Australian Government

FSK Foundation Skills Training Package

Release: 1.0

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FSK Foundation Skills Training Package

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

FSK10113 Certificate I in Access to Vocational Pathways

Modification History

Release	Comments
Release 1	This Qualification first released with *FSK Foundation Skills Training Package version 1.0.*

Qualification Description

This qualification is designed for individuals who require significant foundation skills support to access a vocational learning pathway.

The qualification is suitable for individuals who require:

- a prevocational pathway to employment and vocational training
- reading, writing, numeracy, oral communication and learning skills at Australian Core Skills Framework (ACSF) Level 1
- entry level digital technology and employability skills.

Foundation Skills Training Package qualifications may not be listed as an entry requirement for vocational qualifications.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements

Nil

Packaging Rules

Total number of units = 11
7 core units *plus*
4 elective units

Core Units

FSKDIG01 Use digital technology for basic workplace tasks
FSKLRG04 Use basic strategies for work-related learning
FSKNUM03 Use whole numbers and money up to one thousand for work
FSKNUM04 Locate, compare and use highly familiar measurements for work
FSKOCM02 Engage in basic spoken exchanges at work
FSKRDG04 Read and respond to basic workplace information
FSKWTG03 Write basic workplace information

Elective Units

Elective units may be:

- units from the Foundation Skills Training Package
- units from accredited courses
- vocational units, and their prerequisite units where applicable, from other training packages.

Elective units must be relevant to vocational pathways.

Mapping Information

Not applicable

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

FSK10213 Certificate I in Skills for Vocational Pathways

Modification History

Release	Comments
Release 1	This Qualification first released with *FSK Foundation Skills Training Package version 1.0*.

Qualification Description

This qualification is designed for individuals who need skills to prepare for a vocational pathway qualification or further foundation skills development.

It is suitable for individuals who require:

- a prevocational pathway to employment and vocational training
- reading, writing, numeracy, oral communication and learning skills at Australian Core Skills Framework (ACSF) Level 2
- entry level digital technology   and employability skills
- education, training and employment goals.

Foundation Skills Training Package qualifications may not be listed as an entry requirement for vocational qualifications.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements

Nil

Packaging Rules

Total number of units = 11
7 core units *plus*
4 elective units

Core Units

FSKDIG02 Use digital technology for simple workplace tasks
FSKLRG08 Use simple strategies for work-related learning
FSKNUM08 Identify and use whole numbers and simple fractions, decimals and percentages for work
FSKNUM09 Identify, measure and estimate familiar quantities for work
FSKOCM03 Participate in simple spoken interactions at work
FSKRDG07 Read and respond to simple workplace information
FSKWTG06 Write simple workplace information

Elective Units

Elective units may be selected as follows:

- up to 4 units from the Foundation Skills Training Package
- up to 4 vocational units, and their prerequisite units where applicable, from other training packages
- up to 2 units from accredited courses.

Elective units must be relevant to vocational pathways.

Mapping Information

Not applicable

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

FSK20113 Certificate II in Skills for Work and Vocational Pathways

Modification History

Release	Comments
Release 1	This Qualification first released with *FSK Foundation Skills Training Package version 1.0.*

Qualification Description

This qualification is designed for individuals who require further foundation skills development to prepare for workforce entry or vocational training pathways.

It is suitable for individuals who require:

- a pathway to employment or vocational training
- reading, writing, numeracy, oral communication and learning skills at Australian Core Skills Framework (ACSF) Level 3
- entry level digital literacy and employability skills
- a vocational training and employment plan.

Foundation Skills Training Package qualifications may not be listed as an entry requirement for vocational qualifications.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements

Nil

Packaging Rules

Total number of units = 14
8 core units *plus*
6 elective units

Core Units

FSKDIG03 Use digital technology for routine workplace tasks
FSKLRG09 Use strategies to respond to routine workplace problems
FSKLRG11 Use routine strategies for work-related learning
FSKNUM14 Calculate with whole numbers and familiar fractions, decimals and percentages for work
FSKNUM15 Estimate, measure and calculate routine metric measurements for work
FSKOCM07 Interact effectively with others at work
FSKRDG10 Read and respond to routine workplace information
FSKWTG09 Write routine workplace texts

Elective Units

Two elective units must be vocational units from other training packages.

The remaining electives units may be selected as follows:

- up to 4 vocational units from other training packages, and their prerequisite units where applicable
- up to 4 units from the Foundation Skills Training Package
- up to 3 units from accredited courses.

Elective units must be relevant to vocational pathways.

Mapping Information

Not applicable

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

FSKDIG01 Use digital technology for basic workplace tasks

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Application

This unit describes the skills and knowledge required to use digital technology to undertake basic workplace tasks under supervision.

The unit applies to individuals at Australian Core Skills Framework (ACSF) level 1 who need to undertake a vocational training pathway or workplace tasks.

This unit is designed for integration and contextualisation with vocational units to support achievement of vocational competency.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Digital Technology

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare to use digital technology	1.1 Identify basic workplace task 1.2 Identify appropriate digital technology for the task 1.3 Recognise basic workplace information and terminology
2. Complete basic workplace task	2.1 Follow basic written and pictorial instructions to access and use digital technology 2.2 Follow workplace procedures related to technology to perform the task 2.3 Review performance

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning		• Selects digital technology for the task with assistance
Oral Communication		• Discusses performance with trainer or /supervisor

Mapping Information

Not applicable

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c 771f178

Assessment Requirements for FSKDIG01 Use digital technology for basic workplace tasks

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Performance Evidence

Evidence of the ability to:

- identify and using digital technology appropriate to the task
- complete basic workplace tasks.

Evidence must be collected using tasks typically found in the workplace.

Note: Where a specific volume and/or frequency is not specified, evidence must be provided at least once.

Knowledge Evidence

Evidence of the following knowledge must be demonstrated:

- procedures for accessing and using digital technology.

Assessment Conditions

Assessment texts and tasks reflect those typically found in the workplace.

Advice and support is available.

Culturally appropriate processes and techniques suited to the language, literacy and numeracy capacity of individuals and the work being performed must be used.

Reasonable adjustments can be made to ensure equity in assessment for people with disabilities.

Assessors must satisfy NVR/AQTF assessor requirements, have sound knowledge of the ACSF and have demonstrable expertise in the vocational contextualisation and assessment of digital technology.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c 771f178

FSKDIG02 Use digital technology for simple workplace tasks

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Application

This unit describes the skills and knowledge required to use digital technology to undertake simple workplace tasks.

The unit applies to individuals at Australian Core Skills Framework (ACSF) level 2 who need to undertake a vocational training pathway or workplace tasks.

This unit is designed for integration and contextualisation with vocational units to support achievement of vocational competency.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Digital Technology

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare to use digital technology	1.1 Identify simple workplace task 1.2 Identify appropriate digital technology for the task 1.3 Interpret simple workplace information and terminology
2. Complete simple workplace task	2.1 Interpret simple written and pictorial instructions to access and use digital technology 2.2 Follow workplace procedures to perform a task using technology 2.3 Review performance

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning		• Selects appropriate digital technology for the task
Oral communication		• Discusses performance with trainer or supervisor

Mapping Information

Not applicable

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

PwC's Skills for Australia

Assessment Requirements for FSKDIG02 Use digital technology for simple workplace tasks

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Performance Evidence

Evidence of the ability to:

- identify and use digital technology appropriate to the task
- complete simple workplace tasks.

Evidence must be collected using tasks typically found in the workplace.

Note: Where a specific volume and/or frequency is not specified, evidence must be provided at least once.

Knowledge Evidence

Evidence of the following knowledge must be demonstrated:

- procedures for accessing and using digital technology.

Assessment Conditions

Assessment texts and tasks reflect those typically found in the workplace.

Advice and support is available if requested.

Culturally appropriate processes and techniques suited to the language, literacy and numeracy capacity of individuals and the work being performed must be used.

Reasonable adjustments can be made to ensure equity in assessment for people with disabilities.

Assessors must satisfy NVR/AQTF assessor requirements, have sound knowledge of the ACSF and have demonstrable expertise in the vocational contextualisation and assessment of digital technology.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c 771f178

FSKDIG03 Use digital technology for routine workplace tasks

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Application

This unit describes the skills and knowledge required to use digital technology to undertake routine workplace tasks.

The unit applies to individuals at Australian Core Skills Framework (ACSF) level 3 who need to undertake a vocational training pathway or workplace tasks.

This unit is designed for integration and contextualisation with vocational units to support achievement of vocational competency.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Digital Technology

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare to use digital technology	1.1 Identify routine workplace tasks
	1.2 Identify appropriate digital technology for the task
	1.3 Interpret routine workplace information and terminology
2. Complete routine workplace task	2.1 Interpret routine information from a range of sources to access and use digital technology
	2.2 Follow workplace procedures to perform a task using technology
	2.3 Review performance

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning		• Takes responsibility for organising digital technology for the task
Oral Communication		• Discusses tasks with supervisor, manager or mentor

Mapping Information

Not applicable

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

Assessment Requirements for FSKDIG03 Use digital technology for routine workplace tasks

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Performance Evidence

Evidence of the ability to:

- identify and use digital technology appropriate to the task
- complete routine workplace tasks.

Evidence must be collected using tasks typically found in the workplace.

Note: Where a specific volume and/or frequency is not specified, evidence must be provided at least once.

Knowledge Evidence

Evidence of the following knowledge must be demonstrated:

- procedures for accessing and using digital technology.

Assessment Conditions

Assessment texts and tasks reflect those typically found in the workplace.

Individuals can access own familiar support resources.

Culturally appropriate processes and techniques suited to the language, literacy and numeracy capacity of individuals and the work being performed must be used.

Reasonable adjustments can be made to ensure equity in assessment for people with disabilities.

Assessors must satisfy NVR/AQTF assessor requirements, have sound knowledge of the ACSF and have demonstrable expertise in the vocational contextualisation and assessment of digital technology.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

FSKLRG01 Prepare to participate in a learning environment

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Application

This unit describes the skills and knowledge required to develop an initial learning plan to engage with a vocational and/or workplace learning environment.

The unit applies to individuals who need learning skills at Australian Core Skills Framework (ACSF) pre-level 1 to undertake a vocational training pathway or workplace tasks.

This unit is designed for integration and contextualisation with vocational units to support achievement of vocational competency.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Learning

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare to engage in learning	1.1 Identify immediate learning goals 1.2 Identify barriers to achieving goals
2. Propose a plan for learning	2.1 Identify learning support resources 2.2 Identify initial steps to achieving goals 2.3 Review proposal with supervisor or trainer

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Oral Communication		• Discusses individual learning plan with supervisor or trainer
Planning and Organising		• Plans immediate learning goals

Mapping Information

Not applicable

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

Assessment Requirements for FSKLRG01 Prepare to participate in a learning environment

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Performance Evidence

Evidence of the ability to:

- identify learning goal/s
- identify initial steps to achieve goal/s.

Note: Where a specific volume and/or frequency is not specified, evidence must be provided at least once.

Knowledge Evidence

Evidence of the following knowledge must be demonstrated:

- own learning goals
- sources of support and information.

Assessment Conditions

Assessment texts and tasks reflect those typically found in the workplace.

A significant level of advice and support is available.

Culturally appropriate processes and techniques suited to the language, literacy and numeracy capacity of individuals and the work being performed must be used.

Reasonable adjustments can be made to ensure equity in assessment for people with disabilities.

Assessors must satisfy NVR/AQTF assessor requirements, have sound knowledge of the ACSF and have demonstrable expertise in the vocational contextualisation and assessment of the core skill - learning.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

FSKLRG02 Identify strategies to respond to basic workplace problems

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Application

This unit describes the skills and knowledge required to identify basic workplace problems and strategies to respond to the problems.

The unit applies to individuals who need learning skills at Australian Core Skills Framework (ACSF) level 1 to undertake a vocational training pathway or workplace tasks.

This unit is designed for integration and contextualisation with vocational units to support achievement of vocational competency.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Learning

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify problems affecting own work	1.1 Identify a range of basic workplace problems 1.2 Select a potential basic workplace problem 1.3 Identify possible factors contributing to the problem
2. Propose problem solving strategies	2.1 Identify strategies to respond to a selected workplace problem 2.1 Seek feedback from appropriate person 2.3 Respond to feedback as appropriate

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Oral Communication		• Asks for assistance from trainer or supervisor • Follows short, explicit instructions or direction
Problem Solving		• Proposes strategies to respond to basic problems

Mapping Information

Not applicable

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

Assessment Requirements for FSKLRG02 Identify strategies to respond to basic workplace problems

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Performance Evidence

Evidence of the ability to:

- identify basic workplace problems
- propose strategies to respond to basic workplace problems.

Note: Where a specific volume and/or frequency is not specified, evidence must be provided at least once.

Knowledge Evidence

Evidence of the following knowledge must be demonstrated:

- strategies to respond to basic workplace problems
- factors contributing to basic workplace problems
- sources of appropriate advice/feedback.

Assessment Conditions

Assessment texts and tasks reflect those typically found in the workplace.

Advice and support is available.

Culturally appropriate processes and techniques suited to the language, literacy and numeracy capacity of individuals and the work being performed must be used.

Reasonable adjustments can be made to ensure equity in assessment for people with disabilities.

Assessors must satisfy NVR/AQTF assessor requirements, have sound knowledge of the ACSF and have demonstrable expertise in the vocational contextualisation and assessment of the core skill - learning.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c 771f178

FSKLRG03 Use basic strategies for career planning

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package* version 1.0.

Application

This unit describes the skills and knowledge required to plan for work and learning using an individual learning plan.

The unit applies to individuals who need learning skills at Australian Core Skills Framework (ACSF) level 1 to undertake a vocational training pathway or workplace tasks.

This unit is designed for integration and contextualisation with vocational units to support achievement of vocational competency.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Learning

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Plan for career	1.1 Identify own career goals 1.2 Identify learning requirements to achieve goals 1.3 Identify own skills 1.4 Identify barriers to achieving career goals
2. Prepare an individual learning plan	2.1 Identify learning strategies to develop required skills 2.2 Record information on a simple individual learning plan 2.3 Review individual learning plan and strategies

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Self-Management		• Identifies career goals
Planning and Organising		• Uses a learning plan to support career goals

Mapping Information

Not applicable

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c 771f178

Assessment Requirements for FSKLRG03 Use basic strategies for career planning

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Performance Evidence

Evidence of the ability to:

- identify own work goals
- prepare a simple individual learning plan.

Note: Where a specific volume and/or frequency is not specified, evidence must be provided at least once.

Knowledge Evidence

Evidence of the following knowledge must be demonstrated:

- strategies to plan for career
- sources of information for support and advice to plan career.

Assessment Conditions

Assessment texts and tasks reflect those typically found in the workplace.

Advice and support is available.

Culturally appropriate processes and techniques suited to the language, literacy and numeracy capacity of individuals and the work being performed must be used.

Reasonable adjustments can be made to ensure equity in assessment for people with disabilities.

Assessors must satisfy NVR/AQTF assessor requirements, have sound knowledge of the ACSF and have demonstrable expertise in the vocational contextualisation and assessment of the core skill - learning.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c 771f178

FSKLRG04 Use basic strategies for work-related learning

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Application

This unit describes the skills and knowledge required to identify own learning goals and needs to engage in a vocational or workplace learning environment.

The unit applies to individuals who need learning skills at Australian Core Skills Framework (ACSF) level 1 to undertake a vocational training pathway or workplace tasks.

This unit is designed for integration and contextualisation with vocational units to support achievement of vocational competency.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Learning

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare to engage in learning	1.1 Identify personal learning goals for work 1.2 Identify own learning needs 1.3 Identify preferred approaches to learning 1.4 Identify potential barriers to own learning
2. Use strategies for learning	2.1 Select a short term learning goal 2.2 Identify own knowledge or skills 2.3 Identify basic learning strategies 2.4 Use available support resources 2.5 Develop a basic learning plan
3. Review own learning progress	3.1 Check progress against the learning plan 3.2 Seek feedback from appropriate person 3.3 Identify areas for further learning

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading		• Locates and reads information to support own work-related learning
Oral Communication		• Discusses progress with trainer or supervisor
Planning and Organising		• Develops and following a personal learning plan

Mapping Information

Not applicable

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

Assessment Requirements for FSKLRG04 Use basic strategies for work-related learning

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Performance Evidence

Evidence of the ability to:

- develop a basic personal learning plan
- review own progress.

Evidence must be collected using tasks typically found in the workplace.

Note: Where a specific volume and/or frequency is not specified, evidence must be provided at least once.

Knowledge Evidence

Evidence of the following knowledge must be demonstrated:

- own learning goals and needs
- strategies for learning.

Assessment Conditions

Assessment texts and tasks reflect those typically found in the workplace.

Advice and support is available.

Culturally appropriate processes and techniques suited to the language, literacy and numeracy capacity of individuals and the work being performed must be used.

Reasonable adjustments can be made to ensure equity in assessment for people with disabilities.

Assessors must satisfy NVR/AQTF assessor requirements, have sound knowledge of the ACSF and have demonstrable expertise in the vocational contextualisation and assessment of the core skill - learning.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c 771f178

FSKLRG05 Use strategies to plan simple workplace tasks

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Application

This unit describes the skills and knowledge required to plan and prioritise simple workplace tasks, such as operating equipment or ordering supplies.

The unit applies to individuals who need learning skills at Australian Core Skills Framework (ACSF) level 2 to undertake a vocational training pathway or workplace tasks.

This unit is designed for integration and contextualisation with vocational units to support achievement of vocational competency.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Learning

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Investigate simple workplace tasks	1.1 Identify a range of simple workplace tasks 1.2 Identify workplace procedures required to complete tasks
2. Use strategies to plan simple workplace tasks	2.1 Identify a simple workplace task 2.2 Identify strategies to plan workplace tasks 2.3 Seek feedback from an appropriate person

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Oral Communication		• Communicates with team leaders, supervisors or mentors to plan and organise workplace tasks
Planning and Organising		• Plans and organises to complete a task • Prioritises tasks with attention to timelines

Mapping Information

Not applicable

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

Assessment Requirements for FSKLRG05 Use strategies to plan simple workplace tasks

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Performance Evidence

Evidence of the ability to:

- select strategies to plan tasks
- seek feedback on plans.

Evidence must be collected using typical workplace tasks.

Note: Where a specific volume and/or frequency is not specified, evidence must be provided at least once.

Knowledge Evidence

Evidence of the following knowledge must be demonstrated:

- strategies to plan tasks
- workplace procedures needed to complete tasks.

Assessment Conditions

Assessment texts and tasks reflect those typically found in the workplace.

Advice and support is available if requested.

Culturally appropriate processes and techniques suited to the language, literacy and numeracy capacity of individuals and the work being performed must be used.

Reasonable adjustments can be made to ensure equity in assessment for people with disabilities.

Assessors must satisfy NVR/AQTF assessor requirements, have sound knowledge of the ACSF and have demonstrable expertise in the vocational contextualisation and assessment of the core skill - learning.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c 771f178

FSKLRG06 Participate in work placement

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Application

This unit describes the skills and knowledge required to plan and participate in work experience.

This unit applies to individuals who need learning skills at Australian Core Skills Framework (ACSF) level 2 to undertake a vocational training pathway or workplace tasks.

This unit is designed for integration and contextualisation with vocational units to support achievement of vocational competency.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Learning

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Plan to participate in work placement	1.1 Identify details of host workplace 1.2 Identify own requirements to participate in work placement
2. Undertake work placement	2.1 Follow relevant work practices and procedures 2.2 Perform appropriate workplace tasks as directed 2.3 Collect evidence of work placement 2.4 Seek feedback on work placement from appropriate person

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading		• Locates key information for work placement
Oral Communication		• Follows directions to perform predictable workplace tasks • Asks questions of trainer or mentor in the field

Mapping Information

Not applicable

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c 771f178

Assessment Requirements for FSKLRG06 Participate in work placement

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Performance Evidence

Evidence of the ability to:

- plan for and participate in work placement
- provide evidence of work placement.

Note: Where a specific volume and/or frequency is not specified, evidence must be provided at least once.

Knowledge Evidence

Evidence of the following knowledge must be demonstrated:

- workplace requirements
- own performance in work experience.

PwC's Skills for Australia

Assessment Conditions

Assessment texts and tasks reflect those typically found in the workplace.

Advice and support is available if requested.

Culturally appropriate processes and techniques suited to the language, literacy and numeracy capacity of individuals and the work being performed must be used.

Reasonable adjustments can be made to ensure equity in assessment for people with disabilities.

Assessors must satisfy NVR/AQTF assessor requirements, have sound knowledge of the ACSF and have demonstrable expertise in the vocational contextualisation and assessment of the core skill - learning.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c 771f178

FSKLRG07 Use strategies to identify job opportunities

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Application

This unit describes the skills and knowledge required to identify job pathways and identify strategies to seek employment.

This unit applies to individuals who need learning skills at Australian Core Skills Framework (ACSF) level 2 to undertake a vocational training pathway or workplace tasks.

This unit is designed for integration and contextualisation with vocational units to support achievement of vocational competency.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Learning

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Plan to identify job opportunities	1.1 Identify job and training options 1.2 Identify a range of strategies required for seeking employment 1.3 Identify own skills relevant to employment
2. Use strategies to identify job and training options	2.1 Identify preferred job 2.2 Identify requirements of preferred job 2.3 Match own skills to requirements of preferred job 2.4 Identify skills gaps and training options for preferred job 2.5 Review strategies

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading		• Reads simple information about job requirement
Planning and Organising		• Identifies work and training opportunities

Mapping Information

Not applicable

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

Assessment Requirements for FSKLRG07 Use strategies to identify job opportunities

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Performance Evidence

Evidence of the ability to:

- identify job opportunities
- assess own suitability for preferred job
- identify job and training pathway.

Note: Where a specific volume and/or frequency is not specified, evidence must be provided at least once.

Knowledge Evidence

Evidence of the following knowledge must be demonstrated:

- strategies to seek employment
- requirements for employment
- own skills and skills needs.

Assessment Conditions

Assessment texts and tasks reflect those typically found in the workplace.

Advice and support is available if requested.

Culturally appropriate processes and techniques suited to the language, literacy and numeracy capacity of individuals and the work being performed must be used.

Reasonable adjustments can be made to ensure equity in assessment for people with disabilities.

