills Training Package will require the use of:

- vocationally contextualised learning materials and delivery methods
- vocationally contextualised assessment tools aligned to the Australian Core Skills Framework
- collaborative implementation arrangements that draw on the expertise of both foundation skills specialists and vocational specialists.

Legal considerations for learners in the workplace/on placements

Legal requirements that apply to specific industries and VET vary across each State and Territory, and can regularly change. Contact the relevant State or Territory Department/s to check if legal requirements apply.

Australian Apprenticeships in the Foundation Skills Industry

The Australian Apprenticeships website offers information about traineeships and apprenticeships and includes a link to the State and Territory Training Authority (STA) that monitors provision. Visit **www.australianapprenticeships.gov.au** for more information.

What is VET in schools?

VET in schools (VETiS) provides for nationally recognised VET undertaken as part of a senior secondary certificate based on industry standards.

Successful completion of a VETiS program enables students to gain a nationally-recognised AQF qualification, usually at the same time as their school-based qualification.

VETiS programs are packaged and delivered in a variety of ways across Australia. There are three main types of delivery arrangements for VETiS programs:

- schools can be an RTO in their own right
- school sectoral bodies (such as Boards of Studies or regional offices) can hold RTO status on behalf of a group of schools
- schools can work together in partnership with an RTO.

In some State and Territory school systems, students who work part-time in an appropriate workplace may use this to fulfil work placement requirements. Virtual or simulated work placements may also be legitimate.

The three qualifications in the FSK Foundation Skills Training Package may be used in VETiS programs for learners who need to build vocationally-relevant foundation skills. The qualifications may be used alone or in combination with other vocational qualifications to support vocational outcomes and pathways.

Contacts and links

Links to other Companion Volumes/training package information

All PwC's Skills for Australia Companion Volumes can be found on VETNET:

https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

General

Australian Apprenticeships

www.australianapprenticeships.gov.au

Australian Qualifications Framework: First edition, July 2011

http://www.aqf.edu.au

Australian Skills Quality Authority (ASQA)

http://www.asqa.gov.au

Australian Skills Quality Authority (ASQA)

www.asqa.gov.au

Department of Industry, Innovation, Science, Research and Tertiary Information (DIISRTE)

www.innovation.gov.au

TGA website, training packages

http://www.training.gov.au

Industry associations

Australian Council for Adult Literacy
http://www.acal.edu.au

State and Territory Training Authorities (STTAs)

Australian Capital Territory

http://www.act.gov.au

New South Wales

http://www.industry.nsw.gov.au

Northern Territory

http://business.nt.gov.au

Queensland

http://qed.qld.gov.au

South Australia

http://industryandskills.sa.gov.au

Tasmania

http://www.skills.tas.gov.au

Victoria

http://www.education.vic.gov.au

Western Australia

http://www.dtwd.wa.gov.au

Traineeships and Apprenticeships

The **Australian Apprenticeships site** *www.australianapprenticeships.gov.au* offers information about traineeships and apprenticeships and includes links to state and territory authorities (STTAs) that monitor provision.

Workforce capacity building

National Centre for Vocational Education Research (NCVER)
http://www.ncver.edu.au

National Foundation Skills Strategy for Adults
http://www.industry.gov.au/AboutUs/Documents/COAG-Industry-and-Skills-Council/Former-SCOTESE/National-Foundation-Skills-Strategy-for-Adults.pdf

National VET e-learning Strategy
http://flexiblelearning.net.au/

Skills @ Work Newsletter
http://www.industry.gov.au/AboutUs/Documents/COAG-Industry-and-Skills-Council/Former-SCOTESE/National-Foundation-Skills-Strategy-for-Adults.pdf

Taking the Lead online resource
http://www.takingthelead.com.au

VET Practitioner Capability Framework
https://www.ibsa.org.au/vet-practitioner-capability-framework

What Works for LLN
http://www.ideasthatwork.com.au/what-works-for-lln

Skills Service Organisation for the FSK Training Package

PwC's Skills for Australia

One International Towers,

Watermans Quay,

Barangaroo NSW, 2000

Tel: 02 8266 0000

Web: https://www.skillsforaustralia.com/

Email: info@skillsforaustralia.com

Skills Service Organisation for the FSK Training Package

PwC's Skills for Australia

www.pwc.com.au

pwc.com.au