Assessors must satisfy NVR/AQTF assessor requirements, have sound knowledge of the ACSF and have demonstrable expertise in the vocational contextualisation and assessment of the core skill - learning.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

FSKLRG08 Use simple strategies for work-related learning

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Application

This unit describes the skills and knowledge required to identify own learning goals and needs, and develop a simple learning plan to participate in a vocational or workplace learning environment.

The unit applies to individuals who need learning skills at Australian Core Skills Framework (ACSF) level 2 to undertake a vocational training pathway or workplace tasks.

This unit is designed for integration and contextualisation with vocational units to support achievement of vocational competency.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Learning

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for learning	1.1 Identify work-related learning goals 1.2 Identify own learning needs 1.3 Identify preferred approaches to learning 1.4 Identify potential barriers to own learning and propose possible solutions
2. Use strategies for learning	2.1 Select a short-term learning goal 2.2 Locate and assess information related to the learning goal 2.3 Identify simple learning strategies to achieve the learning goal 2.4 Identify and access support resources 2.5 Develop a simple learning plan which includes a learning pathway
3. Review own learning progress	3.1 Check progress against the learning plan 3.2 Seek feedback from an appropriate person 3.3 Identify areas for further learning and training

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading		• Interprets information related to the learning goals
Oral Communication		• Discusses learning progress with trainer or supervisor
Planning and Organising		• Develops and follows a simple learning plan

Mapping Information

Not applicable

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

Assessment Requirements for FSKLRG08 Use simple strategies for work-related learning

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Performance Evidence

Evidence of the ability to:

- develop a simple personal learning plan
- review own progress.

Evidence must be collected using typical work-related task.

Note: Where a specific volume and/or frequency is not specified, evidence must be provided at least once.

Knowledge Evidence

Evidence of the following knowledge must be demonstrated:

- own learning goals and needs
- strategies for learning
- preferred approaches to learning.

Assessment Conditions

Assessment texts and tasks reflect those typically found in the workplace.

Advice and support is available if requested.

Culturally appropriate processes and techniques suited to the language, literacy and numeracy capacity of individuals and the work being performed must be used.

Reasonable adjustments can be made to ensure equity in assessment for people with disabilities.

Assessors must satisfy NVR/AQTF assessor requirements, have sound knowledge of the ACSF and have demonstrable expertise in the vocational contextualisation and assessment of the core skill - learning.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c 771f178

FSKLRG09 Use strategies to respond to routine workplace problems

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Application

This unit describes the skills and knowledge required to identify routine workplace problems and strategies to respond to the problems.

This unit applies to individuals who need learning skills at Australian Core Skills Framework (ACSF) level 3 to undertake a vocational training pathway or workplace tasks.

This unit is designed for integration and contextualisation with vocational units to support achievement of vocational competency.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Learning

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Plan to respond to workplace problems	1.1 Identify routine workplace problems 1.2 Investigate a range of strategies for responding to workplace problems
2. Propose problem solving strategies	2.1 Identify a potential workplace problem 2.2 Identify factors contributing to the selected workplace problem 2.3 Propose appropriate problem solving strategies
3. Review problem solving strategies	3.1 Seek feedback from appropriate person 3.2 Record and review feedback 3.3 Revise strategies as appropriate

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Writing		• Records feedback from trainer or supervisor
Oral Communication		• Discusses problem-solving strategies with trainer or supervisor
Problem Solving		• Identifies problems and plans strategies for responding to them
Planning and Organising		• Develops strategies to respond to problems

Mapping Information

Not applicable

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

Assessment Requirements for FSKLRG09 Use strategies to respond to routine workplace problems

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Performance Evidence

Evidence of the ability to:

- identify workplace problems
- propose appropriate strategies to respond to problems
- respond to feedback as appropriate

Evidence must be collected using routine workplace tasks.

Note: Where a specific volume and/or frequency is not specified, evidence must be provided at least once.

Knowledge Evidence

Evidence of the following knowledge must be demonstrated:

- factors contributing to routine workplace problems
- a range of strategies for problem solving
- sources of advice and feedback.

Assessment Conditions

Assessment texts and tasks reflect those typically found in the workplace.

Individuals can access own familiar support resources.

Culturally appropriate processes and techniques suited to the language, literacy and numeracy capacity of individuals and the work being performed must be used.

Reasonable adjustments can be made to ensure equity in assessment for people with disabilities.

Assessors must satisfy NVR/AQTF assessor requirements, have sound knowledge of the ACSF and have demonstrable expertise in the vocational contextualisation and assessment of the core skill - learning.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c 771f178

FSKLRG10 Use routine strategies for career planning

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Application

This unit describes the skills and knowledge required to identify and select appropriate career and work options and develop a career plan.

The unit applies to individuals who need learning skills at Australian Core Skills Framework (ACSF) level 3 to undertake a vocational training pathway or workplace tasks.

This unit is designed for integration and contextualisation with vocational units to support achievement of vocational competency.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Learning

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Investigate career options	1.1 Identify own career options 1.2 Select a preferred option 1.3 Investigate training requirements for selected option 1.4 Identify own skills and knowledge
2. Develop an individual career plan	2.1 Identify routine learning strategies to develop required skills 2.2 Develop a career plan to implement strategies 2.3 Review plan and strategies

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Oral Communication		• Discusses career options with trainer or supervisor
Planning and Organising		• Uses strategies to develop an individual learning plan to achieve career goal
Problem Solving		• Identifies training requirements to achieve career goals

Mapping Information

Not applicable

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c 771f178

PwC's Skills for Australia

Assessment Requirements for FSKLRG10 Use routine strategies for career planning

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Performance Evidence

Evidence of the ability to:

- identify training requirements for career option
- develop an individual career plan
- review career plan.

Note: Where a specific volume and/or frequency is not specified, evidence must be provided at least once.

Knowledge Evidence

Evidence of the following knowledge must be demonstrated:

- own career and training options
- sources of information for support and advice on work and training options
- strategies to achieve identified work goals.

PwC's Skills for Australia

Assessment Conditions

Assessment texts and tasks reflect those typically found in the workplace.

Individuals can access own familiar support resources.

Culturally appropriate processes and techniques suited to the language, literacy and numeracy capacity of individuals and the work being performed must be used.

Reasonable adjustments can be made to ensure equity in assessment for people with disabilities.

Assessors must satisfy NVR/AQTF assessor requirements, have sound knowledge of the ACSF and have demonstrable expertise in the vocational contextualisation and assessment of the core skill - learning.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

FSKLRG11 Use routine strategies for work-related learning

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Application

This unit describes the skills and knowledge required to identify own learning goals and needs, and develop a formal learning plan to participate in a vocational or workplace learning environment.

The unit applies to individuals who need learning skills at Australian Core Skills Framework (ACSF) level 3 to undertake a vocational training pathway and/or workplace tasks.

This unit is designed for integration and contextualisation with vocational units to support achievement of vocational competency.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Learning

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for learning	1.1 Identify work-related learning goals 1.2 Investigate a range of formal and informal learning pathways 1.3 Investigate a range of approaches to achieve goal 2.4 Identify potential barriers to learning
2. Use strategies for learning	2.1 Identify a preferred approach to achieving work-related learning goals 2.2 Identify strategies to address barriers to achieving learning goals 2.3 Propose routine learning strategies to achieve learning goal 2.4 Create and use a learning plan to implement strategies
3. Review own learning progress	3.1 Monitor progress against the plan 3.2 Seek feedback from an appropriate person 3.3 Identify areas for further learning and training

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading		• Interprets and evaluates information related to learning pathways
Oral Communication		• Discusses progress with trainer/supervisor
Planning and Organising		• Develops a learning plan

Mapping Information

Not applicable

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

Assessment Requirements for FSKLRG11 Use routine strategies for work-related learning

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Performance Evidence

Evidence of the ability to:

- develop a plan for own learning pathway
- review own progress.

Evidence must be collected using typical work-related tasks.

Note: Where a specific volume and/or frequency is not specified, evidence must be provided at least once.

Knowledge Evidence

Evidence of the following knowledge must be demonstrated:

- strategies for learning
- own learning goals
- education and training requirements for learning pathway options.

Assessment Conditions

Assessment texts and tasks reflect those typically found in the workplace.

Individuals can access own familiar support resources.

Culturally appropriate processes and techniques suited to the language, literacy and numeracy capacity of individuals and the work being performed must be used.

Reasonable adjustments can be made to ensure equity in assessment for people with disabilities.

Assessors must satisfy NVR/AQTF assessor requirements, have sound knowledge of the ACSF and have demonstrable expertise in the vocational contextualisation and assessment of the core skill - learning.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c 771f178

FSKLRG12 Apply strategies to plan and manage complex workplace tasks

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Application

This unit describes the skills and knowledge required to plan systematic approaches to manage complex workplace tasks, including project management and monitoring workplace performance.

The unit applies to individuals who need learning skills at ACSF level 4 to undertake a vocational training pathway or workplace tasks.

This unit is designed for integration and contextualisation with vocational units to support achievement of vocational competency.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Learning

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Analyse complex workplace tasks	1.1 Identify a range of complex workplace tasks 1.2 Investigate a range of procedures to plan tasks
2. Plan complex workplace tasks	2.1 Select a complex workplace task 2.2 Apply planning strategies to manage a task
3. Review and revise strategies	3.1 Review the effectiveness of the selected strategies 3.2 Revise strategies as appropriate

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Initiative and Enterprise		• Develops strategies to respond to complex workplace tasks
Planning and Organising		• Manages complex workplace tasks

Mapping Information

Not applicable

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

Assessment Requirements for FSKLRG12 Apply strategies to plan and manage complex workplace tasks

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Performance Evidence

Evidence of the ability to:

- plan complex workplace tasks
- use planning strategies to manage a task
- review planning strategies.

Evidence must be collected using typical workplace tasks.

Note: Where a specific volume and/or frequency is not specified, evidence must be provided at least once.

Knowledge Evidence

Evidence of the following knowledge must be demonstrated:

- strategies to plan complex workplace tasks
- sources of information when planning complex workplace tasks
- strategies to review own plans.

Assessment Conditions

Assessment texts and tasks reflect those typically found in the workplace.

Individuals can access a range of established support resources.

Culturally appropriate processes and techniques suited to the language, literacy and numeracy capacity of individuals and the work being performed must be used.

Reasonable adjustments can be made to ensure equity in assessment for people with disabilities.

Assessors must satisfy NVR/AQTF assessor requirements, have sound knowledge of the ACSF and have demonstrable expertise in the vocational contextualisation and assessment of the core skill - learning.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c 771f178

FSKLRG13 Apply strategies to respond to complex workplace problems

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Application

This unit describes the skills and knowledge required to identify a range of complex workplace problems and apply innovative strategies in response.

This unit applies to individuals who need learning skills at Australian Core Skills Framework (ACSF) level 4 to undertake a vocational training pathway or workplace tasks.

This unit is designed for integration and contextualisation with vocational units to support achievement of vocational competency.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Learning

PwC's Skills for Australia

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Analyse workplace problems	1.1 Research a range of complex workplace problems 1.2 Analyse factors contributing to complex workplace problems 1.3 Devise innovative strategies to manage a range of complex problems
2. Respond to workplace problems	2.1 Identify a complex workplace problem 2.2 Propose a strategy to respond to the selected problem 2.3 Use selected strategy to respond to the complex problem
3. Review strategies	3.1 Evaluate effectiveness of strategy 3.2 Revise strategy based on feedback if appropriate

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Problem Solving		• Identifies innovative problem-solving strategies

Mapping Information

Not applicable

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c 771f178

Assessment Requirements for FSKLRG13 Apply strategies to respond to complex workplace problems

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Performance Evidence

Evidence of the ability to:

- plan and apply innovative strategies in response to complex workplace problems
- evaluate effectiveness of strategies.

Note: Where a specific volume and/or frequency is not specified, evidence must be provided at least once.

Knowledge Evidence

Evidence of the following knowledge must be demonstrated:

- strategies to manage complex workplace problems
- factors contributing to workplace problems.

Assessment Conditions

Assessment texts and tasks reflect those typically found in the workplace.

Individuals can access a range of established support services.

Culturally appropriate processes and techniques suited to the language, literacy and numeracy capacity of individuals and the work being performed must be used.

Reasonable adjustments can be made to ensure equity in assessment for people with disabilities.

Assessors must satisfy NVR/AQTF assessor requirements, have sound knowledge of the ACSF and have demonstrable expertise in the vocational contextualisation and assessment of the core skill - learning.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

FSKLRG14 Manage strategies for career progression

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Application

This unit describes the skills and knowledge required to manage appropriate formal and informal learning relevant to own career progression goals and to develop an individual action plan.

This unit applies to individuals who need learning skills at Australian Core Skills Framework (ACSF) level 4 to undertake a vocational training pathway or workplace tasks.

This unit is designed for integration and contextualisation with vocational units to support achievement of vocational competency.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Learning

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Investigate career progression options	1.1 Identify suitable career progression options 1.2 Investigate education and training requirements for career progression 1.3 Assess own learning challenges and opportunities to achieve career progression
2. Plan for career progression	2.1 Select appropriate career progression pathway 2.2 Identify career progression strategies 2.3 Develop an individual action plan 2.4 Review individual action plan and strategies

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Planning and Organising		• Develops and reviews career action plan
Self Management		• Applies independent learning strategies to manage and prepare for career progression • Investigates education and training requirements for career progression

Mapping Information

Not applicable

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

PwC's Skills for Australia

Assessment Requirements for FSKLRG14 Manage strategies for career progression

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Performance Evidence

Evidence of the ability to:

- plan and apply innovative strategies in response to complex workplace problems
- evaluate effectiveness of strategies.

Note: Where a specific volume and/or frequency is not specified, evidence must be provided at least once.

Knowledge Evidence

Evidence of the following knowledge must be demonstrated:

- strategies to manage complex workplace problems
- factors contributing to workplace problems.

Assessment Conditions

Assessment texts and tasks reflect those typically found in the workplace.

Individuals can access a range of established support services.

Culturally appropriate processes and techniques suited to the language, literacy and numeracy capacity of individuals and the work being performed must be used.

Reasonable adjustments can be made to ensure equity in assessment for people with disabilities.

Assessors must satisfy NVR/AQTF assessor requirements, have sound knowledge of the ACSF and have demonstrable expertise in the vocational contextualisation and assessment of the core skill - learning.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

FSKLRG15 Manage own work-related learning

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Application

This unit describes the skills and knowledge required to manage own work-related formal and informal learning using an action plan.

The unit applies to individuals who need learning skills at Australian Core Skills Framework (ACSF) level 4 to undertake a vocational training pathway or workplace tasks.

This unit is designed for integration and contextualisation with vocational units to support achievement of vocational competency.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Learning

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for learning	1.1 Identify own work-related learning goals 1.2 Assess own learning challenges and opportunities 1.3 Evaluate appropriate learning pathways
2. Develop a personal learning strategy	2.1 Identify strategies to manage personal learning 2.2 Develop an action plan 2.3 Review plan and strategies

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Planning and Organising		• Develops and reviews action plan
Self-Management		• Evaluates own learning opportunities and challenges • Uses reflection and review in developing learning strategies

Mapping Information

Not applicable

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c 771f178

Assessment Requirements for FSKLRG15 Manage own work-related learning

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Performance Evidence

Evidence of the ability to:

- prepare an action plan
- review the action plan.

Evidence must be collected using typical work-related tasks.

Note: Where a specific volume and/or frequency is not specified, evidence must be provided at least once.

Knowledge Evidence

Evidence of the following knowledge must be demonstrated:

- strategies for managing own learning
- learning pathways.

Assessment Conditions

Assessment texts and tasks reflect those typically found in the workplace.

Individuals can access a range established support resources.

Culturally appropriate processes and techniques suited to the language, literacy and numeracy capacity of individuals and the work being performed must be used.

Reasonable adjustments can be made to ensure equity in assessment for people with disabilities.

Assessors must satisfy NVR/AQTF assessor requirements, have sound knowledge of the ACSF and have demonstrable expertise in the vocational contextualisation and assessment of the core skill - learning.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c 771f178

FSKNUM01 Use beginning whole number skills and money up to one hundred for work

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Application

This unit describes the skills and knowledge to identify and write whole numbers and money up to one hundred, and to undertake some beginning numerical processes such as ordering, sequencing and adding small amounts.

This unit applies to individuals who need numeracy skills at Australian Core Skills Framework (ACSF) pre-level 1 to undertake a vocational training pathway or workplace tasks.

This unit is designed for integration and contextualisation with vocational units to support achievement of vocational competency.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Numeracy

        PwC's Skills for Australia

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Demonstrate basic understanding of numbers to one hundred	1.1 Identify, name and write whole numbers up to one hundred 1.2 Locate numbers in documents and tasks 1.3 Sequence numbers 1.4 Copy numbers one to ten in words 1.5 Add pairs of whole numbers up to a total of twenty
2. Identify and use money amounts to one hundred	2.1 Identify Australian coins and notes 2.2 Order Australian coins and notes according to value 2.3 Identify monetary amounts up to $100 in personally relevant texts 2.4 Add pairs of whole dollar amounts up to a total of twenty 2.5 Identify and write money as symbols up to $100

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning		• Follows short, simple instructions
Oral Communication		• Says simple numbers and money amounts

Mapping Information

Not applicable

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

Assessment Requirements for FSKNUM01 Use beginning whole number skills and money up to one hundred for work

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Performance Evidence

Evidence of the ability to:

- read, write, order and sequence whole numbers and money up to 100
- add pairs of whole numbers and money amounts to a total of 20.

Note: Where a specific volume and/or frequency is not specified, evidence must be provided at least once.

Knowledge Evidence

Evidence of the following knowledge must be demonstrated:

- value of Australian coins and notes
- whole numbers up to 100.

Assessment Conditions

Assessment texts and tasks reflect those typically found in the workplace.

A significant level of support and advice is available.

Culturally appropriate processes and techniques suited to the language, literacy and numeracy capacity of individuals and the work being performed must be used.

Reasonable adjustments can be made to ensure equity in assessment for people with disabilities.

Assessors must satisfy NVR/AQTF assessor requirements, have a sound knowledge of the ACSF and have demonstrable expertise in the vocational contextualisation and assessment of the core skill - numeracy.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

FSKNUM02 Use beginning skills related to time and 2D shapes for work

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Application

This unit describes the beginning skills and knowledge of time and shapes.

This unit applies to individuals who need numeracy skills at Australian Core Skills Framework (ACSF) pre- level 1 to undertake a vocational training pathway or workplace tasks.

This unit is designed for integration and contextualisation with vocational units to support achievement of vocational competency.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Numeracy

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify differences and similarities of common shapes	1.1 Order or sort familiar and similar items 1.2 Name the position of order 1.3 Group items according to shape and colour
2. Identify common and simple time	2.1 Read digital time 2.2 Identify and sequence days of the week 2.3 Identify dates

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning		• Follows short, simple instructions

Mapping Information

Not applicable

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

Assessment Requirements for FSKNUM02 Use beginning skills related to time and 2D shapes for work

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Performance Evidence

Evidence of the ability to:

- order and group items based on attributes of shape and colour
- identify and read digital time, days of the week, months and dates.

Note: Where a specific volume and/or frequency is not specified, evidence must be provided at least once.

Knowledge Evidence

Evidence of the following knowledge must be demonstrated:

- position of order
- days of week, months of year, and dates
- 30 minutes is half an hour.

An individual competent in this unit does not need to name shapes or properties when ordering or grouping items.

Assessment Conditions

Assessment texts and tasks reflect those typically found in the workplace.

A significant level of support and advice is available.

Culturally appropriate processes and techniques suited to the language, literacy and numeracy capacity of individuals and the work being performed must be used.

Reasonable adjustments can be made to ensure equity in assessment for people with disabilities.

Assessors must satisfy NVR/AQTF assessor requirements, have a sound knowledge of the ACSF and have demonstrable expertise in the vocational contextualisation and assessment of the core skill - numeracy.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c 771f178

FSKNUM03 Use whole numbers and money up to one thousand for work

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Application

This unit describes the skills and knowledge to identify and undertake simple processes with whole numbers and money up to one thousand.

This unit applies to individuals who need numeracy skills at Australian Core Skills Framework (ACSF) level 1 to undertake a vocational training pathway or workplace tasks.

This unit is designed for integration and contextualisation with vocational units to support achievement of vocational competency.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Numeracy

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify whole numbers and money up to one thousand	1.1 Read and name whole numbers and money amounts up to 1000 in highly familiar workplace documents and tasks 1.2 Demonstrate understanding of place value and the role of zero 1.3 Recognise and understand halves
2. Undertake simple mathematical processes	2.1 Organise numbers in size order and compare whole number and money amounts up to 1000 2.2 Count in number groups 2.3 Add and subtract whole numbers and money up to 1000 2.4 Describe links between operations of addition and subtraction
3. Check and communicate results	3.1 Check reasonableness of outcome with prompting and support 3.2 Record numerical information and communicate the result of the task using informal language and symbolism

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning		• Develops language of working with numbers and money up to one thousand

Mapping Information

Not applicable

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

Assessment Requirements for FSKNUM03 Use whole numbers and money up to one thousand for work

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Performance Evidence

Evidence of the ability to:

- recognise and name whole number and money amounts up to one thousand
- recognise half
- add and subtract two digit whole numbers.

Note: Where a specific volume and/or frequency is not specified, evidence must be provided at least once.

Knowledge Evidence

Evidence of the following knowledge must be demonstrated:

- links between addition and subtraction
- place value and role of zero.

Assessment Conditions

Assessment texts and tasks reflect those typically found in the workplace.

Advice and support is available.

Culturally appropriate processes and techniques suited to the language, literacy and numeracy capacity of individuals and the work being performed must be used.

Reasonable adjustments can be made to ensure equity in assessment for people with disabilities.

Assessors must satisfy NVR/AQTF assessor requirements, have a sound knowledge of the ACSF and have demonstrable expertise in the vocational contextualisation and assessment of the core skill - numeracy.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c 771f178

FSKNUM04 Locate, compare and use highly familiar measurements for work

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Application

This unit describes the skills and knowledge to locate, compare and use basic and highly familiar metric measurements and quantities.

This unit applies to individuals who need numeracy skills at Australian Core Skills Framework (ACSF) level 1 to undertake a vocational training pathway or workplace tasks.

This unit is designed for integration and contextualisation with vocational units to support achievement of vocational competency.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Numeracy

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify and compare highly familiar basic metric measurements	1.1 Locate measurements in highly familiar workplace documents and tasks 1.2 Identify different units of measurements and their use 1.3 Identify the comparative relationship between the units of measurement 1.4 Demonstrate understanding of conservation of amounts 1.5 Use informal language to compare measurements
2. Use basic familiar metric measurements for workplace tasks	2.1 Read digital time 2.2 Use a calendar to record information 2.3 Use am and pm in reference to time 2.4 Read and record basic measurement information 2.5 Add and subtract simple quantities

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning		• Develops language of measurement
Writing		• Records measurement and result of calculation

Mapping Information

Not applicable

         PwC's Skills for Australia

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

Assessment Requirements for FSKNUM04 Locate, compare and use highly familiar measurements for work

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Performance Evidence

Evidence of the ability to:

- compare measurements using informal language
- read digital time
- mark important events on a calendar.

Note: Where a specific volume and/or frequency is not specified, evidence must be provided at least once.

Knowledge Evidence

Evidence of the following knowledge must be demonstrated:

- appropriate units of measurement for different measures (e.g. metres for measuring length etc)
- names and symbols for highly familiar measurement units.

Assessment Conditions

Assessment texts and tasks reflect those typically found in the workplace.

Advice and support is available.

A basic calculator can be accessed.

Culturally appropriate processes and techniques suited to the language, literacy and numeracy capacity of individuals and the work being performed must be used.

Reasonable adjustments can be made to ensure equity in assessment for people with disabilities.

Assessors must satisfy NVR/AQTF assessor requirements, have a sound knowledge of the ACSF and have demonstrable expertise in the vocational contextualisation and assessment of the core skill - numeracy.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

FSKNUM05 Identify and use some common 2D shapes for work

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Application

This unit describes the skills and knowledge required to identify and use familiar 2D shapes.

This unit applies to individuals who need numeracy skills at Australian Core Skills Framework (ACSF) level 1 to undertake a vocational training pathway or workplace tasks.

This unit is designed for integration and contextualisation with vocational units to support achievement of vocational competency.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Numeracy

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify common shapes	1.1 Name familiar two dimensional shapes 1.2 Describe common objects in terms of size and shape
2. Use common shapes in workplace tasks	2.1 Use common, everyday, informal language to compare objects 2.2 Group common objects based on shape, size, colour and features

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning		• Develops language of shapes

Mapping Information

Not applicable

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

Assessment Requirements for FSKNUM05 Identify and use some common 2D shapes for work

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Performance Evidence

Evidence of the ability to:

- identify and name square, rectangle, triangle and circle
- group items based on simple attributes.

Note: Where a specific volume and/or frequency is not specified, evidence must be provided at least once.

Knowledge Evidence

Evidence of the following knowledge must be demonstrated:

- language of common comparisons, colour, size, basic shapes and features.

Assessment Conditions

Assessment texts and tasks should reflect those typically found in the workplace.

Advice and support is available.

Culturally appropriate processes and techniques suited to the language, literacy and numeracy capacity of individuals and the work being performed must be used.

Reasonable adjustments can be made to ensure equity in assessment for people with disabilities.

Assessors must satisfy NVR/AQTF assessor requirements, have a sound knowledge of the ACSF and have demonstrable expertise in the vocational contextualisation and assessment of the core skill - numeracy.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

FSKNUM06 Use highly familiar maps and diagrams for work

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Application

This unit describes the skills and knowledge required to locate items or places using highly familiar maps and diagrams. Also, to give and follow simple oral directions to locate items or familiar places.

This unit applies to individuals who need numeracy skills at Australian Core Skills Framework (ACSF) level 1 to undertake a vocational training pathway or workplace tasks.

This unit is designed for integration and contextualisation with vocational units to support achievement of vocational competency.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Numeracy

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Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify items or places in highly familiar maps and diagrams	1.1 Locate familiar items or places in highly familiar maps and diagrams 1.2 Identify simple symbols and pictorial representations in highly familiar maps and diagrams
2. Use directional knowledge for workplace tasks	2.1 Give simple oral directions to locate objects 2.2 Follow simple oral directions to locate objects 2.3 Demonstrate understanding of informal directional language

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
		• Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Mapping Information

Not applicable

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

Assessment Requirements for FSKNUM06 Use highly familiar maps and diagrams for work

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Performance Evidence

Evidence of the ability to:

- locate familiar objects on a map and in real life
- give and follow directions to locate a familiar object.

Note: Where a specific volume and/or frequency is not specified, evidence must be provided at least once.

Knowledge Evidence

Evidence of the following knowledge must be demonstrated:

- recognition of commonly used simple symbols on maps and diagrams.

Assessment Conditions

Assessment texts and tasks reflect those typically found in the workplace.

Advice and support is available.

Culturally appropriate processes and techniques suited to the language, literacy and numeracy capacity of individuals and the work being performed must be used.

Reasonable adjustments can be made to ensure equity in assessment for people with disabilities.

Assessors must satisfy NVR/AQTF assessor requirements, have a sound knowledge of the ACSF and have demonstrable expertise in the vocational contextualisation and assessment of the core skill - numeracy.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

PwC's Skills for Australia

FSKNUM07 Locate specific information in highly familiar tables, graphs and charts for work

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Application

This unit describes the skills and knowledge required to identify simple data in highly familiar tables, graphs and charts and relate that information to workplace tasks.

This unit applies to individuals who need numeracy skills at Australian Core Skills Framework (ACSF) level 1 to undertake a vocational training pathway or workplace tasks.

This unit is designed for integration and contextualisation with vocational units to support achievement of vocational competency.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Numeracy

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Locate and compare information in simple tables	1.1 Identify features of simple tables 1.2 Locate specific numerical information in highly familiar tables using grid movement (up and down columns and across rows) and key 1.3 Compare numerical information and data in highly familiar tables using appropriate informal language 1.4 Relate information to relevant workplace tasks
2. Locate and compare information in graphs and charts	2.1 Identify features of simple graphs and charts 2.2 Locate specific numerical information in highly familiar graphs and charts 2.3 Compare numerical information and data using appropriate informal language 2.4 Relate information to relevant workplace tasks

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning		• Develops language to discuss information contained in tables, graphs and charts

Mapping Information

Not applicable

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

Assessment Requirements for FSKNUM07 Locate specific information in highly familiar tables, graphs and charts for work

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Performance Evidence

Evidence of the ability to:

- locate highly familiar information in simple tables
- locate and compare amounts in a simple pictograph, line graph and/or column or bar graph
- locate information in tables by bisecting columns and rows.

Note: Where a specific volume and/or frequency is not specified, evidence must be provided at least once.

Knowledge Evidence

Evidence of the following knowledge must be demonstrated:

- what a column is
- what a row is.

Assessment Conditions

Assessment texts and tasks reflect those typically found in the workplace.

Advice and support is available.

Culturally appropriate processes and techniques suited to the language, literacy and numeracy capacity of individuals and the work being performed must be used.

Reasonable adjustments can be made to ensure equity in assessment for people with disabilities.

Assessors must satisfy NVR/AQTF assessor requirements, have a sound knowledge of the ACSF and have demonstrable expertise in the vocational contextualisation and assessment of the core skill - numeracy.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

FSKNUM08 Identify and use whole numbers and simple fractions, decimals and percentages for work

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Application

This unit describes the skills and knowledge to identify and use whole numbers into the thousands, simple fractions, decimals and percentages.

This unit applies to individuals who need numeracy skills at Australian Core Skills Framework (ACSF) level 2 to undertake a vocational training pathway or workplace tasks.

This unit is designed for integration and contextualisation with vocational units to support achievement of vocational competency.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Numeracy

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify and interpret simple mathematical information	1.1 Read and name whole numbers into the thousands in workplace documents and tasks
	1.2 Identify and interpret simple fractions, decimals and percentages
2. Undertake simple mathematical processes and apply to workplace tasks	2.1 Demonstrate understanding of place value by organising numbers from smallest to largest
	2.2 Locate required numerical information and decide on appropriate method to solve a problem
	2.3 Perform a limited range of calculations using the 4 operations
	2.4 Describe links between operations
3. Check and communicate results	3.1 Make estimations to check reasonableness of results of problem solving process
	3.2 Record numerical information and communicate the result of the task using informal and some formal language and symbolism

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
		• Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Mapping Information

Not applicable

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c 771f178

Assessment Requirements for FSKNUM08 Identify and use whole numbers and simple fractions, decimals and percentages for work

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Performance Evidence

Evidence of the ability to:

- read and name whole numbers into thousands
- perform simple and familiar calculations with whole numbers and money
- recognise and explain simple fractions, decimals and percentages.

Note: Where a specific volume and/or frequency is not specified, evidence must be provided at least once.

Knowledge Evidence

Evidence of the following knowledge must be demonstrated:

- links between operations
- place value and use of zero.

Assessment Conditions

Assessment texts and tasks reflect those typically found in the workplace.

Advice and support is available if requested.

Access to a simple calculator is available.

Culturally appropriate processes and techniques suited to the language, literacy and numeracy capacity of individuals and the work being performed must be used.

Reasonable adjustments can be made to ensure equity in assessment for people with disabilities.

Assessors must satisfy NVR/AQTF assessor requirements, have a sound knowledge of the ACSF and have demonstrable expertise in the vocational contextualisation and assessment of the core skill - numeracy.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

FSKNUM09 Identify, measure and estimate familiar quantities for work

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Application

This unit describes the skills and knowledge required to measure familiar and predictable quantities using simple and routine measuring instruments and units.

This unit applies to individuals who need numeracy skills at Australian Core Skills Framework (ACSF) level 2 to undertake a vocational training pathway or workplace tasks.

This unit is designed for integration and contextualisation with vocational units to support achievement of vocational competency.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Numeracy

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify and interpret simple mathematical information	1.1 Identify and interpret measurement information in workplace tasks and texts 1.2 Identify familiar units of measurement needed for tasks
2. Apply simple measurement strategies	2.1 Estimate familiar and simple amounts 2.2 Select appropriate measuring equipment 2.3 Use simple measuring equipment graduated in familiar units to measure relevant quantities 2.4 Calculate using familiar units of measurement
3. Check and communicate results	3.1 Check measurements and results against estimates 3.2 Record or report results 3.3 Communicate results relevant to the workplace task using informal and some formal mathematical and general language

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
		• Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Mapping Information

Not applicable

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c 771f178

PwC's Skills for Australia

Assessment Requirements for FSKNUM09 Identify, measure and estimate familiar quantities for work

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Performance Evidence

Evidence of the ability to:

- estimate and measure familiar simple amounts
- interpret measurement on simple measuring equipment
- add, subtract and multiply simple measurements
- record results using appropriate unit.

Note: Where a specific volume and/or frequency is not specified, evidence must be provided at least once.

Knowledge Evidence

Evidence of the following knowledge must be demonstrated:

- abbreviations of familiar units of measurement
- which units of measurement to use for length, mass and capacity.

Assessment Conditions

Assessment texts and tasks reflect those typically found in the workplace.

Advice and support is available if requested.

A basic calculator can be used.

Culturally appropriate processes and techniques suited to the language, literacy and numeracy capacity of individuals and the work being performed must be used.

Reasonable adjustments can be made to ensure equity in assessment for people with disabilities.

Assessors must satisfy NVR/AQTF assessor requirements, have a sound knowledge of the ACSF and have demonstrable expertise in the vocational contextualisation and assessment of the core skill - numeracy.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

FSKNUM10 Identify and describe common 2D and some 3D shapes for work

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Application

This unit describes the skills and knowledge required to identify, describe and draw common 2D shapes and identify some common 3D shapes.

This unit applies to individuals who need numeracy skills at Australian Core Skills Framework (ACSF) level 2 to undertake a vocational training pathway or workplace tasks.

This unit is designed for integration and contextualisation with vocational units to support achievement of vocational competency.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Numeracy

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify common shapes	1.1 Identify and name common 2D shapes and some common 3D shapes in familiar situations
	1.2 Compare and classify common 2D shapes and designs
	1.3 Use informal and some formal language to describe common two dimensional shapes and some common three dimensional shapes
2. Draw or match common shapes	2.1 Use simple items to draw or construct common 2D shapes
	2.2 Match common 3D shapes to their 2D sketches or nets

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
		• Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Mapping Information

Not applicable

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

Assessment Requirements for FSKNUM10 Identify and describe common 2D and some 3D shapes for work

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Performance Evidence

Evidence of the ability to:

- identify and name squares, rectangles, triangles and circles in everyday objects
- identify and name cubes, spheres and cylinders in everyday objects.

Note: Where a specific volume and/or frequency is not specified, evidence must be provided at least once.

Knowledge Evidence

Evidence of the following knowledge must be demonstrated:

- language to describe and compare shapes and objects.

Assessment Conditions

Assessment texts and tasks reflect those typically found in the workplace.

Advice and support is available if requested.

Culturally appropriate processes and techniques suited to the language, literacy and numeracy capacity of individuals and the work being performed must be used.

Reasonable adjustments can be made to ensure equity in assessment for people with disabilities.

Assessors must satisfy NVR/AQTF assessor requirements, have a sound knowledge of the ACSF and have demonstrable expertise in the vocational contextualisation and assessment of the core skill - numeracy.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c 771f178

FSKNUM11 Read and use familiar maps, plans and diagrams for work

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Application

This unit describes the skills and knowledge required to read, interpret and use familiar maps, plans and diagrams to locate items and familiar places.

This unit applies to individuals who need numeracy skills at Australian Core Skills Framework (ACSF) level 2 to undertake a vocational training pathway or workplace tasks.

This unit is designed for integration and contextualisation with vocational units to support achievement of vocational competency.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Numeracy

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify items and places in familiar maps and plans	1.1 Locate items and places in familiar maps, plans and diagrams 1.2 Recognise common symbols and keys in familiar maps, plans and diagrams
2. Use familiar maps and plans for workplace tasks	2.1 Demonstrate understanding of direction and location by describing the location of objects, or route to familiar places 2.2 Follow and give instructions to locate familiar objects or places 2.3 Use mainly informal and some formal oral mathematical language and symbols

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
		• Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Mapping Information

Not applicable

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c 771f178

Assessment Requirements for FSKNUM11 Read and use familiar maps, plans and diagrams for work

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Performance Evidence

Evidence of the ability to:

- locate items on a familiar map, plan or diagram
- use a familiar map, plan or diagram to locate a familiar item in real life
- give or follow one or two step directions to locate an item on a map, plan or diagram.

Note: Where a specific volume and/or frequency is not specified, evidence must be provided at least once.

Knowledge Evidence

Evidence of the following knowledge must be demonstrated:

- recognition of commonly used symbols on maps, plans and diagrams
- north, south, east and west directions.

Assessment Conditions

Assessment texts and tasks reflect those typically found in the workplace.

Advice and support is available if requested.

Culturally appropriate processes and techniques suited to the language, literacy and numeracy capacity of individuals and the work being performed must be used.

Reasonable adjustments can be made to ensure equity in assessment for people with disabilities.

Assessors must satisfy NVR/AQTF assessor requirements, have a sound knowledge of the ACSF and have demonstrable expertise in the vocational contextualisation and assessment of the core skill - numeracy.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

FSKNUM12 Identify and interpret information in familiar tables, graphs and charts for work

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Application

This unit describes the skills and knowledge required to identify and interpret familiar information in simple tables, graphs and charts.

This unit applies to individuals who need numeracy skills at Australian Core Skills Framework (ACSF) level 2 to undertake a vocational training pathway or workplace tasks.

This unit is designed for integration and contextualisation with vocational units to support achievement of vocational competency.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Numeracy

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify and interpret information in familiar tables	1.1 Identify simple tables in familiar texts and contexts 1.2 Locate title, headings, rows and columns in familiar tables 1.3 Identify and interpret information and data in simple tables 1.4 Relate information to relevant workplace tasks
2. Identify and interpret information in familiar graphs and charts	2.1 Identify familiar graphs and charts in familiar texts and contexts 2.2 Locate title, labels, axes, scale and key from familiar graphs and charts 2.3 Identify and interpret information and data in familiar graphs and charts 2.4 Relate information to relevant workplace tasks

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
		• Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Mapping Information

Not applicable

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c 771f178

Assessment Requirements for FSKNUM12 Identify and interpret information in familiar tables, graphs and charts for work

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Performance Evidence

Evidence of the ability to:

- read and interpret information found in familiar tables, graphs and charts.

Note: Where a specific volume and/or frequency is not specified, evidence must be provided at least once.

Knowledge Evidence

Evidence of the following knowledge must be demonstrated:

- features of familiar tables graphs and charts.

Assessment Conditions

Assessment texts and tasks reflect those typically found in the workplace.

Advice and support is available if requested.

Culturally appropriate processes and techniques suited to the language, literacy and numeracy capacity of individuals and the work being performed must be used.

Reasonable adjustments can be made to ensure equity in assessment for people with disabilities.

Assessors must satisfy NVR/AQTF assessor requirements, have a sound knowledge of the ACSF and have demonstrable expertise in the vocational contextualisation and assessment of the core skill - numeracy.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

FSKNUM13 Construct simple tables and graphs for work using familiar data

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Application

This unit describes the skills and knowledge required to collect, collate and organise familiar data to construct simple tables and graphs.

This unit applies to individuals who need numeracy skills at Australian Core Skills Framework (ACSF) level 2 to undertake a vocational training pathway or workplace tasks.

This unit is designed for integration and contextualisation with vocational units to support achievement of vocational competency.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Numeracy

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Plan to construct simple tables and graphs	1.1 Identify and name common types of graphs 1.2 Determine familiar data to be collected 1.3 Select a method to collect data 1.4 Collect a small amount of simple familiar data 1.5 Determine one or two variables from the data collected 1.6 Order and collate data
2. Construct simple tables and graphs	2.1 Construct a table and enter data 2.2 Construct a graph using data from table
3. Check and communicate results	3.1 Check results 3.2 Report or discuss graph information related to work using informal and some formal mathematical and general language

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
		• Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Mapping Information

Not applicable

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

Assessment Requirements for FSKNUM13 Construct simple tables and graphs for work using familiar data

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Performance Evidence

Evidence of the ability to:

- construct a simple pictograph, column or bar graph.

Note: Where a specific volume and/or frequency is not specified, evidence must be provided at least once.

Knowledge Evidence

Evidence of the following knowledge must be demonstrated:

- rows and columns
- simple graduations of 1, 5s and 10s.

Assessment Conditions

Assessment texts and tasks reflect those typically found in the workplace.

Advice and support is available if requested.

Access to calculators or computer software is available as required.

Culturally appropriate processes and techniques suited to the language, literacy and numeracy capacity of individuals and the work being performed must be used.

Reasonable adjustments can be made to ensure equity in assessment for people with disabilities.

Assessors must satisfy NVR/AQTF assessor requirements, have a sound knowledge of the ACSF and have demonstrable expertise in the vocational contextualisation and assessment of the core skill - numeracy.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

FSKNUM14 Calculate with whole numbers and familiar fractions, decimals and percentages for work

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Application

This unit describes the skills and knowledge to interpret and calculate whole numbers, routine fractions, decimals and percentages.

This unit applies to individuals who need numeracy skills at Australian Core Skills Framework (ACSF) level 3 to undertake a vocational training pathway or workplace tasks.

This unit is designed for integration and contextualisation with vocational units to support achievement of vocational competency.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Numeracy

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify and interpret routine mathematical information	1.1 Select and interpret mathematical information that may be partly embedded in routine workplace tasks and texts
	1.2 Interpret and comprehend whole numbers and routine or familiar fractions, decimals and percentages including familiar rates
2. Undertake routine mathematical processes	2.1 Perform calculations which may involve a number of steps
	2.2 Calculate with whole numbers and routine or familiar fractions, decimals and percentages
	2.3 Convert between equivalent forms of fractions, decimals and percentages
	2.4 Apply order of operations to solve multi-step calculations
	2.5 Apply problem solving strategies
3. Check and communicate results	3.1 Make estimations to check reasonableness of problem solving process, outcome and its appropriateness to the context and task
	3.2 Use formal and informal mathematical language and symbolism to communicate the result of the task

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning		• Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Mapping Information

Not applicable

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c 771f178

Assessment Requirements for FSKNUM14 Calculate with whole numbers and familiar fractions, decimals and percentages for work

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Performance Evidence

Evidence of the ability to:

- interpret and use common fractions, decimals and percentages in real situations
- choose the appropriate operations to solve real life mathematical problems
- perform calculations involving fractions, decimals and percentages.

Note: Where a specific volume and/or frequency is not specified, evidence must be provided at least once.

Knowledge Evidence

Evidence of the following knowledge must be demonstrated:

- place value and use of zero
- relationship between operations
- order of operations
- relationship between fractions, decimals and percentages.

Assessment Conditions

Assessment texts and tasks reflect those typically found in the workplace.

Individuals can access own familiar support resources.

Culturally appropriate processes and techniques suited to the language, literacy and numeracy capacity of individuals and the work being performed must be used.

Reasonable adjustments can be made to ensure equity in assessment for people with disabilities.

Assessors must satisfy NVR/AQTF assessor requirements, have a sound knowledge of the ACSF and have demonstrable expertise in the vocational contextualisation and assessment of the core skill - numeracy.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c 771f178

FSKNUM15 Estimate, measure and calculate with routine metric measurements for work

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Application

This unit describes the skills and knowledge required to use routine measuring equipment, to convert units within the metric system, to estimate and calculate routine measurements including simple area of rectangles and squares.

This unit applies to individuals who need numeracy skills at Australian Core Skills Framework (ACSF) level 3 to undertake a vocational training pathway or workplace tasks.

This unit is designed for integration and contextualisation with vocational units to support achievement of vocational competency.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Numeracy

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Estimate and make routine measurements for work	1.1 Select and interpret measurement information in workplace tasks and texts 1.2 Identify and select appropriate routine measuring equipment 1.3 Estimate and make measurements using correct units
2. Undertake calculations involving measurement	2.1 Estimate and calculate using routine measurements 2.2 Perform conversions between routinely used metric units 2.3 Use problem solving processes to undertake the tasks
3. Check and communicate results	3.1 Make estimations to check reasonableness of problem solving process, outcome and its appropriateness to the context and task 3.2 Record the information using mathematical language and symbols appropriate to discuss the task

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning		• Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Mapping Information

Not applicable

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

Assessment Requirements for FSKNUM15 Estimate, measure and calculate with routine metric measurements for work

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Performance Evidence

Evidence of the ability to:

- perform routine measurements
- convert between routine units of measurement
- perform routine measurement calculations
- record results using appropriate unit.

Note: Where a specific volume and/or frequency is not specified, evidence must be provided at least once.

Knowledge Evidence

Evidence of the following knowledge must be demonstrated:

- metric unit prefixes – meaning of milli, centi, kilo
  - use of appropriate routine equipment e.g. setting weight scales at zero before weighing.

Assessment Conditions

Assessment texts and tasks reflect those typically found in the workplace.

Individuals can access own familiar support resources.

Culturally appropriate processes and techniques suited to the language, literacy and numeracy capacity of individuals and the work being performed must be used.

Reasonable adjustments can be made to ensure equity in assessment for people with disabilities.

Assessors must satisfy NVR/AQTF assessor requirements, have a sound knowledge of the ACSF and have demonstrable expertise in the vocational contextualisation and assessment of the core skill - numeracy.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

FSKNUM16 Interpret, draw and construct 2D and 3D shapes for work

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Application

This unit describes the skills and knowledge required to describe and draw everyday objects, including constructing common 3D shapes. It also includes identifying and estimating common angles.

This unit applies to individuals who need numeracy skills at Australian Core Skills Framework (ACSF) level 3 to undertake a vocational training pathway or workplace tasks.

This unit is designed for integration and contextualisation with vocational units to support achievement of vocational competency.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Numeracy

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify routine two dimensional and three dimensional shapes	1.1 Identify two dimensional shapes and routine three dimensional shapes in everyday objects and in different orientations 1.2 Explain the use and application of shapes 1.3 Use formal and informal mathematical language and symbols to describe and compare the features of two dimensional shapes and routine three dimensional shapes
2. Identify and estimate common angles	2.1 Identify common angles 2.2 Estimate common angles in everyday objects 2.3 Use formal and informal mathematical language to describe and compare common angles
3. Construct two dimensional and routine three dimensional shapes	3.1 Use common geometric instruments to draw two dimensional shapes 3.2 Construct routine three dimensional objects from given nets

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
		• Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Mapping Information

Not applicable

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

  PwC's Skills for Australia

Assessment Requirements for FSKNUM16 Interpret, draw and construct 2D and 3D shapes for work

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Performance Evidence

Evidence of the ability to:

- identify two dimensional shapes in the real world
- identify rectangular prisms, cubes, pyramids, spheres and cylinders in the real world
- identify 360°, 180°, 90° and 45°
- draw 2D shapes and construct 3D shapes from nets.

Note: Where a specific volume and/or frequency is not specified, evidence must be provided at least once.

Knowledge Evidence

Evidence of the following knowledge must be demonstrated:

- number of sides or edges, corners or vertices and flat surfaces or faces of common shapes
- squares have equal length of sides
- rectangles have parallel sides that are equal
- spheres have no flat surfaces.

Assessment Conditions

Assessment texts and tasks reflect those typically found in the workplace.

Individuals can access own familiar support resources.

Culturally appropriate processes and techniques suited to the language, literacy and numeracy capacity of individuals and the work being performed must be used.

Reasonable adjustments can be made to ensure equity in assessment for people with disabilities.

Assessors must satisfy NVR/AQTF assessor requirements, have a sound knowledge of the ACSF and have demonstrable expertise in the vocational contextualisation and assessment of the core skill - numeracy.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

FSKNUM17 Use routine maps and plans for work

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Application

This unit describes the skills and knowledge to interpret and use routine maps and plans using direction, simple scales, labels, symbols and keys.

This unit applies to individuals who need numeracy skills at Australian Core Skills Framework (ACSF) level 3 to undertake a vocational training pathway or workplace tasks.

This unit is designed for integration and contextualisation with vocational units to support achievement of vocational competency.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Numeracy

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify and comprehend features of routine maps and plans	1.1 Identify features in routine maps and plans 1.2 Explain symbols and keys in routine maps and plans 1.3 Identify and interpret orientation of map to North
2. Interpret and use routine maps and plans for workplace tasks	2.1 Demonstrate understanding of direction and location 2.2 Apply simple scale to estimate length of objects, or distance to location or object 2.3 Give and receive directions using both formal and informal language

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
		• Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Mapping Information

Not applicable

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

Assessment Requirements for FSKNUM17 Use routine maps and plans for work

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Performance Evidence

Evidence of the ability to:

- locate items on routine map or plan
- orient to a routine map or plan to locate an item in real life
- give directions to locate an item or place on a routine map or plan
- follow directions to locate an item or place on a routine map or plan
- estimate length or distance between two objects or locations.

Note: Where a specific volume and/or frequency is not specified, evidence must be provided at least once.

Knowledge Evidence

Evidence of the following knowledge must be demonstrated:

- features on maps and/or plans
- symbols on routine maps and plans
- location of north, south, east and west.

Assessment Conditions

Assessment texts and tasks reflect those typically found in the workplace.

Individuals can access own familiar support resources.

Culturally appropriate processes and techniques suited to the language, literacy and numeracy capacity of individuals and the work being performed must be used.

Reasonable adjustments can be made to ensure equity in assessment for people with disabilities.

Assessors must satisfy NVR/AQTF assessor requirements, have a sound knowledge of the ACSF and have demonstrable expertise in the vocational contextualisation and assessment of the core skill - numeracy.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

FSKNUM18 Collect data and construct routine tables and graphs for work

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Application

This unit describes the skills and knowledge required to collect, collate and organise familiar and routine data and construct tables, column and bar graphs.

This unit applies to individuals who need numeracy skills at Australian Core Skills Framework (ACSF) level 3 to undertake a vocational training pathway or workplace tasks.

This unit is designed for integration and contextualisation with vocational units to support achievement of vocational competency

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Numeracy

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify features of routine tables and graphs	1.1 Identify features of common tables and graphs 1.2 Identify uses of different tables and graphs
2. Plan to collect data	2.1 Determine data and variables to be collected 2.2 Determine audience 2.3 Select a method to collect data 2.4 Collect data
3. Construct routine tables and graphs	3.1 Collate information in a table 3.2 Determine suitable scale and axes 3.3 Draft and draw graph to present information
4. Check and communicate results	4.1 Check that data meets the expected results and context 4.3 Report or discuss information using formal and informal mathematical language

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning		• Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Mapping Information

Not applicable

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

Assessment Requirements for FSKNUM18 Collect data and construct routine tables and graphs for work

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Performance Evidence

Evidence of the ability to:

- use appropriate method to collect and collate data
- construct tables and graphs to suit purpose.

Note: Where a specific volume and/or frequency is not specified, evidence must be provided at least once.

Knowledge Evidence

Evidence of the following knowledge must be demonstrated:

- appropriate use of different kinds of graphs
- simple scales.

Assessment Requirements for FSKNUM18 Collect data and construct routine tables and graphs for work generated: 16 June 2017

Date this document was

Assessment Conditions

Assessment texts and tasks reflect those typically found in the workplace.

Individuals can access own familiar support resources.

Access to calculators or computer software is available as required.

Culturally appropriate processes and techniques suited to the language, literacy and numeracy capacity of individuals and the work being performed must be used.

Reasonable adjustments can be made to ensure equity in assessment for people with disabilities.

Assessors must satisfy NVR/AQTF assessor requirements, have a sound knowledge of the ACSF and have demonstrable expertise in the vocational contextualisation and assessment of the core skill - numeracy.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

FSKNUM19 Interpret routine tables, graphs and charts for work

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Application

This unit describes the skills and knowledge required to read and comprehend information in routine tables, graphs and charts.

This includes using routine calculations to interpret and compare information and methods of display.

This unit applies to individuals who need numeracy skills at Australian Core Skills Framework (ACSF) level 3 to undertake a vocational training pathway or workplace tasks.

This unit is designed for integration and contextualisation with vocational units to support achievement of vocational competency.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Numeracy

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify features of routine tables, graphs and charts	1.1 Identify routine tables, graphs and charts in predominately familiar texts and contexts 1.2 Identify common types of graphs and their different uses 1.3 Identify features of tables, graphs and charts
2. Locate and interpret information in routine tables, graphs and charts	2.1 Locate specific information 2.2 Perform calculations to interpret information 2.3 Explain how statistics can inform and persuade 2.4 Identify misleading statistical information 2.5 Discuss information relevant to the workplace

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning		• Evaluates the reliability of sources of routine information • Understands usefulness of visual presentation of data

Mapping Information

Not applicable

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

      PwC's Skills for Australia

Assessment Requirements for FSKNUM19 Interpret routine tables, graphs and charts for work

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Performance Evidence

Evidence of the ability to:

- read and interpret information found in routine tables, graphs and charts
- perform routine calculations to compare and interpret data.

Note: Where a specific volume and/or frequency is not specified, evidence must be provided at least once.

Knowledge Evidence

Evidence of the following knowledge must be demonstrated:

- how statistics and graphs can be used to inform, persuade or mislead.

Assessment Conditions

Assessment texts and tasks reflect those typically found in the workplace.

Individuals can access own familiar support resources.

Access to calculators or computer software as required.

Culturally appropriate processes and techniques suited to the language, literacy and numeracy capacity of individuals and the work being performed must be used.

Reasonable adjustments can be made to ensure equity in assessment for people with disabilities.

Assessors must satisfy NVR/AQTF assessor requirements, have a sound knowledge of the ACSF and have demonstrable expertise in the vocational contextualisation and assessment of the core skill - numeracy.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

FSKNUM20 Use basic functions of a calculator

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Application

This unit describes the skills and knowledge to use the basic functions of a calculator.

This unit applies to individuals who need numeracy skills at Australian Core Skills Framework (ACSF) level 3 to undertake a vocational training pathway or workplace tasks.

This unit is designed for integration and contextualisation with vocational units to support achievement of vocational competency.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Numeracy

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Use basic functions on a calculator to undertake routine mathematical calculations	1.1 Identify and use keys for basic functions on a calculator 1.2 Calculate using whole numbers, money and routine decimals and percentages 1.3 Calculate with routine fractions and percentages 1.4 Apply order of operations to solve multi-step calculations 1.5 Interpret display and record result
2. Check and communicate results	2.1 Make estimations to check reasonableness of problem solving process, outcome and its appropriateness to the context and task 2.2 Use formal and informal mathematical language and appropriate symbolism and conventions to communicate the result of the task

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading		• Reads and interprets mathematical information in familiar and some less familiar texts
Writing		• Records steps of calculating and records results
Problem Solving		• Decides on steps to complete calculations

Mapping Information

Not applicable

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c 771f178

Assessment Requirements for FSKNUM20 Use basic functions of a calculator

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Performance Evidence

Evidence of the ability to:

- calculate using whole numbers and routine decimals and percentages
- calculate with routine fractions
- interpret display on calculator and round to 2 decimal places.

Note: Where a specific volume and/or frequency is not specified, evidence must be provided at least once.

Knowledge Evidence

Evidence of the following knowledge must be demonstrated:

- order of operations
- basic function keys on a calculator.

Assessment Conditions

Assessment texts and tasks reflect those typically found in the workplace.

Individuals can access own familiar support resources.

Culturally appropriate processes and techniques suited to the language, literacy and numeracy capacity of individuals and the work being performed must be used.

Reasonable adjustments can be made to ensure equity in assessment for people with disabilities.

Assessors must satisfy NVR/AQTF assessor requirements, have a sound knowledge of the ACSF and have demonstrable expertise in the vocational contextualisation and assessment of the core skill - numeracy.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c 771f178

FSKNUM21 Apply an expanding range of mathematical calculations for work

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Application

This unit describes the skills and knowledge to extract and evaluate mathematical information and make a range of calculations including positive and negative numbers, rates and ratios, and powers and roots.

This unit applies to individuals who need numeracy skills at Australian Core Skills Framework (ACSF) level 4 to undertake a vocational training pathway or workplace tasks.

This unit is designed for integration and contextualisation with vocational units to support achievement of vocational competency.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Numeracy

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Extract and interpret mathematical information	1.1 Extract mathematical information embedded in a range of workplace tasks and texts 1.2 Interpret and comprehend mathematical information
2. Undertake mathematical calculations involving multiple steps	2.1 Select from and use a range of mathematical and problem solving processes 2.2 Flexibly use different forms of fractions, decimals and percentages 2.3 Calculate with positive and negative numbers 2.4 Express numbers as powers and roots and use in calculations 2.5 Calculate using routine formulas
3. Check and communicate results	3.1 Use estimation and assessment processes to check outcome 3.2 Use mathematical language to discuss and explain the processes, results and implications of the task

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Writing		• Records steps of calculation and result, uses symbolism appropriate to task
Technology		• Uses a scientific calculator

Mapping Information

Not applicable

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

PwC's Skills for Australia

Assessment Requirements for FSKNUM21 Apply an expanding range of mathematical calculations for work

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Performance Evidence

Evidence of the ability to:

- extract, interpret and use mathematical information
- perform calculations involving fractions, decimals, percentages, positive and negative numbers, basic powers and roots and routine formulas
- perform multi-step calculations
- apply calculations to workplace contexts and tasks.

Note: Where a specific volume and/or frequency is not specified, evidence must be provided at least once

Knowledge Evidence

Evidence of the following knowledge must be demonstrated:

- equivalent value of fractions, decimals and percentages
- relationship between powers and roots
- workplace application of negative numbers
- order of operations and use of brackets and parentheses.

Assessment Conditions

Assessment texts and tasks reflect those typically found in the workplace.

Individuals can access a range of established support resources.

Culturally appropriate processes and techniques suited to the language, literacy and numeracy capacity of individuals and the work being performed must be used.

Reasonable adjustments can be made to ensure equity in assessment for people with disabilities.

Assessors must satisfy NVR/AQTF assessor requirements, have a sound knowledge of the ACSF and have demonstrable expertise in the vocational contextualisation and assessment of the core skill - numeracy.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

FSKNUM22 Use and apply ratios, rates and proportions for work

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Application

This unit describes the skills and knowledge to apply and solve problems involving rates, ratios and proportions.

This unit applies to individuals who need numeracy skills at Australian Core Skills Framework (ACSF) level 4 to undertake a vocational training pathway or workplace tasks.

This unit is designed for integration and contextualisation with vocational units to support achievement of vocational competency.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Numeracy

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identifies ratios, rates and proportions	1.1 Extract information regarding ratios, rates and proportions from a range of workplace tasks and texts
	1.2 Analyse mathematical information related to ratios, rate and proportions
2. Undertake mathematical calculations involving ratios, rates and proportions	2.1 Use problem solving processes to undertake the task
	2.2 Simplify equivalent ratios and rates
	2.3 Calculate quantities using ratios, rates and proportions
	2.4 Construct graphs, charts or tables to represent ratios, rates and proportions
3. Check and communicate results	3.1 Review and check the outcomes
	3.2 Record the information using mathematical language and symbols

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning		• Plans and adjusts processes to achieve results

Mapping Information

Not applicable

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

Assessment Requirements for FSKNUM22 Use and apply ratios, rates and proportions for work

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Performance Evidence

Evidence of the ability to:

- simplify ratios and rates
- calculate using ratios, rates and proportions.

Note: Where a specific volume and/or frequency is not specified, evidence must be provided at least once.

Knowledge Evidence

Evidence of the following knowledge must be demonstrated:

- different representation of ratios and rates
- appropriate language and symbols to interpret and represent ratios, rates and proportions.

Assessment Conditions

Assessment texts and tasks reflect those typically found in the workplace.

Individuals can access a range of established support resources.

Culturally appropriate processes and techniques suited to the language, literacy and numeracy capacity of individuals and the work being performed must be used.

Reasonable adjustments can be made to ensure equity in assessment for people with disabilities.

Assessors must satisfy NVR/AQTF assessor requirements, have a sound knowledge of the ACSF and have demonstrable expertise in the vocational contextualisation and assessment of the core skill - numeracy.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c 771f178

FSKNUM23 Estimate, measure and calculate measurements for work

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Application

This unit describes the skills and knowledge to estimate and measure quantities, to convert units within the metric system and between metric and non-metric units, to calculate area and volume including compound shapes and to use Pythagoras' theorem.

This unit applies to individuals who need numeracy skills at Australian Core Skills Framework (ACSF) level 4 to undertake a vocational training pathway or workplace tasks.

This unit is designed for integration and contextualisation with vocational units to support achievement of vocational competency.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Numeracy

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Estimate and make measurements for work	1.1 Extract and interpret measurement information embedded in workplace texts and tasks
	1.2 Identify and select appropriate workplace measuring equipment
	1.3 Estimate and make accurate measurements
2. Undertake mathematical calculations involving measurement	2.1 Calculate the area of 2D shapes including compound shapes
	2.2 Calculate the volume of 3D shapes using relevant formulas
	2.3 Calculate sides of right angled triangles using Pythagoras' theorem
	2.4 Perform conversions between units of measurement
	2.5 Use problem solving processes to undertake the task
3. Check and communicate results	3.1 Review and check the measurement outcomes
	3.2 Record the information using mathematical language and symbols appropriate for the task

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning		• Sequencing multi-step calculations
Technology		• Using a scientific calculator

Mapping Information

Not applicable

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

Assessment Requirements for FSKNUM23 Estimate, measure and calculate measurements for work

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Performance Evidence

Evidence of the ability to:

- make accurate measurements
- calculate area and volume of shapes including compound shapes
- calculate sides of triangles using Pythagoras' theorem
- make conversions between units.

Note: Where a specific volume and/or frequency is not specified, evidence must be provided at least once.

Knowledge Evidence

Evidence of the following knowledge must be demonstrated:

- units of measurement for specific workplace tasks
- names and basic properties of a range of 2D and 3D shapes
- Pythagoras' theorem.

Assessment Conditions

Assessment texts and tasks reflect those typically found in the workplace.

Individuals can access a range of established support resources.

Culturally appropriate processes and techniques suited to the language, literacy and numeracy capacity of individuals and the work being performed must be used.

Reasonable adjustments can be made to ensure equity in assessment for people with disabilities.

Assessors must satisfy NVR/AQTF assessor requirements, have a sound knowledge of the ACSF and have demonstrable expertise in the vocational contextualisation and assessment of the core skill - numeracy.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c 771f178

FSKNUM24 Use geometry to draw 2D shapes and construct 3D shapes for work

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Application

This unit describes the skills and knowledge to use angle properties, symmetry and similarity to analyse and draw 2D shapes and construct 3D shapes for workplace practices.

This unit applies to individuals who need numeracy skills at Australian Core Skills Framework (ACSF) level 4 to undertake a vocational training pathway or workplace tasks.

This unit is designed for integration and contextualisation with vocational units to support achievement of vocational competency.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Numeracy

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify relevant shapes in a work context	1.1 Identify a range of 2D shapes and 3D shapes and their uses in work contexts 1.2 Name and describe features of 2D and 3D shapes
2. Identify, draw and measure angles and calculate angle sizes	2.1 Identify types of angles in 2D and 3D shapes 2.2 Draw, estimate and measure angles using geometric instruments 2.3 Name and identify angle properties of 2D shapes 2.4 Use angle properties to evaluate unknown angles in shapes
3. Identify and use symmetry, and similarity properties of shapes	3.1 Apply properties of perpendicular and parallel lines to shapes 3.2 Demonstrate understanding and use of symmetry 3.3 Demonstrate understanding and use of similarity
4. Draw 2D shapes and construct 3D shapes for work	4.1 Identify the workplace task and mathematical processes required 4.2 Draw 2D shapes for work 4.3 Construct 3D shapes for work 4.4 Review and check the outcomes 4.5 Use specialised mathematical language and symbols appropriate for the task

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
		• Foundation skills essential to performance are explicit in the performance criteria of the unit of competency.

Mapping Information

Not applicable

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c 771f178

Assessment Requirements for FSKNUM24 Use geometry to draw 2D shapes and construct 3D shapes for work

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Performance Evidence

Evidence of the ability to:

- draw 2D shapes and construct 3D shapes
- apply angle properties
- use symmetry and similarity in shapes
- use geometric instruments.

Note: Where a specific volume and/or frequency is not specified, evidence must be provided at least once.

Knowledge Evidence

Evidence of the following knowledge must be demonstrated:

- properties of lines, angles, 2D and 3D shapes
- types of angles.

Assessment Conditions

Assessment texts and tasks reflect those typically found in the workplace.

Individuals can access a range of established support resources.

Culturally appropriate processes and techniques suited to the language, literacy and numeracy capacity of individuals and the work being performed must be used.

Reasonable adjustments can be made to ensure equity in assessment for people with disabilities.

Assessors must satisfy NVR/AQTF assessor requirements, have a sound knowledge of the ACSF and have demonstrable expertise in the vocational contextualisation and assessment of the core skill - numeracy.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

FSKNUM25 Use detailed maps to plan travel routes for work

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Application

This unit describes the skills and knowledge to use, calculate and interpret information based on detailed maps for planning travel routes.

This unit applies to individuals who need numeracy skills at Australian Core Skills Framework (ACSF) level 4 to undertake a vocational training pathway or workplace tasks.

This unit is designed for integration and contextualisation with vocational units to support achievement of vocational competency.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Numeracy

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify and interpret detailed maps	1.1 Identify and interpret different types of maps 1.2 Identify key features of maps 1.3 Identify and interpret scales
2. Solve problems using maps for travel routes	2.1 Apply scales to calculate actual distances 2.2 Determine positions or locations using directional information 2.3 Plan route by determining directions and calculating distances, speeds and times
3. Apply information from maps to workplace tasks	3.1 Gather information and identify and check relevant factors related to planning a route 3.2 Select relevant equipment and check for accuracy and operational effectiveness 3.3 Plan and record task using specialised mathematical language and symbols appropriate for the task

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
		• Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Mapping Information

Not applicable

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

       PwC's Skills for Australia

Assessment Requirements for FSKNUM25 Use detailed maps to plan travel routes for work

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Performance Evidence

Evidence of the ability to:

- use equipment necessary to interpret maps
- perform calculations involving maps
- use information provided in maps to complete task.

Note: Where a specific volume and/or frequency is not specified, evidence must be provided at least once.

Knowledge Evidence

Evidence of the following knowledge must be demonstrated:

- points of a compass and bearings
- map symbols and abbreviations
- relevant equipment.

Assessment Conditions

Assessment texts and tasks reflect those typically found in the workplace.

Individuals can access a range of established support resources.

Culturally appropriate processes and techniques suited to the language, literacy and numeracy capacity of individuals and the work being performed must be used.

Reasonable adjustments can be made to ensure equity in assessment for people with disabilities.

Assessors must satisfy NVR/AQTF assessor requirements, have a sound knowledge of the ACSF and have demonstrable expertise in the vocational contextualisation and assessment of the core skill - numeracy.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

FSKNUM26 Read, interpret and use detailed plans, drawings and diagrams for work

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Application

This unit describes the skills and knowledge required to read, interpret and use detailed plans, drawings and diagrams.

This unit applies to individuals who need numeracy skills at Australian Core Skills Framework (ACSF) level 4 to undertake a vocational training pathway or workplace tasks.

This unit is designed for integration and contextualisation with vocational units to support achievement of vocational competency.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Numeracy

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Interpret plans, drawings and diagrams and their purpose	1.1 Interpret key features of plans, drawings and diagrams 1.2 Interpret different types of plans, drawings and diagrams and their purposes 1.3 Interpret the scale, dimensions and tolerances 1.4 Interpret symbols and abbreviations 1.5 Interpret orientation of the plan or drawing with the site or object
2. Solve problems using plans, drawings and diagrams	2.1 Apply scale to calculate actual dimensions from the plan, drawing or diagram 2.2 Calculate missing dimensions from the plan, drawing or diagram 2.3 Interpret different views from the plan, drawing or diagram
3. Check and communicate results	3.1 Verify information and requirements with appropriate personnel 3.2 Plan and record project or task using mostly formal mathematical language and symbols appropriate for the task

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
		• Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Mapping Information

Not applicable

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

Assessment Requirements for FSKNUM26 Read, interpret and use detailed plans, drawings and diagrams for work

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Performance Evidence

Evidence of the ability to:

- interpret all relevant information on plans, drawings and diagrams to complete a work plan or method statement or to complete a project
- calculate dimensions and measure accurately.

Note: Where a specific volume and/or frequency is not specified, evidence must be provided at least once.

Knowledge Evidence

Evidence of the following knowledge must be demonstrated:

- features of plans, drawings and diagrams
- symbols and abbreviations used on plans, drawings and diagrams
- scale on plans, drawings and diagrams.

Assessment Conditions

Assessment texts and tasks reflect those typically found in the workplace.

Individuals can access a range of established support resources.

Culturally appropriate processes and techniques suited to the language, literacy and numeracy capacity of individuals and the work being performed must be used.

Reasonable adjustments can be made to ensure equity in assessment for people with disabilities.

Assessors must satisfy NVR/AQTF assessor requirements, have a sound knowledge of the ACSF and have demonstrable expertise in the vocational contextualisation and assessment of the core skill - numeracy.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

FSKNUM27 Collect, organise and interpret statistical data for work

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Application

This unit describes the skills and knowledge to collect, organise, illustrate, summarise and interpret a range of statistical data for work.

This unit applies to individuals who need numeracy skills at Australian Core Skills Framework (ACSF) level 4 to undertake a vocational training pathway or workplace tasks.

This unit is designed for integration and contextualisation with vocational units to support achievement of vocational competency.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Numeracy

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare to undertake a work related statistical investigation	1.1 Identify workplace issue requiring investigation 1.2 Determine audience 1.3 Identify data to be collected 1.4 Select a method to collect data
2. Undertake statistical investigation using discrete data	2.1 Collect and organise appropriate statistical data 2.2 Illustrate data in appropriate formats 2.3 Compare effectiveness of different types of graphs 2.4 Calculate the summary statistics for collected data 2.5 Interpret the results
3. Extract and interpret information from statistical investigation	3.1 Check that the data meets the expected results and content 3.2 Extract and interpret information from the results including tables, graphs and summary statistics 3.3 Use mathematical language and symbols to report results of investigation

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Technology		• Uses a scientific calculator to calculate summary statistics and a spreadsheet to display data

Mapping Information

Not applicable

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

Assessment Requirements for FSKNUM27 Collect, organise and interpret statistical data for work

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Performance Evidence

Evidence of the ability to:

- use one or two methods to collect data
- calculate summary statistics and interpreting results
- illustrate data using workplace appropriate methods
- interpret information in tables, and graphs.

Note: Where a specific volume and/or frequency is not specified, evidence must be provided at least once.

Knowledge Evidence

Evidence of the following knowledge must be demonstrated:

- methods of data collection
- difference between discrete and continuous data
- types of graphs.

Assessment Conditions

Assessment texts and tasks reflect those typically found in the workplace.

Individuals can access a range of established support resources.

Culturally appropriate processes and techniques suited to the language, literacy and numeracy capacity of individuals and the work being performed must be used.

Reasonable adjustments can be made to ensure equity in assessment for people with disabilities.

Assessors must satisfy NVR/AQTF assessor requirements, have a sound knowledge of the ACSF and have demonstrable expertise in the vocational contextualisation and assessment of the core skill - numeracy.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

FSKNUM28 Use routine formulas and algebraic expressions for work

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Application

This unit describes the skills and knowledge to develop, interpret and use routine algebra expressions and formulas in the workplace.

This unit applies to individuals who need numeracy skills at Australian Core Skills Framework (ACSF) level 4 to undertake a vocational training pathway or workplace tasks.

This unit is designed for integration and contextualisation with vocational units to support achievement of vocational competency.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Numeracy

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Develop and use algebraic expressions	1.1 Demonstrate understanding of informal and symbolic notation, representation and conventions of algebraic expressions 1.2 Develop simple algebraic expressions and equations 1.3 Operate on algebraic expressions 1.4 Simplify algebraic expressions 1.5 Substitute into simple routine equations
2. Use routine formulas	2.1 Identify and comprehend routine formulas used for work tasks 2.2 Evaluate routine formulas by substitution 2.3 Transpose routine formulas 2.4 Identify and use appropriate formulas for work related tasks 2.5 Check outcomes and use result of calculation

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
		• Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Mapping Information

Not applicable

PwC's Skills for Australia

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

Assessment Requirements for FSKNUM28 Use routine formulas and algebraic expressions for work

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Performance Evidence

Evidence of the ability to:

- develop simple algebraic expressions or formulas that describe patterns or real life situations
- perform operations on algebraic expressions
- calculate using routine formulas.

Note: Where a specific volume and/or frequency is not specified, evidence must be provided at least once.

Knowledge Evidence

Evidence of the following knowledge must be demonstrated:

- simple algebraic expressions and equations
- routine formulas for work.

Assessment Conditions

Assessment texts and tasks reflect those typically found in the workplace.

Individuals can access a range of established support resources.

Culturally appropriate processes and techniques suited to the language, literacy and numeracy capacity of individuals and the work being performed must be used.

Reasonable adjustments can be made to ensure equity in assessment for people with disabilities.

Assessors must satisfy NVR/AQTF assessor requirements, have a sound knowledge of the ACSF and have demonstrable expertise in the vocational contextualisation and assessment of the core skill - numeracy.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c 771f178

FSKNUM29 Use introductory graphical techniques for work

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Application

This unit describes the skills and knowledge to use Cartesian coordinates to graph straight lines and to use straight line graphs in practical situations.

This unit applies to individuals who need numeracy skills at Australian Core Skills Framework (ACSF) level 4 to undertake a vocational training pathway or workplace tasks.

This unit is designed for integration and contextualisation with vocational units to support achievement of vocational competency.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Numeracy

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Use the Cartesian plane to represent linear relationships	1.1 Locate points on the Cartesian plane 1.2 Graph lines described by a linear equation
2. Use linear equations and their graphs	2.1 Identify and model simple situations involving linear relationships by drawing graphs and use to complete tasks 2.2 Solve simple linear equations graphically and interpret the result
3. Apply linear equations to workplace	3.1 Identify and describe linear relationships in workplace situations 3.2 Use mostly formal mathematical language and symbols appropriate to the situation

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
		• Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Mapping Information

Not applicable

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

Assessment Requirements for FSKNUM29 Use introductory graphical techniques for work

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Performance Evidence

Evidence of the ability to:

- graph lines using coordinates
- use graphs of linear relationships in practical situations.

Note: Where a specific volume and/or frequency is not specified, evidence must be provided at least once.

Knowledge Evidence

Evidence of the following knowledge must be demonstrated:

- Cartesian plane, origin, axes, coordinates.

Assessment Conditions

Assessment texts and tasks reflect those typically found in the workplace.

Individuals can access a range of established support resources.

Culturally appropriate processes and techniques suited to the language, literacy and numeracy capacity of individuals and the work being performed must be used.

Reasonable adjustments can be made to ensure equity in assessment for people with disabilities.

Assessors must satisfy NVR/AQTF assessor requirements, have a sound knowledge of the ACSF and have demonstrable expertise in the vocational contextualisation and assessment of the core skill - numeracy.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

FSKNUM30 Use common functions of a scientific calculator for work

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Application

This unit describes the skills and knowledge to use the common functions of a scientific calculator.

This unit applies to individuals who need numeracy skills at Australian Core Skills Framework (ACSF) level 4 to undertake a vocational training pathway or workplace tasks.

This unit is designed for integration and contextualisation with vocational units to support achievement of vocational competency.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Numeracy

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Use the functions of a scientific calculator to solve mathematical calculations for workplace tasks	1.1 Locate required numerical information to perform tasks 1.2 Determine the order of operations and function keys necessary to solve mathematical calculation 1.2 Identify and use function keys on a scientific calculator
2. Apply processes to workplace tasks	2.1 Refer to estimations to check reasonableness of problem solving process 2.2 Use appropriate mathematical language, symbols and conventions to report results

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
		• Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Mapping Information

Not applicable

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

Assessment Requirements for FSKNUM30 Use common functions of a scientific calculator for work

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Performance Evidence

Evidence of the ability to:

- use common functions of a scientific calculator to perform a range of workplace calculations
- perform multistep calculations
- estimate to check reasonableness of answer.

Note: Where a specific volume and/or frequency is not specified, evidence must be provided at least once.

Knowledge Evidence

Evidence of the following knowledge must be demonstrated:

- order of operations for mathematical terms.

Assessment Conditions

Assessment texts and tasks reflect those typically found in the workplace.

Individuals can access a range of established support resources.

Culturally appropriate processes and techniques suited to the language, literacy and numeracy capacity of individuals and the work being performed must be used.

Reasonable adjustments can be made to ensure equity in assessment for people with disabilities.

Assessors must satisfy NVR/AQTF assessor requirements, have a sound knowledge of the ACSF and have demonstrable expertise in the vocational contextualisation and assessment of the core skill - numeracy.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

FSKNUM31 Apply a wide range of mathematical calculations for work

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Application

This unit describes the skills and knowledge to extract, comprehend and analyse a broad range of mathematical information and complete complex mathematical tasks. This includes using rational and relevant irrational numbers and performing calculations required in specialist areas of mathematics applicable to the workplace.

This unit applies to individuals who need numeracy skills at Australian Core Skills Framework (ACSF) level 5 to undertake a vocational training pathway or workplace tasks.

This unit is designed for integration and contextualisation with vocational units to support achievement of vocational competency.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Numeracy

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Extract, comprehend and analyse mathematical information	1.1 Extract and analyse mathematical information that may be highly embedded in a broad range of workplace tasks and texts 1.2 Comprehend and use rational numbers 1.3 Comprehend and use relevant irrational numbers
2. Undertake complex mathematical calculations for workplace tasks	2.1 Manipulate and simplify mathematical expressions 2.2 Perform calculations relevant to work involving rational and irrational numbers
3. Check and communicate results	3.1 Use estimation and assessment processes to check results 3.2 Report the result using specialised mathematical language and symbols appropriate for the task

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Writing		• Records steps of calculation and result, uses symbolism appropriate to task
Technology		• Uses scientific calculator

Mapping Information

Not applicable

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

Assessment Requirements for FSKNUM31 Apply a wide range of mathematical calculations for work

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Performance Evidence

Evidence of the ability to:

- perform a broad range of calculations using rational and irrational numbers.

Note: Where a specific volume and/or frequency is not specified, evidence must be provided at least once.

Knowledge Evidence

Evidence of the following knowledge must be demonstrated:

- irrational numbers relevant to work context.

Assessment Conditions

Assessment texts and tasks reflect those typically found in the workplace.

Individuals can access a broad range of support resources.

Culturally appropriate processes and techniques suited to the language, literacy and numeracy capacity of individuals and the work being performed must be used.

Reasonable adjustments can be made to ensure equity in assessment for people with disabilities.

Assessors must satisfy NVR/AQTF assessor requirements, have a sound knowledge of the ACSF and have demonstrable expertise in the vocational contextualisation and assessment of the core skill - numeracy.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

FSKNUM32 Use and calculate with complex measurements for work

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Application

This unit describes the skills and knowledge to use and calculate with complex measurements. This includes calculating complex areas and volumes.

This unit applies to individuals who need numeracy skills at Australian Core Skills Framework (ACSF) level 5 to undertake a vocational training pathway or workplace tasks.

This unit is designed for integration and contextualisation with vocational units to support achievement of vocational competency.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Numeracy

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Extract and analyse measurement information	1.1 Extract measurement information that may be highly embedded in complex texts
	1.2 Analyse and comprehend complex measurement information
2. Undertake mathematical processes using measurement	2.1 Estimate and make accurate measurements
	2.2 Calculate the surface area and volume of complex shapes
	2.3 Solve complex problems involving measurement
	2.4 Perform conversions between units of measurement
3. Check and communicate results	3.1 Review and check the outcomes
	3.2 Use and record the information using mathematical language and symbols appropriate for the task

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Technology		• Uses a scientific calculator

Mapping Information

Not applicable

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c 771f178

Assessment Requirements for FSKNUM32 Use and calculate with complex measurements for work

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Performance Evidence

Evidence of the ability to:

- calculate surface areas of complex shapes
- calculate volumes of complex shapes
- solve highly complex workplace measurement problems.

Note: Where a specific volume and/or frequency is not specified, evidence must be provided at least once.

Knowledge Evidence

Evidence of the following knowledge must be demonstrated:

- units of measurement needed for workplace tasks
- properties of a broad range of shapes.

Assessment Conditions

Assessment texts and tasks reflect those typically found in the workplace.

Individuals can access a broad range of support resources.

Culturally appropriate processes and techniques suited to the language, literacy and numeracy capacity of individuals and the work being performed must be used.

Reasonable adjustments can be made to ensure equity in assessment for people with disabilities.

Assessors must satisfy NVR/AQTF assessor requirements, have a sound knowledge of the ACSF and have demonstrable expertise in the vocational contextualisation and assessment of the core skill - numeracy.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c 771f178

FSKNUM33 Collect, organise and analyse statistical data for work

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Application

This unit describes the skills and knowledge to collect and organise data, present the data graphically (including grouped data), calculate measures of central tendency and spread, and analyse the results.

This unit applies to individuals who need numeracy skills at Australian Core Skills Framework (ACSF) level 5 to undertake a vocational training pathway or workplace tasks.

This unit is designed for integration and contextualisation with vocational units to support achievement of vocational competency.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Numeracy

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare to undertake a work related statistical investigation	1.1 Identify the use of statistics in the workplace 1.2 Identify statistical information in work related documents 1.3 Identify workplace issue requiring investigation 1.4 Identify data to be collected and process for collection
2. Undertake statistical investigation	2.1 Collect and organise appropriate statistical data 2.2 Display statistical data in appropriate formats for analysis 2.3 Calculate measures of central tendency and measures of spread
3. Analyse and evaluate statistical investigation	3.1 Analyse the results of statistical investigation 3.2 Use specialised statistical language and symbols to discuss, explain and report results of investigation 3.3 Extract, comprehend and analyse the statistical information 3.4 Evaluate and reflect on statistical investigation and results

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Technology		• Uses scientific calculators and spreadsheets for analysis of data

Mapping Information

Not applicable

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

Assessment Requirements for FSKNUM33 Collect, organise and analyse statistical data for work

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Performance Evidence

Evidence of the ability to:

- collect and organise workplace data
- display data
- calculate measures of central tendency and measures of spread
- analyse and identify trends
- extract and analyse statistical information in highly complex work related documents.

Note: Where a specific volume and/or frequency is not specified, evidence must be provided at least once.

Knowledge Evidence

Evidence of the following knowledge must be demonstrated:

- types of data and data collection methods
- types of graphs
- statistical measures and symbols.

Assessment Conditions

Assessment texts and tasks reflect those typically found in the workplace.

Individuals can access a broad range of support resources.

Culturally appropriate processes and techniques suited to the language, literacy and numeracy capacity of individuals and the work being performed must be used.

Reasonable adjustments can be made to ensure equity in assessment for people with disabilities.

Assessors must satisfy NVR/AQTF assessor requirements, have a sound knowledge of the ACSF and have demonstrable expertise in the vocational contextualisation and assessment of the core skill - numeracy.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

FSKNUM34 Use and apply concepts of probability for work

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Application

This unit describes the skills and knowledge to calculate and interpret probability events and the outcomes associated with numerical and qualitative data.

This unit applies to individuals who need numeracy skills at Australian Core Skills Framework (ACSF) level 5 to undertake a vocational training pathway or workplace tasks.

This unit is designed for integration and contextualisation with vocational units to support achievement of vocational competency.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Numeracy

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the Range of Conditions section.*
1. Demonstrate understanding of the concepts of chance and probability	1.1 Demonstrate understanding of the concepts and terminology of probability and chance 1.2 Estimate and interpret the outcomes of chance events in both numerical and qualitative terms
2. Calculate simple probabilities	2.1 Conduct experiments and display results 2.2 Calculate experimental probabilities of single events and simple multiple events 2.3 Calculate theoretical probabilities of single events and simple multiple events 2.4 Explain and record results using everyday and mathematical language and symbols

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
		• Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Mapping Information

Not applicable

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

PwC's Skills for Australia

Assessment Requirements for FSKNUM34 Use and apply concepts of probability for work

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Performance Evidence

Evidence of the ability to:

- evaluate the probability of events
- calculate theoretical probabilities
- analyse the difference between theoretical and experimental probabilities associated with workplace problems.

Note: Where a specific volume and/or frequency is not specified, evidence must be provided at least once.

Knowledge Evidence

Evidence of the following knowledge must be demonstrated:

- range of probability
- mutually exclusive events.

Assessment Conditions

Assessment texts and tasks reflect those typically found in the workplace.

Individuals can access a broad range of support resources.

Culturally appropriate processes and techniques suited to the language, literacy and numeracy capacity of individuals and the work being performed must be used.

Reasonable adjustments can be made to ensure equity in assessment for people with disabilities.

Assessors must satisfy NVR/AQTF assessor requirements, have a sound knowledge of the ACSF and have demonstrable expertise in the vocational contextualisation and assessment of the core skill - numeracy.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

FSKNUM35 Use algebraic and graphical techniques to analyse mathematical problems for work

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Application

This unit describes the skills and knowledge to use a range of algebraic and graphical techniques to analyse and solve mathematical problems.

This unit applies to individuals who need numeracy skills at Australian Core Skills Framework (ACSF) level 5 to undertake a vocational training pathway or workplace tasks.

This unit is designed for integration and contextualisation with vocational units to support achievement of vocational competency.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Numeracy

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Manipulate algebraic expressions	1.1 Expand and simplify algebraic expressions and equations 1.2 Factorise algebraic expressions 1.3 Simplify algebraic fractions
2. Draw graphs and interpret the real-life situations they represent	2.1 Draw and describe Cartesian graphs of relevant linear and non-linear algebraic equations 2.2 Identify key features of linear and non-linear graphs 2.3 Describe the impact of adding a constant to an equation 2.4 Explain the real-life situations represented by parabolas, hyperbolas and exponential graphs
3. Solve a range of equations	3.1 Find solutions to linear equations 3.2 Solve quadratic equations 3.3 Solve simultaneous equations 3.4 Solve practical problems involving equations

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
		• Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Mapping Information

Not applicable

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

Assessment Requirements for FSKNUM35 Use algebraic and graphical techniques to analyse mathematical problems for work

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Performance Evidence

Evidence of the ability to:

- manipulate and factorise algebraic expressions
- draw graphs of relevant linear and non-linear equations
- solve linear and quadratic equations
- solve simultaneous equations.

Note: Where a specific volume and/or frequency is not specified, evidence must be provided at least once.

Knowledge Evidence

Evidence of the following knowledge must be demonstrated:

- a range of methods of factorisation.

Assessment Conditions

Assessment texts and tasks reflect those typically found in the workplace.

Individuals can access a broad range of support resources.

Culturally appropriate processes and techniques suited to the language, literacy and numeracy capacity of individuals and the work being performed must be used.

Reasonable adjustments can be made to ensure equity in assessment for people with disabilities.

Assessors must satisfy NVR/AQTF assessor requirements, have a sound knowledge of the ACSF and have demonstrable expertise in the vocational contextualisation and assessment of the core skill - numeracy.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c 771f178

FSKNUM36 Use trigonometry for work

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Application

This unit describes the skills and knowledge to apply and use trigonometric ratios (sine, cosine and tangent), the Sine Rule and Cosine Rule and the area of triangle formula for practical workplace tasks.

This unit applies to individuals who need numeracy skills at Australian Core Skills Framework (ACSF) level 5 to undertake a vocational training pathway or workplace tasks.

This unit is designed for integration and contextualisation with vocational units to support achievement of vocational competency.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Numeracy

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the Range of Conditions section.*
1. Demonstrate knowledge of trigonometry	1.1 Identify features of triangles in workplace tasks 1.2 Identify use of trigonometry in workplace contexts 1.3 Demonstrate understanding of trigonometric ratios
2. Undertake work related calculations using trigonometry	2.1 Use problem solving strategies to undertake the task 2.2 Estimate and use trigonometric ratios to calculate lengths of sides and angles of right angled triangles related to practical workplace tasks 2.3 Undertake trigonometric calculations related to non-right angled triangles
3. Check and communicate results	3.1 Review and check the outcomes against estimate and relate to task and context 3.2 Record the result using mathematical language and symbols appropriate for the task

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Technology		• Uses a scientific calculator

Mapping Information

Not applicable

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c 771f178

PwC's Skills for Australia

Assessment Requirements for FSKNUM36 Use trigonometry for work

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Performance Evidence

Evidence of the ability to:

- undertake work related tasks involving
- calculating side lengths and angle sizes in right-angled triangles
- use of the Sine Rule and Cosine Rule
- use of the formula for area of a triangle.

Note: Where a specific volume and/or frequency is not specified, evidence must be provided at least once.

Knowledge Evidence

Evidence of the following knowledge must be demonstrated:

- names and properties of triangles
- trigonometric ratios of sine, cosine and tangent.

Assessment Conditions

Assessment texts and tasks reflect those typically found in the workplace.

Individuals can access a broad range of support resources.

Culturally appropriate processes and techniques suited to the language, literacy and numeracy capacity of individuals and the work being performed must be used.

Reasonable adjustments can be made to ensure equity in assessment for people with disabilities.

Assessors must satisfy NVR/AQTF assessor requirements, have a sound knowledge of the ACSF and have demonstrable expertise in the vocational contextualisation and assessment of the core skill - numeracy.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

FSKNUM37 Use introductory matrices for work

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Application

This unit describes the skills and knowledge to use basic matrix calculations in workplace contexts, including practical workplace problems.

This unit applies to individuals who need numeracy skills at Australian Core Skills Framework (ACSF) level 5 to undertake a vocational training pathway or workplace tasks.

This unit is designed for integration and contextualisation with vocational units to support achievement of vocational competency.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Numeracy

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Demonstrate basic knowledge of matrices and their use	1.1 Demonstrate knowledge of types of matrices 1.2 Identify the use of matrices in the workplace and matrix processes required
2. Undertake mathematical processes using matrices	2.1 Perform matrix calculations 2.2 Evaluate the determinant for square matrices 2.3 Calculate the inverse of a matrix 2.4 Use matrices to solve systems of equations
3. Check and communicate the results	3.1 Review and check the outcomes 3.2 Record and use the result using specialised mathematical language and symbols appropriate for the task

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
		• Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Mapping Information

Not applicable

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c 771f178

Assessment Requirements for FSKNUM37 Use introductory matrices for work

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Performance Evidence

Evidence of the ability to:

- perform matrix calculations
- solve simultaneous equations using matrices
- apply matrices to workplace problems.

Note: Where a specific volume and/or frequency is not specified, evidence must be provided at least once.

Knowledge Evidence

Evidence of the following knowledge must be demonstrated:

- types of matrices and use of matrices in workplace tasks.

Assessment Conditions

Assessment texts and tasks reflect those typically found in the workplace.

Individuals can access a broad range of support resources.

Culturally appropriate processes and techniques suited to the language, literacy and numeracy capacity of individuals and the work being performed must be used.

Reasonable adjustments can be made to ensure equity in assessment for people with disabilities.

Assessors must satisfy NVR/AQTF assessor requirements, have a sound knowledge of the ACSF and have demonstrable expertise in the vocational contextualisation and assessment of the core skill - numeracy.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

FSKNUM38 Use introductory vectors for work

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Application

This unit describes the skills and knowledge to apply basic vectors to work-related problems.

This unit applies to individuals who need numeracy skills at Australian Core Skills Framework (ACSF) level 5 to undertake a vocational training pathway or workplace tasks.

This unit is designed for integration and contextualisation with vocational units to support achievement of vocational competency.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Numeracy

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Demonstrate basic knowledge of vectors and their use	1.1 Demonstrate basic knowledge of vectors 1.2 Identify the use of vectors in the workplace
2. Apply the techniques of vectors to the solution of problems in two dimensions	2.1 Express two dimensional vectors in different forms 2.2 Convert vectors between polar and rectangular form 2.3 Perform basic vector calculations 2.4 Apply graphical techniques to solve simple vector problems 2.5 Apply vector techniques to simple problems
3. Check and communicate results	3.1 Review and check the outcomes 3.2 Record and use the result using specialised mathematical language and symbols appropriate for the task

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
		• Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Mapping Information

Not applicable

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

Assessment Requirements for FSKNUM38 Use introductory vectors for work

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Performance Evidence

Evidence of the ability to:

- perform mathematical operations on vectors.

Note: Where a specific volume and/or frequency is not specified, evidence must be provided at least once.

Knowledge Evidence

Evidence of the following knowledge must be demonstrated:

- basic knowledge and use of vectors.

Assessment Conditions

Assessment texts and tasks reflect those typically found in the workplace.

Individuals can access a broad range of support resources.

Culturally appropriate processes and techniques suited to the language, literacy and numeracy capacity of individuals and the work being performed must be used.

Reasonable adjustments can be made to ensure equity in assessment for people with disabilities.

Assessors must satisfy NVR/AQTF assessor requirements, have a sound knowledge of the ACSF and have demonstrable expertise in the vocational contextualisation and assessment of the core skill - numeracy.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

FSKNUM39 Use introductory calculus for work

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Application

This unit describes the skills and knowledge to use introductory concepts of calculus.

This unit applies to individuals who need numeracy skills at Australian Core Skills Framework (ACSF) level 5 to undertake a vocational training pathway or workplace tasks.

This unit is designed for integration and contextualisation with vocational units to support achievement of vocational competency.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Numeracy

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Demonstrate knowledge of features of graphs of functions	1.1 Identify differences between functions and relations 1.2 Describe the domain and range of a function 1.3 Evaluate functions 1.4 Solve simple equations of the form f(x) = 0 1.5 Sketch graphs of functions and identify key features
2. Calculate limits and find simple derivatives	2.1 Find limits 2.2 Use the standard definition of the derivative of a function 2.3 Use first principles to differentiate simple polynomial functions 2.4 Differentiate simple polynomial functions and use correct notation 2.5 Interpret the gradient at a given point on the graph of a function

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Technology		• Uses a scientific calculator and/or graphing software

Mapping Information

Not applicable

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c 771f178

Assessment Requirements for FSKNUM39 Use introductory calculus for work

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Performance Evidence

Evidence of the ability to:

- solve equations
- calculate limits
- use first principles to differentiate simple functions
- differentiate simple polynomial functions.

Note: Where a specific volume and/or frequency is not specified, evidence must be provided at least once.

Knowledge Evidence

Evidence of the following knowledge must be demonstrated:

- functions and relations
- domain and range.

Assessment Conditions

Assessment texts and tasks reflect those typically found in the workplace.

Individuals can access a broad range of support resources.

Culturally appropriate processes and techniques suited to the language, literacy and numeracy capacity of individuals and the work being performed must be used.

Reasonable adjustments can be made to ensure equity in assessment for people with disabilities.

Assessors must satisfy NVR/AQTF assessor requirements, have a sound knowledge of the ACSF and have demonstrable expertise in the vocational contextualisation and assessment of the core skill - numeracy.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

FSKOCM01 Participate in highly familiar spoken exchanges

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Application

This unit describes the skills and knowledge required to participate in highly familiar spoken exchanges, such as providing personal details, asking simple questions, following very simple instructions.

This unit applies to individuals who need oral communication skills at Australian Core Skills Framework (ACSF) pre-level 1 to undertake a vocational training pathway or workplace tasks.

This unit is designed for integration and contextualisation with vocational units to support achievement of vocational competency.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Oral Communication

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare to participate in highly familiar spoken exchanges	1.1 Identify the type of spoken exchange 1.2 Identify the audience and purpose 1.3 Identify formulaic expressions and personally relevant details required for spoken exchanges
2. Engage in highly familiar spoken exchanges	2.1 Use oral communication strategies to participate in highly familiar spoken exchanges 2.2 Seek feedback from supervisor, trainer and/or peers to identify areas for improvement

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
		• Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Mapping Information

Not applicable

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

Assessment Requirements for FSKOCM01 Participate in highly familiar spoken exchanges

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Performance Evidence

Evidence of the ability to:

- participate in highly familiar spoken exchanges appropriate to audience and purpose.

Individuals competent in this unit may have laboured speech and/or show significant variations in pronunciation, emphasis and intonation.

Evidence must be collected using exchanges typically found in the workplace.

Note: Where a specific volume and/or frequency is not specified, evidence must be provided at least once.

Knowledge Evidence

Evidence of the following knowledge must be demonstrated:

- oral communication strategies for highly familiar spoken exchanges
- non-verbal communication for highly familiar spoken exchanges
- grammar, vocabulary and pronunciation for highly familiar spoken exchanges.

Assessment Conditions

Assessment texts and tasks reflect those typically found in the workplace.

A significant level of support and advice is available.

Culturally appropriate processes and techniques suited to the language, literacy and numeracy capacity of individuals and the work being performed must be used.

Reasonable adjustments can be made to ensure equity in assessment for people with disabilities.

Assessors must satisfy NVR/AQTF assessor requirements, have sound knowledge of the ACSF and have demonstrable expertise in the vocational contextualisation and assessment of the core skill – oral communication.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c 771f178

FSKOCM02 Engage in basic spoken exchanges at work

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Application

This unit describes the skills and knowledge required to interact with others in basic spoken exchanges at work, such as following simple instructions, engaging in informal exchanges with colleagues, leaving a short telephone message, or participating in a workplace team meeting.

This unit applies to individuals who need oral communication skills at Australian Core Skills Framework (ACSF) level 1 to undertake a vocational training pathway or workplace tasks.

This unit is designed for integration and contextualisation with vocational units to support achievement of vocational competency.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Oral Communication

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare to interact in basic spoken exchanges	1.1 Identify purpose and audience of the exchanges 1.2 Identify oral communication strategies for basic exchanges
2. Interact in basic spoken exchanges	2.1 Use oral communication strategies for basic spoken exchanges 2.2 Use appropriate grammar, vocabulary and pronunciation 2.3 Use appropriate non-verbal communication
3. Review own performance	3.1 Seek feedback on whether exchange was appropriate for audience and purpose 3.2 Reflect on performance to identify areas for improvement

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
		• Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Mapping Information

Not applicable

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

Assessment Requirements for FSKOCM02 Engage in basic spoken exchanges at work

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Performance Evidence

Evidence of the ability to:

- participate in basic spoken exchanges appropriate to audience and purpose.

For individuals competent in this unit long pauses and numerous repetitions may be evident in spoken exchanges.

Evidence must be collected using spoken exchanges typically found in the workplace.

Note: Where a specific volume and/or frequency is not specified, evidence must be provided at least once.

Knowledge Evidence

Evidence of the following knowledge must be demonstrated:

- oral communication strategies for basic spoken exchanges
- non-verbal communication for basic spoken exchanges
- grammar, vocabulary and pronunciation for basic spoken exchanges.

Assessment Conditions

Assessment texts and tasks reflect those typically found in the workplace.

Advice and support is available.

Culturally appropriate processes and techniques suited to the language, literacy and numeracy capacity of individuals and the work being performed must be used.

Reasonable adjustments can be made to ensure equity in assessment for people with disabilities.

Assessors must satisfy NVR/AQTF assessor requirements, have sound knowledge of the ACSF and have demonstrable expertise in the vocational contextualisation and assessment of the core skill – oral communication.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

FSKOCM03 Participate in simple spoken interactions at work

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Application

This unit describes the skills and knowledge required to participate in a limited range of simple spoken interactions in the workplace, such as talking with co-workers, participating in workplace meetings, giving and responding to simple instructions, receiving and passing on simple messages, or talking with clients.

This unit applies to individuals who need oral communication skills at Australian Core Skills Framework (ACSF) level 2 to undertake a vocational training pathway or workplace tasks.

This unit is designed for integration and contextualisation with vocational units to support achievement of vocational competency.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Oral Communication

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare to participate in simple spoken interactions	1.1 Identify the purpose and audience of the spoken interaction 1.2 Identify oral communication strategies for spoken interactions
2. Use oral communication skills to participate in simple spoken exchanges	2.1 Use oral communication strategies for simple interactions 2.2 Use appropriate grammar, vocabulary and pronunciation 2.3 Use appropriate non-verbal communication
3. Review own performance	3.1 Seek feedback on whether exchange was appropriate for audience and purpose 3.2 Reflect on performance to identify areas for improvement

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
		• Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Mapping Information

Not applicable

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c 771f178

PwC's Skills for Australia

Assessment Requirements for FSKOCM03 Participate in simple spoken interactions at work

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Performance Evidence

Evidence of the ability to:

- participate in a simple spoken interaction appropriate to audience and purpose.

Evidence must be collected using spoken interactions typically found in the workplace.

Note: Where a specific volume and/or frequency is not specified, evidence must be provided at least once.

Knowledge Evidence

Evidence of the following knowledge must be demonstrated:

- oral communication strategies for simple spoken interactions
- non-verbal communication for simple spoken exchanges
- grammar, vocabulary and pronunciation for simple spoken interactions.

Assessment Conditions

Assessment texts and tasks reflect those typically found in the workplace.

Advice and support available if requested.

Culturally appropriate processes and techniques suited to the language, literacy and numeracy capacity of individuals and the work being performed must be used.

Reasonable adjustments can be made to ensure equity in assessment for people with disabilities.

Assessors must satisfy NVR/AQTF assessor requirements, have sound knowledge of the ACSF and have demonstrable expertise in the vocational contextualisation and assessment of the core skill – oral communication.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

FSKOCM04 Use oral communication skills to participate in workplace meetings

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Application

This unit describes the skills and knowledge required to use oral communication skills to contribute to workplace meetings, such as team meetings, project meetings, and work health and safety (WHS) meetings.

This unit applies to individuals who need oral communication skills at Australian Core Skills Framework (ACSF) level 3 to undertake a vocational training pathway or workplace tasks.

This unit is designed for integration and contextualisation with vocational units to support achievement of vocational competency.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Oral Communication

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare to participate in workplace meetings	1.1 Identify the purpose of the meeting 1.2 Identify the scope of the meeting
2. Participate in workplace meetings	2.1 Use oral communication strategies to contribute to the meeting 2.2 Use appropriate grammar, vocabulary and pronunciation 2.3 Use appropriate non-verbal communication
3. Review own performance	3.1 Seek feedback on own contribution to meeting 3.2 Evaluate own performance to identify areas for improvement

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
		• Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Mapping Information

Not applicable

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c 771f178

Assessment Requirements for FSKOCM04 Use oral communication skills to participate in workplace meetings

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Performance Evidence

Evidence of the ability to:

- participate in workplace meetings appropriate to audience and purpose
- review own performance to identify areas for improvement.

Evidence must be collected using meetings typically found in the workplace.

Note: Where a specific volume and/or frequency is not specified, evidence must be provided at least once.

Knowledge Evidence

Evidence of the following knowledge must be demonstrated:

- oral communication strategies to participate in workplace meetings
- non-verbal communication to participate in workplace meetings
- grammar, vocabulary and pronunciation to participate in workplace meetings.

Assessment Conditions

Assessment texts and tasks reflect those typically found in the workplace.

Individuals can access own familiar support resources.

Culturally appropriate processes and techniques suited to the language, literacy and numeracy capacity of individuals and the work being performed must be used.

Reasonable adjustments can be made to ensure equity in assessment for people with disabilities.

Assessors must satisfy NVR/AQTF assessor requirements, have sound knowledge of the ACSF and have demonstrable expertise in the vocational contextualisation and assessment of the core skill – oral communication.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c 771f178

FSKOCM05 Use oral communication skills for effective workplace presentations

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Application

This unit describes skills and knowledge required to deliver effective workplace presentations, such as a prepared short presentation to co-workers, information updates (e.g. changes to Work Health and Safety (WHS)), or instructions on how to use new equipment.

This unit applies to individuals who need oral communication skills at Australian Core Skills Framework (ACSF) level 3 to undertake a vocational training pathway or workplace tasks.

This unit is designed for integration and contextualisation with vocational units to support achievement of vocational competency.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Oral Communication

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Plan to deliver workplace presentations	1.1 Identify the audience and purpose of the presentation 1.2 Organise the content and support material
2. Deliver workplace presentations	2.1 Use oral communication strategies to deliver the presentation 2.2 Use appropriate grammar, vocabulary and pronunciation 2.3 Use non-verbal communication to enhance presentation
3. Review own performance	3.1 Seek feedback on whether the presentation was appropriate for audience and content 3.2 Evaluate own performance to identify areas for improvement

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Planning and Organising		• Plans and organises presentation content and structure

Mapping Information

Not applicable

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

Assessment Requirements for FSKOCM05 Use oral communication skills for effective workplace presentations

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Performance Evidence

Evidence of the ability to:

- plan and deliver a workplace presentation appropriate to audience and purpose
- review own performance to identify areas for improvement.

Evidence must be collected using presentations typically found in the workplace.

Note: Where a specific volume and/or frequency is not specified, evidence must be provided at least once.

Knowledge Evidence

Evidence of the following knowledge must be demonstrated:

- oral communication strategies to deliver workplace presentations
- non-verbal communication to enhance the delivery of workplace presentations
- grammar, vocabulary and pronunciation for workplace presentations.

Assessment Conditions

Assessment texts and tasks reflect those typically found in the workplace.

Individuals can access own familiar support resources.

Culturally appropriate processes and techniques suited to the language, literacy and numeracy capacity of individuals and the work being performed must be used.

Reasonable adjustments can be made to ensure equity in assessment for people with disabilities.

Assessors must satisfy NVR/AQTF assessor requirements, have sound knowledge of the ACSF and have demonstrable expertise in the vocational contextualisation and assessment of the core skill – oral communication.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

FSKOCM06 Use oral communication skills to participate in workplace teams

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Application

This unit describes the skills and knowledge required to participate in and contribute to workplace teams, such as providing services and information, communicating workplace instructions and messages, negotiating, or participating in team meetings.

This unit applies to individuals who need oral communication skills at Australian Core Skills Framework (ACSF) level 3 to undertake a vocational training pathway or workplace tasks.

This unit is designed for integration and contextualisation with vocational units to support achievement of vocational competency.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Oral Communication

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Plan to interact in workplace teams	1.1 Identify purpose of interaction 1.2 Identify oral communication strategies to communicate effectively in a team
2. Interact effectively in workplace teams	2.1 Use oral communication strategies 2.2 Use appropriate grammar, vocabulary and pronunciation 2.3 Use appropriate non-verbal communication
3. Review own performance	3.1 Seek feedback on effectiveness of communication for team participation 3.2 Evaluate own performance to identify areas for improvement

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
		• Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Mapping Information

Not applicable

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

Assessment Requirements for FSKOCM06 Use oral communication skills to participate in workplace teams

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Performance Evidence

Evidence of the ability to:

- participate in spoken exchanges to contribute to a workplace team
- review own performance to identify areas for improvement.

Evidence must be collected using spoken exchanges typically found in the workplace.

Note: Where a specific volume and/or frequency is not specified, evidence must be provided at least once.

Knowledge Evidence

Evidence of the following knowledge must be demonstrated:

- oral communication strategies to participate in workplace teams
- non-verbal communication to participate in workplace teams
- grammar, vocabulary and pronunciation to participate in workplace teams.

Assessment Conditions

Assessment texts and tasks reflect those typically found in the workplace.

Individuals can access own familiar support resources.

Culturally appropriate processes and techniques suited to the language, literacy and numeracy capacity of individuals and the work being performed must be used.

Reasonable adjustments can be made to ensure equity in assessment for people with disabilities.

Assessors must satisfy NVR/AQTF assessor requirements, have sound knowledge of the ACSF and have demonstrable expertise in the vocational contextualisation and assessment of the core skill – oral communication.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c 771f178

FSKOCM07 Interact effectively with others at work

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Application

This unit describes the skills and knowledge required to interact effectively with others – external clients and internal staff, such as giving or responding to spoken instructions, responding to customer queries and complaints, negotiating with co-workers and management, explaining a workplace procedure, or taking telephone calls from the general public or internal staff.

This unit applies to individuals who need oral communication skills at Australian Core Skills Framework (ACSF) level 3 to undertake a vocational training pathway or workplace tasks.

This unit is designed for integration and contextualisation with vocational units to support achievement of vocational competency.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Oral Communication

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare to interact with others at work	1.1 Identify the audience and purpose of the interaction 1.2 Identify the oral communication strategies for spoken interaction
2. Participate in interactions with others at work	2.1 Use oral communication strategies to communicate effectively 2.2 Use appropriate grammar, vocabulary and pronunciation 2.3 Use appropriate non-verbal communication strategies
3. Review own performance	3.1 Seek feedback on effectiveness of interaction with others at work 3.2 Evaluate own performance to identify strategies for improvement

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
		• Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Mapping Information

Not applicable

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c 771f178

Assessment Requirements for FSKOCM07 Interact effectively with others at work

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Performance Evidence

Evidence of the ability to:

- participate in spoken interactions appropriate to audience and purpose
- review own performance to identify areas for improvement.

Evidence must be collected using spoken interactions typically found in the workplace.

Note: Where a specific volume and/or frequency is not specified, evidence must be provided at least once.

Knowledge Evidence

Evidence of the following knowledge must be demonstrated:

- oral communication strategies for spoken interactions
- non-verbal communication for spoken interactions
- grammar, vocabulary and pronunciation for spoken interactions.

Assessment Conditions

Assessment texts and tasks reflect those typically found in the workplace.

Individuals can access own familiar support resources.

Culturally appropriate processes and techniques suited to the language, literacy and numeracy capacity of individuals and the work being performed must be used.

Reasonable adjustments can be made to ensure equity in assessment for people with disabilities.

Assessors must satisfy NVR/AQTF assessor requirements, have sound knowledge of the ACSF and have demonstrable expertise in the vocational contextualisation and assessment of the core skill – oral communication.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

FSKOCM08 Use oral communication skills to facilitate workplace negotiations

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Application

This unit describes the skills and knowledge required to use oral communication skills to facilitate complex workplace negotiations, such as negotiating changes to work practices including performance reviews, training plans and solutions to workplace problems.

This unit applies to individuals who need oral communication skills at Australian Core Skills Framework (ACSF) level 4 to undertake a vocational training pathway or workplace tasks.

This unit is designed for integration and contextualisation with vocational units to support achievement of vocational competency.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Oral Communication

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare to facilitate workplace negotiations	1.1 Define the purpose of the negotiation 1.2 Identify the scope of the negotiation
2. Facilitate workplace negotiations	2.1 Use appropriate oral communication strategies for workplace negotiation 2.2 Use appropriate grammar, vocabulary and pronunciation 2.3 Use appropriate non-verbal communication
3. Review own performance	3.1 Seek feedback on the effectiveness of communication for workplace negotiations 3.2 Critically evaluate own performance to identify areas for improvement

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
		• Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Mapping Information

Not applicable

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c 771f178

Assessment Requirements for FSKOCM08 Use oral communication skills to facilitate workplace negotiations

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Performance Evidence

Evidence of the ability to:

- facilitate complex workplace negotiations appropriate to audience and purpose
- review the effectiveness of own performance to identify areas for improvement.

Evidence must be collected using typical workplace negotiations.

Note: Where a specific volume and/or frequency is not specified, evidence must be provided at least once.

Knowledge Evidence

Evidence of the following knowledge must be demonstrated:

- oral communication strategies to facilitate workplace negotiations
- non-verbal communication to facilitate workplace negotiations
- grammar, vocabulary and pronunciation to facilitate workplace negotiations.

Assessment Conditions

Assessment texts and tasks reflect those typically found in the workplace.

Individuals can access a range of established support resources.

Culturally appropriate processes and techniques suited to the language, literacy and numeracy capacity of individuals and the work being performed must be used.

Reasonable adjustments can be made to ensure equity in assessment for people with disabilities.

Assessors must satisfy NVR/AQTF assessor requirements, have sound knowledge of the ACSF and have demonstrable expertise in the vocational contextualisation and assessment of the core skill – oral communication.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

FSKOCM09 Use oral communication skills to facilitate workplace meetings

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0.*

Application

This unit describes the skills and knowledge required to apply oral communication skills to facilitate and participate in complex workplace meetings, such as committee meetings, project management meetings, inter-departmental meetings, or staff meetings.

This unit applies to individuals who need oral communication skills at Australian Core Skills Framework (ACSF) level 4 to undertake a vocational training pathway or workplace tasks.

This unit is designed for integration and contextualisation with vocational units to support achievement of vocational competency.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Oral Communication

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Plan for workplace meetings	1.1 Identify the purpose of the meeting 1.2 Identify the scope of the meeting
2. Facilitate and participate in workplace meetings	2.1 Use effective oral communication strategies to facilitate the meeting 2.2 Use appropriate grammar, vocabulary and pronunciation 2.3 Use appropriate non-verbal communication
3. Review own performance	3.1 Seek feedback on effectiveness of communication skills to facilitate workplace meetings 3.2 Critically evaluate own performance to identify areas for improvement

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
		• Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Mapping Information

Not applicable

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c 771f178

Assessment Requirements for FSKOCM09 Use oral communication skills to facilitate workplace meetings

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Performance Evidence

Evidence of the ability to:

- facilitate workplace meetings appropriately
- review the effectiveness of own performance to identify areas for improvement.

Evidence must be collected using typical workplace meetings.

Note: Where a specific volume and/or frequency is not specified, evidence must be provided at least once.

Knowledge Evidence

Evidence of the following knowledge must be demonstrated:

- oral communication strategies to facilitate workplace meetings
- non-verbal communication to facilitate workplace meetings
- grammar, vocabulary and pronunciation to facilitate workplace meetings.

Assessment Conditions

Assessment texts and tasks reflect those typically found in the workplace.

Individuals can access a range of established support resources.

Culturally appropriate processes and techniques suited to the language, literacy and numeracy capacity of individuals and the work being performed must be used.

Reasonable adjustments can be made to ensure equity in assessment for people with disabilities.

Assessors must satisfy NVR/AQTF assessor requirements, have sound knowledge of the ACSF and have demonstrable expertise in the vocational contextualisation and assessment of the core skill – oral communication.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c 771f178

FSKOCM10 Use oral communication skills for complex workplace presentations

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Application

This unit describes the skills and knowledge required to use oral communication skills to deliver complex workplace presentations, such as sales promotion or product launch, presentation at staff development forum, presentation of a proposal, seminar presentations, or leading a focus group.

This unit applies to individuals who need oral communication skills at Australian Core Skills Framework (ACSF) level 4 to undertake a vocational training pathway or workplace tasks.

This unit is designed for integration and contextualisation with vocational units to support achievement of vocational competency.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Oral Communication

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Plan to deliver complex workplace presentations	1.1 Identify the audience and purpose of the presentation 1.2 Research and select material for the presentation 1.3 Organise the presentation
2. Deliver complex workplace presentations	2.1 Use oral communication strategies to deliver an effective presentation 2.2 Use appropriate grammar, vocabulary and pronunciation 2.3 Use appropriate non-verbal communication to enhance delivery
3. Review own performance	3.1 Seek feedback on effectiveness of workplace presentation 3.2 Critically evaluate own performance to identify areas for improvement

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Planning and Organising		• Organises and plans a complex presentation

Mapping Information

Not applicable

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

    PwC's Skills for Australia

Assessment Requirements for FSKOCM10 Use oral communication skills for complex workplace presentations

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Performance Evidence

Evidence of the ability to:

- deliver a complex workplace presentation appropriate to audience and purpose
- review the effectiveness of own performance to identify areas for improvement.

Evidence must be collected using complex presentations typically found in the workplace.

Note: Where a specific volume and/or frequency is not specified, evidence must be provided at least once.

Knowledge Evidence

Evidence of the following knowledge must be demonstrated:

- oral communication strategies to deliver complex workplace presentations
- non-verbal communication to enhance the delivery of workplace presentations
- grammar, vocabulary and pronunciation for complex workplace presentations.

Assessment Conditions

Assessment texts and tasks reflect those typically found in the workplace.

Individuals can access a range of established support resources.

Culturally appropriate processes and techniques suited to the language, literacy and numeracy capacity of individuals and the work being performed must be used.

Reasonable adjustments can be made to ensure equity in assessment for people with disabilities.

Assessors must satisfy NVR/AQTF assessor requirements, have sound knowledge of the ACSF and have demonstrable expertise in the vocational contextualisation and assessment of the core skill – oral communication.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

FSKOCM11 Use oral communication skills to faciltate workplace teams

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Application

This unit describes the skills and knowledge required to use oral communication skills to facilitate workplace teams, such as leading group discussions, negotiating agreed outcomes, explaining workplace procedures, or exploring workflow issues.

This unit applies to individuals who need oral communication skills at Australian Core Skills Framework (ACSF) level 4 to undertake a vocational training pathway or workplace tasks.

This unit is designed for integration and contextualisation with vocational units to support achievement of vocational competency.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Oral Communication

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Plan to facilitate workplace teams	1.1 Identify the purpose of the team 1.2 Identify the type of interaction
2. Facilitate workplace teams	2.1 Use oral communication strategies to facilitate workplace teams 2.2 Use appropriate grammar, vocabulary and pronunciation 2.3 Use appropriate non-verbal communication
3. Review own performance	3.1 Seek feedback on effectiveness of the facilitation of workplace teams 3.2 Critically evaluate own performance to identify areas for improvement

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
		• Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Mapping Information

Not applicable

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c 771f178

Assessment Requirements for FSKOCM11 Use oral communication skills to faciltate workplace teams

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Performance Evidence

Evidence of the ability to:

- facilitate workplace teams using oral communication skills and interpersonal skills
- review the effectiveness of own performance to identify areas for improvement.

Evidence must be collected using spoken exchanges typically found in the workplace.

Note: Where a specific volume and/or frequency is not specified, evidence must be provided at least once.

Knowledge Evidence

Evidence of the following knowledge must be demonstrated:

- oral communication strategies to facilitate workplace teams
- non-verbal communication to facilitate workplace teams
- grammar, vocabulary and pronunciation to facilitate workplace teams.

Assessment Conditions

Assessment texts and tasks reflect those typically found in the workplace.

Individuals can access a range of established support resources.

Culturally appropriate processes and techniques suited to the language, literacy and numeracy capacity of individuals and the work being performed must be used.

Reasonable adjustments can be made to ensure equity in assessment for people with disabilities.

Assessors must satisfy NVR/AQTF assessor requirements, have sound knowledge of the ACSF and have demonstrable expertise in the vocational contextualisation and assessment of the core skill – oral communication.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

FSKRDG01 Recognise highly familiar workplace signs and symbols

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Application

This unit describes the skills and knowledge required to recognise highly familiar workplace signs and symbols in printed or digital format.

The unit applies to individuals who need reading skills at Australian Core Skills Framework (ACSF) pre-level 1 to undertake a vocational training pathway or workplace tasks.

This unit is designed for integration and contextualisation with vocational units to support achievement of vocational competency.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Reading

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare to read highly familiar workplace signs and symbols	1.1 Identify audience and **purpose** of **signs or symbols** 1.2 Identify the **text features**
2. Identify highly familiar workplace signs and symbols	2.1 Use **reading strategies** to recognise highly familiar signs and symbols 2.2 **Check** information is correct

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Oral Communication		• Discusses features and interpretation of signs and symbols with trainer or supervisor

Mapping Information

Not applicable

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

Assessment Requirements for FSKRDG01 Recognise highly familiar workplace signs and symbols

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Performance Evidence

Evidence of the ability to:

- identify highly familiar workplace signs and symbols

Evidence must be collected using a limited number of highly familiar workplace signs and symbols.

Note: Where a specific volume and/or frequency is not specified, evidence must be provided at least once.

Knowledge Evidence

Evidence of the following knowledge must be demonstrated:

- purpose and features of highly familiar workplace signs and symbols
- reading strategies to recognise highly familiar workplace signs and symbols.

Assessment Conditions

Assessment texts and tasks reflect those typically found in the workplace.

A significant level of support and advice is available.

Culturally appropriate processes and techniques suited to the language, literacy and numeracy capacity of individuals and the work being performed must be used.

Reasonable adjustments can be made to ensure equity in assessment for people with disabilities.

Assessors must satisfy NVR/AQTF assessor requirements, have sound knowledge of the ACSF and have demonstrable expertise in the vocational contextualisation and assessment of the core skill - reading.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c 771f178

FSKRDG02 Read and respond to basic workplace signs and symbols

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Application

This unit describes the skills and knowledge required to interpret and respond to basic workplace signs and symbols in printed or digital format.

The unit applies to individuals who need reading skills at Australian Core Skills Framework (ACSF) level 1 to undertake a vocational training pathway or workplace tasks.

This unit is designed for integration and contextualisation with vocational units to support achievement of vocational competency.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Reading

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare to read basic workplace signs and symbols	1.1 Identify audience and purpose of signs and symbols 1.2 Identify the text features
2. Interpret and respond to basic workplace signs and symbols	2.1 Use reading strategies to interpret basic signs and symbols 2.2 Check interpretation is correct 2.3 Identify appropriate response to text

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Oral Communication		• Checks with trainer or supervisor that interpretation is correct and response appropriate

Mapping Information

Not applicable

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c 771f178

Assessment Requirements for FSKRDG02 Read and respond to basic workplace signs and symbols

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Performance Evidence

Evidence of the ability to:

- interpret and respond to basic workplace signs and symbols

Evidence must be collected using a small bank of basic signs and symbols typically found in the workplace.

Note: Where a specific volume and/or frequency is not specified, evidence must be provided at least once.

Knowledge Evidence

Evidence of the following knowledge must be demonstrated:

- purpose and features of basic workplace signs and symbols
- reading strategies to interpret basic workplace signs and symbols.

Assessment Conditions

Assessment texts and tasks reflect those typically found in the workplace.

Advice and support is available.

Culturally appropriate processes and techniques suited to the language, literacy and numeracy capacity of individuals and the work being performed must be used.

Reasonable adjustments can be made to ensure equity in assessment for people with disabilities.

Assessors must satisfy NVR/AQTF assessor requirements, have sound knowledge of the ACSF and have demonstrable expertise in the vocational contextualisation and assessment of the core skill - reading.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c 771f178

FSKRDG03 Read and respond to basic workplace instructions

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Application

This unit describes the skills and knowledge required to identify and respond appropriately to information in basic workplace instructions in printed or digital format, such as instructions for safe lifting, emergency evacuation procedures and basic operating procedures.

The unit applies to individuals who need reading skills at Australian Core Skills Framework (ACSF) level 1 to undertake a vocational training pathway or workplace tasks.

This unit is designed for integration and contextualisation with vocational units to support achievement of vocational competency.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Reading

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare to read basic workplace instructions	1.1 Identify audience and purpose of instructions 1.2 Identify the text features
2. Identify information in basic workplace instructions	2.1 Use navigation skills to locate relevant information 2.2 Recognise high-frequency vocabulary 2.3 Use reading strategies to identify relevant information
3. Confirm and respond to basic workplace instructions	3.1 Check that instructions have been correctly understood 3.2 Follow instructions as appropriate

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Oral Communication		• Checks with trainer or supervisor that information is correct and response appropriate

Mapping Information

Not applicable

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

Assessment Requirements for FSKRDG03 Read and respond to basic workplace instructions

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Performance Evidence

Evidence of the ability to:

- identify information in basic workplace instructions
- respond appropriately to basic workplace instructions.

Evidence must be collected using basic instructions typically found in the workplace.

Note: Where a specific volume and/or frequency is not specified, evidence must be provided at least once.

Knowledge Evidence

Evidence of the following knowledge must be demonstrated:

- purpose and features of basic workplace instructions
- high-frequency vocabulary in basic workplace instructions
- reading strategies for identifying information in basic workplace instructions.

Assessment Conditions

Assessment texts and tasks reflect those typically found in the workplace.

Advice and support is available.

Culturally appropriate processes and techniques suited to the language, literacy and numeracy capacity of individuals and the work being performed must be used.

Reasonable adjustments can be made to ensure equity in assessment for people with disabilities.

Assessors must satisfy NVR/AQTF assessor requirements, have sound knowledge of the ACSF and have demonstrable expertise in the vocational contextualisation and assessment of the core skill - reading.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

FSKRDG04 Read and respond to basic workplace information

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Application

This unit describes the skills and knowledge required to identify and respond to information in basic workplace texts in printed or digital format, such as short messages, notices, instructions, forms, rosters, simple diagrams and tables.

The unit applies to individuals who need reading skills at Australian Core Skills Framework (ACSF) level 1 to undertake a vocational training pathway or workplace tasks.

This unit is designed for integration and contextualisation with vocational units to support achievement of vocational competency.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Reading

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare to read basic workplace texts	1.1 Identify the text type 1.2 Identify audience and purpose of text 1.3 Identify the text features
2. Identify information in basic workplace texts	2.1 Use navigation skills to locate relevant information 2.2 Identify high-frequency vocabulary 2.3 Use reading strategies to locate relevant information
3. Confirm understanding and respond to basic workplace texts	3.1 Check information has been correctly understood 3.2 Use information to respond appropriately

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Oral Communication		• Checks with trainer or supervisor that information is correct and response is appropriate

Mapping Information

Not applicable

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

Assessment Requirements for FSKRDG04 Read and respond to basic workplace information

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Performance Evidence

Evidence of the ability to:

- identify specific information in basic workplace texts
- respond appropriately to information in workplace texts.

Evidence must be collected using basic texts typically found in the workplace.

Note: Where a specific volume and/or frequency is not specified, evidence must be provided at least once.

Knowledge Evidence

Evidence of the following knowledge must be demonstrated:

- purpose and features of basic workplace texts
- high-frequency vocabulary in basic workplace texts
- reading strategies for locating and recognising information in basic workplace texts.

Assessment Conditions

Assessment texts and tasks reflect those typically found in the workplace.

Advice and support is available.

Culturally appropriate processes and techniques suited to the language, literacy and numeracy capacity of individuals and the work being performed must be used.

Reasonable adjustments can be made to ensure equity in assessment for people with disabilities.

Assessors must satisfy NVR/AQTF assessor requirements, have sound knowledge of the ACSF and have demonstrable expertise in the vocational contextualisation and assessment of the core skill - reading.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c 771f178

FSKRDG05 Read and respond to simple workplace procedures

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Application

This unit describes the skills and knowledge required to identify, interpret and respond to information in simple workplace procedures in printed or digital format.

This unit applies to individuals who need reading skills at Australian Core Skills Framework (ACSF) level 2 to undertake a vocational training pathway or workplace tasks.

This unit is designed for integration and contextualisation with vocational units to support achievement of vocational competency.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Reading

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare to read simple workplace procedures	1.1 Identify audience and purpose of procedure 1.2 Identify text features
2. Identify and interpret information in simple workplace procedures	2.1 Use navigation skills to locate relevant information 2.2 Identify and interpret workplace terminology in text 2.3 Use reading strategies to identify and interpret relevant information
3. Confirm understanding and respond to simple workplace procedures	3.1 Check that information in workplace procedures has been correctly understood 3.2 Use information to respond appropriately

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Oral Communication		• Checks with trainer or supervisor that information is correct and response is appropriate

Mapping Information

Not applicable

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

Assessment Requirements for FSKRDG05 Read and respond to simple workplace procedures

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Performance Evidence

Evidence of the ability to:

- identify and interpret information in simple workplace procedures
- respond appropriately to simple workplace procedures.

Evidence must be collected using procedures typically found in the workplace.

Note: Where a specific volume and/or frequency is not specified, evidence must be provided at least once.

Knowledge Evidence

Evidence of the following knowledge must be demonstrated:

- purpose and features of simple workplace procedures
- workplace terminology in simple workplace procedures
- reading strategies for identifying and interpreting workplace procedures.

Assessment Conditions

Assessment texts and tasks reflect those typically found in the workplace.

Advice and support is available if requested.

Culturally appropriate processes and techniques suited to the language, literacy and numeracy capacity of individuals and the work being performed must be used.

Reasonable adjustments can be made to ensure equity in assessment for people with disabilities.

Assessors must satisfy NVR/AQTF assessor requirements, have sound knowledge of the ACSF and have demonstrable expertise in the vocational contextualisation and assessment of the core skill - reading.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

FSKRDG06 Read and respond to simple informal workplace texts

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Application

This unit describes the skills and knowledge required to identify, interpret and respond to information in simple informal workplace texts in printed or digital format, such as a written phone message, a note from a supervisor, an email from a team member, message at end of shift, an SMS, an instant message.

This unit applies to individuals who need reading skills at Australian Core Skills Framework (ACSF) level 2 to undertake a vocational training pathway or workplace tasks.

This unit is designed for integration and contextualisation with vocational units to support achievement of vocational competency.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Reading

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare to read simple informal workplace texts	1.1 Identify audience and purpose of informal text 1.2 Identify text features
2. Identify and interpret information in simple informal workplace texts	2.1 Use navigation skills to locate relevant information 2.2 Identify and interpret high-frequency vocabulary in informal texts 2.3 Use reading strategies to identify and interpret relevant information
3. Confirm understanding and respond to simple informal workplace texts	3.1 Check that information in workplace text has been correctly understood 3.2 Use information to respond appropriately

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Oral Communication		• Checks with trainer or supervisor that information is correct and response is appropriate

Mapping Information

Not applicable

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

Assessment Requirements for FSKRDG06 Read and respond to simple informal workplace texts

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Performance Evidence

Evidence of the ability to:

- identify and interpret information in simple informal workplace texts
- respond appropriately to information in simple informal workplace texts.

Evidence must be collected using simple informal texts typically found in the workplace.

Note: Where a specific volume and/or frequency is not specified, evidence must be provided at least once.

Knowledge Evidence

Evidence of the following knowledge must be demonstrated:

- purpose and features of simple informal workplace texts
- high-frequency vocabulary in simple informal workplace texts
- reading strategies to identify and interpret information in simple informal workplace texts.

Assessment Conditions

Assessment texts and tasks reflect those typically found in the workplace.

Advice and support is available if requested.

Culturally appropriate processes and techniques suited to the language, literacy and numeracy capacity of individuals and the work being performed must be used.

Reasonable adjustments can be made to ensure equity in assessment for people with disabilities.

Assessors must satisfy NVR/AQTF assessor requirements, have sound knowledge of the ACSF and have demonstrable expertise in the vocational contextualisation and assessment of the core skill - reading.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

FSKRDG07 Read and respond to simple workplace information

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Application

This unit describes the skills and knowledge required to identify, interpret and respond to information in simple workplace texts in printed or digital format, such as short messages, notices, instructions, forms, rosters, simple diagrams, tables and charts.

The unit applies to individuals who need reading skills at Australian Core Skills Framework (ACSF) level 2 to undertake a vocational training pathway or workplace tasks.

This unit is designed for integration and contextualisation with vocational units to support achievement of vocational competency.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Reading

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare to read simple workplace texts	1.1 Identify the text type 1.2 Identify audience and purpose 1.3 Identify the text features
2. Identify and interpret information in simple workplace texts	2.1 Use navigation skills to locate relevant information 2.2 Identify and interpret workplace terminology in texts 2.3 Use reading strategies to identify and interpret relevant information 2.4 Use critical reading skills to interpret information
3. Confirm understanding and respond to simple workplace texts	3.1 Check that information has been correctly understood 3.2 Use information to respond appropriately

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Oral Communication		• Checks with trainer or supervisor that information is correct and response is appropriate

Mapping Information

Not applicable

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

Assessment Requirements for FSKRDG07 Read and respond to simple workplace information

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Performance Evidence

Evidence of the ability to:

- identify and interpret information in simple workplace texts
- respond appropriately to information in simple workplace texts.

Evidence must be collected using simple texts typically found in the workplace.

Note: Where a specific volume and/or frequency is not specified, evidence must be provided at least once.

Knowledge Evidence

Evidence of the following knowledge must be demonstrated:

- purpose and features of simple workplace texts
- high-frequency terminology in simple workplace texts
- reading strategies to identify and interpret information in simple workplace texts.

Assessment Conditions

Assessment texts and tasks reflect those typically found in the workplace.

Advice and support available if requested.

Culturally appropriate processes and techniques suited to the language, literacy and numeracy capacity of individuals and the work being performed must be used.

Reasonable adjustments can be made to ensure equity in assessment for people with disabilities.

Assessors must satisfy NVR/AQTF assessor requirements, have sound knowledge of the ACSF and have demonstrable expertise in the vocational contextualisation and assessment of the core skill - reading.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

FSKRDG08 Read and respond to routine visual and graphic texts

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Application

This unit describes the skills and knowledge required to interpret and respond to routine visual and graphic texts in printed or digital format, such as tables, charts, diagrams, maps and plans.

The unit applies to individuals who need reading skills at Australian Core Skills Framework (ACSF) level 3 to undertake a vocational training pathway or workplace tasks.

This unit is designed for integration and contextualisation with vocational units to support achievement of vocational competency.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Reading

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare to read routine visual and graphic texts	1.1 Identify purpose of visual and graphic text 1.2 Identify text features
2. Interpret routine visual and graphic texts	2.1 Use navigation skills to locate relevant information 2.2 Identify and interpret workplace terminology in texts 2.3 Use reading strategies to interpret relevant information
3. Confirm understanding and respond to routine visual and graphic texts	3.1 Check that information is correctly understood 3.2 Use information to respond appropriately

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Oral Communication		• Checks with trainer or supervisor that information is correct and response is appropriate

Mapping Information

Not applicable

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

Assessment Requirements for FSKRDG08 Read and respond to routine visual and graphic texts

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Performance Evidence

Evidence of the ability to:

- interpret routine visual and graphic texts
- respond appropriately to routine visual and graphic texts.

Evidence must be collected using routine visual and graphic texts typically found in the workplace.

Note: Where a specific volume and/or frequency is not specified, evidence must be provided at least once.

Knowledge Evidence

Evidence of the following knowledge must be demonstrated:

- purpose and features of routine visual and graphic texts
- some specialised terminology in routine visual and graphic texts
- reading strategies to interpret routine visual and graphic texts.

Assessment Conditions

Assessment texts and tasks reflect those typically found in the workplace.

Individuals can access own familiar support resources.

Culturally appropriate processes and techniques suited to the language, literacy and numeracy capacity of individuals and the work being performed must be used.

Reasonable adjustments can be made to ensure equity in assessment for people with disabilities.

Assessors must satisfy NVR/AQTF assessor requirements, have sound knowledge of the ACSF and have demonstrable expertise in the vocational contextualisation and assessment of the core skill - reading.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

FSKRDG09 Read and respond to routine standard operating procedures

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Application

This unit describes the skills and knowledge required to interpret and respond to standard operating procedures in printed or digital format.

The unit applies to individuals who need reading skills at Australian Core Skills Framework (ACSF) level 3 to undertake a vocational training pathway or workplace tasks.

This unit is designed for integration and contextualisation with vocational units to support achievement of vocational competency.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Reading

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare to read routine standard operating procedures	1.1 Identify purpose of routine standard operating procedures 1.2 Identify text features
2. Interpret routine standard operating procedures	2.1 Use navigation skills to locate relevant information 2.2 Identify and interpret workplace terminology 2.3 Use reading strategies to locate and interpret relevant information
3. Confirm understanding and respond to standard operating procedures	3.1 Check that information in standard operating procedures has been correctly understood 3.2 Use information to respond appropriately

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Oral Communication		• Checks with trainer or supervisor that information is correct and response is appropriate

Mapping Information

Not applicable

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c 771f178

Assessment Requirements for FSKRDG09 Read and respond to routine standard operating procedures

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Performance Evidence

Evidence of the ability to:

- interpret routine standard operating procedures
- respond appropriately to routine standard operating procedures.

Evidence must be collected using routine standard operating procedures.

Note: Where a specific volume and/or frequency is not specified, evidence must be provided at least once.

Knowledge Evidence

Evidence of the following knowledge must be demonstrated:

- purpose and features of routine standard operating procedures
- some specialised terminology in routine standard operating procedures
- reading strategies to interpret routine standard operating procedures.

Assessment Conditions

Assessment tests and tasks reflect those typically found in the workplace.

Individuals can access own familiar support resources.

Culturally appropriate processes and techniques suited to the language, literacy and numeracy capacity of individuals and the work being performed must be used.

Reasonable adjustments can be made to ensure equity in assessment for people with disabilities.

Assessors must satisfy NVR/AQTF assessor requirements, have sound knowledge of the ACSF and have demonstrable expertise in the vocational contextualisation and assessment of the core skill - reading.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

FSKRDG10 Read and respond to routine workplace information

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Application

This unit describes the skills and knowledge required to interpret and respond to information in routine workplace texts in printed or digital format, such as instruction manuals, reports, emails, brochures, work instructions, spreadsheets.

The unit applies to individuals who need reading skills at Australian Core Skills Framework (ACSF) level 3 to undertake a vocational training pathway or workplace tasks.

This unit is designed for integration and contextualisation with vocational units to support achievement of vocational competency.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Reading

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare to read routine workplace texts	1.1 Identify the text type 1.2 Identify audience and purpose of text 1.3 Identify the text features
2. Interpret information in routine workplace texts	2.1 Use navigation skills to locate relevant information 2.2 Identify and interpret workplace terminology in texts 2.3 Use reading strategies to locate and interpret relevant information 2.4 Use critical reading skills to interpret information
3. Confirm understanding and respond to routine workplace texts	3.1 Check that information in routine workplace texts has been correctly understood 3.2 Use information to respond appropriately

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Oral Communication		• Checks with trainer or supervisor that information is correct and response is appropriate

Mapping Information

Not applicable

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c 771f178

Assessment Requirements for FSKRDG10 Read and respond to routine workplace information

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Performance Evidence

Evidence of the ability to:

- interpret information in routine workplace texts
- respond appropriately to information in routine workplace texts.

Evidence must be collected using routine workplace texts typically found in the workplace.

Note: Where a specific volume and/or frequency is not specified, evidence must be provided at least once.

Knowledge Evidence

Evidence of the following knowledge must be demonstrated:

- purpose and features of routine workplace texts
- some specialised terminology in routine workplace texts
- reading strategies to interpret information in routine workplace texts.

Assessment Conditions

Assessment texts and tasks reflect those typically found in the workplace.

Individuals can access own familiar support resources.

Culturally appropriate processes and techniques suited to the language, literacy and numeracy capacity of individuals and the work being performed must be used.

Reasonable adjustments can be made to ensure equity in assessment for people with disabilities.

Assessors must satisfy NVR/AQTF assessor requirements, have sound knowledge of the ACSF and have demonstrable expertise in the vocational contextualisation and assessment of the core skill - reading.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

FSKRDG11 Read and respond to complex workplace information

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Application

This unit describes the skills and knowledge required to analyse, evaluate and respond to a range of complex workplace texts in printed or digital format, such as work and organisational plans, training needs analyses, reports, manuals, standard operating procedures, product reviews and flow charts.

This unit applies to individuals who need reading skills at Australian Core Skills Framework (ACSF) level 4 to undertake a vocational training pathway or workplace tasks.

This unit is designed for integration and contextualisation with vocational units to support achievement of vocational competency.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Reading

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare to read complex workplace texts	1.1 Analyse purpose of text 1.2 Analyse text features
2. Analyse information in complex workplace texts	2.1 Use navigation skills to identify information 2.2 Interpret specialised or technical vocabulary in texts 2.3 Apply reading strategies to interpret and analyse information
3. Evaluate and respond to information in complex workplace texts	3.1 Critically evaluate information in complex workplace text 3.2 Use information to respond appropriately

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
		• Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Mapping Information

Not applicable

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c 771f178

Assessment Requirements for FSKRDG11 Read and respond to complex workplace information

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Performance Evidence

Evidence of the ability to:

- analyse and evaluate information from complex workplace texts to complete workplace tasks.

Evidence must be collected using complex texts typically found in the workplace.

Note: Where a specific volume and/or frequency is not specified, evidence must be provided at least once.

Knowledge Evidence

Evidence of the following knowledge must be demonstrated:

- purpose and features of complex workplace texts
- specialised or technical vocabulary relevant to complex workplace texts
- reading strategies to analyse and critically evaluate information from complex workplace texts.

Assessment Conditions

Assessment texts and tasks reflect those typically found in the workplace.

Individuals can access a range of established support resources.

Culturally appropriate processes and techniques suited to the language, literacy and numeracy capacity of individuals and the work being performed must be used.

Reasonable adjustments can be made to ensure equity in assessment for people with disabilities.

Assessors must satisfy NVR/AQTF assessor requirements, have sound knowledge of the ACSF and have demonstrable expertise in the vocational contextualisation and assessment of the core skill - reading.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c 771f178

FSKRDG12 Read and respond to highly complex workplace information

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Application

This unit describes the skills and knowledge required to analyse, critically evaluate and respond to information from a range of highly complex workplace texts in printed or digital format, such as research reports, technical journals, training manuals, position descriptions and job applications, case studies, policy, legislation and regulations.

This unit applies to individuals who need reading skills at Australian Core Skills Framework (ACSF) level 5 to undertake a vocational training pathway or workplace tasks.

This unit is designed for integration and contextualisation with vocational units to support achievement of vocational competency.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Reading

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare to read highly complex workplace texts	1.1 Analyse purpose of texts 1.2 Analyse text features
2. Analyse information in highly complex workplace texts	2.1 Use navigations skills to locate relevant information 2.2 Interpret highly specialised workplace terminology in texts 2.3 Apply a range of reading strategies to analyse relevant information
3. Evaluate and respond to information in highly complex workplace texts	3.1 Critically evaluate information in highly complex workplace texts 3.2 Use information to respond appropriately

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
		• Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Mapping Information

Not applicable

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c 771f178

Assessment Requirements for FSKRDG12 Read and respond to highly complex workplace information

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Performance Evidence

Evidence of the ability to:

- analyse and evaluate information from highly complex workplace texts to complete workplace tasks.

Evidence must be collected using highly complex texts typically found in the workplace.

Note: Where a specific volume and/or frequency is not specified, evidence must be provided at least once.

Knowledge Evidence

Evidence of the following knowledge must be demonstrated:

- purpose and features of highly complex workplace texts
- highly specialised or technical vocabulary relevant to highly complex workplace texts
- reading strategies to analyse and evaluate information from highly complex workplace texts.

Assessment Conditions

Assessment texts and tasks reflect those typically found in the workplace.

Individuals can access a broad range of support resources.

Culturally appropriate processes and techniques suited to the language, literacy and numeracy capacity of individuals and the work being performed must be used.

Reasonable adjustments can be made to ensure equity in assessment for people with disabilities.

Assessors must satisfy NVR/AQTF assessor requirements, have sound knowledge of the ACSF and have demonstrable expertise in the vocational contextualisation and assessment of the core skill - reading.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

FSKWTG01 Write personal details on basic workplace forms

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Application

This unit describes the skills and knowledge required to complete personal information on basic workplace forms, such as personnel forms, in printed or digital format.

The unit applies to individuals who need writing skills at Australian Core Skills Framework (ACSF) pre-level 1 to undertake a vocational training pathway or workplace tasks.

This unit is designed for integration and contextualisation with vocational units to support achievement of vocational competency.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Writing

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare to complete basic workplace forms	1.1 Identify the audience and purpose of basic workplace form 1.2 Identify basic text features 1.3 Identify key personal details required on form
2. Complete and check basic workplace forms	2.1 Use basic writing strategies to record key personal information 2.2 Check information is correct

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading		• Reads fields on basic forms e.g. surname, address
Oral Communication		• Checks with trainer or supervisor that form is completed correctly

Mapping Information

Not applicable

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

Assessment Requirements for FSKWTG01 Write personal details on basic workplace forms

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Performance Evidence

Evidence of the ability to:

- complete personal details on basic workplace forms appropriate to audience and purpose (information may be copied from personal documents)
- check completed information is correct.

Evidence must be collected using basic forms typically found in the workplace.

Note: Where a specific volume and/or frequency is not specified, evidence must be provided at least once.

Knowledge Evidence

Evidence of the following knowledge must be demonstrated:

- purpose and features of basic workplace forms
- writing strategies to complete basic workplace forms.

Assessment Conditions

Assessment texts and tasks reflect those typically found in the workplace.

A significant level of support and advice is available.

Culturally appropriate processes and techniques suited to the language, literacy and numeracy capacity of individuals and the work being performed must be used.

Reasonable adjustment can be made to ensure equity in assessment for people with disabilities.

Assessors must satisfy NVR/AQTF assessor requirements, have sound knowledge of the ACSF and have demonstrable expertise in the vocational contextualisation and assessment of the core skill - writing.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c 771f178

FSKWTG02 Write basic workplace formatted texts

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Application

This unit describes the skills and knowledge required to complete basic workplace formatted texts which may be in printed or digital format, such as personnel forms, time sheets, checklists and maintenance logs.

The unit applies to individuals who need writing skills at Australian Core Skills Framework (ACSF) level 1 to undertake a vocational training pathway or workplace tasks.

This unit is designed for integration and contextualisation with vocational units to support achievement of vocational competency.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Writing

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare to complete basic workplace formatted texts	1.1 Identify the audience and purpose of formatted text 1.2 Identify text features 1.3 Identify relevant key personal or workplace information required
2. Complete basic workplace formatted texts	2.1 Use writing strategies to complete text 2.2 Use appropriate writing conventions 2.3 Check and finalise text

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading		• Reads fields on formatted texts e.g. name, address, age
Oral Communication		• Checks with trainer or supervisor that formatted text is completed correctly

Mapping Information

Not applicable

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

       PwC's Skills for Australia

Assessment Requirements for FSKWTG02 Write basic workplace formatted texts

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Performance Evidence

Evidence of the ability to:

- complete basic workplace formatted texts appropriate to audience and purpose
- check and finalise basic workplace formatted texts.

Evidence must be collected using formatted texts typically found in the workplace.

Note: Where a specific volume and/or frequency is not specified, evidence must be provided at least once.

Knowledge Evidence

Evidence of the following knowledge must be demonstrated:

- features of basic workplace formatted texts
- writing strategies to complete basic workplace formatted texts
- writing conventions for basic workplace formatted texts.

Assessment Conditions

Assessment texts and tasks reflect those typically found in the workplace.

Advice and support available.

Culturally appropriate processes and techniques suited to the language, literacy and numeracy capacity of individuals and the work being performed must be used.

Reasonable adjustment can be made to ensure equity in assessment for people with disabilities.

Assessors must satisfy NVR/AQTF assessor requirements, have sound knowledge of the ACSF and have demonstrable expertise in the vocational contextualisation and assessment of the core skill - writing.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

FSKWTG03 Write basic workplace information

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Application

This unit describes the skills and knowledge required to write basic workplace texts which may be in printed or digital format, such as simple emails, SMSs, personnel forms, time sheets and checklists.

The unit applies to individuals who need writing skills at Australian Core Skills Framework (ACSF) level 1 to undertake a vocational training pathway or workplace tasks.

This unit is designed for integration and contextualisation with vocational units to support achievement of vocational competency.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Writing

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare to write basic workplace texts	1.1 Recognise the audience and purpose of workplace text 1.2 Recognise text features 1.3 Identify relevant key personal or workplace information required in text
2. Use writing strategies to write basic workplace texts	2.1 Identify writing strategies to use when writing text 2.2 Write text using appropriate grammar and vocabulary and writing conventions
3. Review and finalise basic workplace texts	3.1 Check written text 3.2 Seek advice and assistance from supervisor or trainer on draft where required 3.3 Finalise text

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading		• Reads fields on formatted text e.g. surname, address, date, signature
Oral Communication		• Discusses text with others e.g. trainer or supervisor during planning, drafting, reviewing

Mapping Information

Not applicable

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

Assessment Requirements for FSKWTG03 Write basic workplace information

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Performance Evidence

Evidence of the ability to:

- write basic workplace texts appropriate to audience and purpose
- check drafts to finalise basic workplace texts.

Evidence must be collected using basic texts typically found in the workplace.

Note: Where a specific volume and/or frequency is not specified, evidence must be provided at least once.

Knowledge Evidence

Evidence of the following knowledge must be demonstrated:

- purpose and features of basic workplace texts
- writing strategies for basic workplace texts
- grammar and vocabulary for basic workplace texts
- writing conventions for basic workplace texts.

Assessment Conditions

Assessment texts and tasks reflect those typically found in the workplace.

Advice and support is available.

Culturally appropriate processes and techniques suited to the language, literacy and numeracy capacity of individuals and the work being performed must be used.

Reasonable adjustment can be made to ensure equity in assessment for people with disabilities.

Assessors must satisfy NVR/AQTF assessor requirements, have sound knowledge of the ACSF and have demonstrable expertise in the vocational contextualisation and assessment of the core skill - writing.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

FSKWTG04 Write simple informal workplace texts

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Application

This unit describes the skills and knowledge required to write simple informal workplace texts which may be in printed or digital format, such as an email to colleague requesting information, SMS to supervisor, note to co-worker on next shift or instant message to co-worker.

The unit applies to individuals who need writing skills at Australian Core Skills Framework (ACSF) level 2 to undertake a vocational training pathway or workplace tasks.

This unit is designed for integration and contextualisation with vocational units to support achievement of vocational competency.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Writing

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare to write simple informal workplace texts	1.1 Identify the audience and purpose of informal text 1.2 Identify text features 1.3 Plan to write text
2. Draft simple informal workplace texts	2.1 Use drafting strategies to write informal text 2.2 Use appropriate layout and organisation 2.3 Use appropriate grammar and vocabulary and writing conventions
3. Revise and finalise simple informal workplace texts	3.1 Check draft text 3.2 Seek advice and assistance from supervisor or trainer where required 3.3 Finalise text

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Oral Communication		• Confirms with trainer or supervisor that text is appropriate to audience and purpose

Mapping Information

Not applicable

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

Assessment Requirements for FSKWTG04 Write simple informal workplace texts

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Performance Evidence

Evidence of the ability to:

- write simple informal workplace texts appropriate to audience and purpose
- review drafts to finalise informal workplace texts.

Evidence must be collected using simple informal texts typically found in the workplace.

Note: Where a specific volume and/or frequency is not specified, evidence must be provided at least once.

Knowledge Evidence

Evidence of the following knowledge must be demonstrated:

- features of simple informal workplace texts
- writing strategies – planning, drafting, reviewing – to complete simple informal workplace texts
- grammar and vocabulary for simple informal workplace texts
- writing conventions for simple informal workplace texts.

Assessment Conditions

Assessment texts and tasks reflect those typically found in the workplace.

Advice and support is available if requested.

Culturally appropriate processes and techniques suited to the language, literacy and numeracy capacity of individuals and the work being performed must be used.

Reasonable adjustment can be made to ensure equity in assessment for people with disabilities.

Assessors must satisfy NVR/AQTF assessor requirements, have sound knowledge of the ACSF and have demonstrable expertise in the vocational contextualisation and assessment of the core skill - writing.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

FSKWTG05 Complete simple workplace formatted texts

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Application

This unit describes the skills and knowledge required to complete simple workplace formatted texts which may be in printed or digital format, such as simple incident or accident reports, purchase orders, or brief shift notes.

The unit applies to individuals who need writing skills at Australian Core Skills Framework (ACSF) level 2 to undertake vocational training pathway or workplace tasks.

This unit is designed for integration and contextualisation with vocational units to support achievement of vocational competency.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Writing

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare to complete simple workplace formatted texts	1.1 Identify the audience and purpose of formatted text 1.2 Identify text features 1.3 Plan to write text
2. Draft simple workplace formatted texts	2.1 Use drafting strategies to complete formatted text 2.2 Use appropriate layout and organisation 2.3 Use appropriate grammar and vocabulary and writing conventions
3. Review and finalise simple workplace formatted texts	3.1 Check draft text 3.2 Seek advice and assistance from supervisor or trainer where required 3.3 Finalise text

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading		• Reads fields or questions on formatted texts
Oral Communication		• Confirms with trainer or supervisor that text is appropriate to audience and purpose

Mapping Information

Not applicable

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

Assessment Requirements for FSKWTG05 Complete simple workplace formatted texts

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Performance Evidence

Evidence of the ability to:

- complete simple workplace formatted texts appropriate to audience and purpose
- review drafts to finalise simple workplace formatted texts.

Evidence must be collected using simple formatted texts typically found in the workplace.

Note: Where a specific volume and/or frequency is not specified, evidence must be provided at least once.

Knowledge Evidence

Evidence of the following knowledge must be demonstrated:

- features of simple workplace formatted texts
- writing strategies – planning, drafting, reviewing – to complete simple workplace formatted texts
- grammar and vocabulary for simple workplace formatted texts
- writing conventions for simple workplace formatted texts.

Assessment Conditions

Assessment texts and tasks reflect those typically found in the workplace.

Advice and support is available if requested.

Culturally appropriate processes and techniques suited to the language, literacy and numeracy capacity of individuals and the work being performed must be used.

Reasonable adjustment can be made to ensure equity in assessment for people with disabilities.

Assessors must satisfy NVR/AQTF assessor requirements, have sound knowledge of the ACSF and have demonstrable expertise in the vocational contextualisation and assessment of the core skill - writing.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

FSKWTG06 Write simple workplace information

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Application

This unit describes the skills and knowledge required to write simple workplace texts which may be in printed or digital format, such as incident or accident reports, purchase orders, brief shift notes, emails, messages, or WHS records.

The unit applies to individuals who need writing skills at Australian Core Skills Framework (ACSF) level 2 to undertake a vocational training pathway or workplace tasks.

This unit is designed for integration and contextualisation with vocational units to support achievement of vocational competency.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Writing

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare to write simple workplace texts	1.1 Identify the audience and purpose of workplace text 1.2 Identify text features 1.3 Plan to write text
2. Use drafting strategies to write simple workplace texts	2.1 Identify drafting strategies to use when writing simple workplace text 2.2 Write text using appropriate layout and organisation 2.3 Use appropriate grammar and vocabulary and writing conventions
3. Review and finalise simple workplace texts	3.1 Check draft text 3.2 Seek advice and assistance from supervisor or trainer on draft where required 3.3 Finalise text

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading		• Reads fields or questions on formatted texts
Oral Communication		• Confirms trainer or supervisor that text is appropriate to audience and purpose

Mapping Information

Not applicable

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

Assessment Requirements for FSKWTG06 Write simple workplace information

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Performance Evidence

Evidence of the ability to:

- write simple workplace texts appropriate to audience and purpose
- review drafts to revise and finalise simple workplace texts.

Evidence must be collected using simple texts typically found in the workplace.

Note: Where a specific volume and/or frequency is not specified, evidence must be provided at least once.

Knowledge Evidence

Evidence of the following knowledge must be demonstrated:

- features of simple workplace texts
- writing strategies – planning, drafting, reviewing – for simple workplace texts
- grammar and vocabulary for simple workplace texts
- writing conventions for simple workplace texts.

Assessment Conditions

Assessment texts and tasks reflect those typically found in the workplace.

Advice and support is available if requested.

Culturally appropriate processes and techniques suited to the language, literacy and numeracy capacity of individuals and the work being performed must be used.

Reasonable adjustment can be made to ensure equity in assessment for people with disabilities.

Assessors must satisfy NVR/AQTF assessor requirements, have sound knowledge of the ACSF and have demonstrable expertise in the vocational contextualisation and assessment of the core skill - writing.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

FSKWTG07 Write routine formal workplace texts

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Application

This unit describes the skills and knowledge required to write routine formal emails and letters, such as when responding to a customer query or complaint, sending a request for goods or services to a supplier, accompanying a quotation for proposed work to a client, or writing an application letter.

The unit applies to individuals who need writing skills at Australian Core Skills Framework (ACSF) level 3 to undertake a vocational training pathway or workplace tasks.

This unit is designed for integration and contextualisation with vocational units to support achievement of vocational competency.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Writing

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare to write routine formal workplace texts	1.1 Identify the audience and purpose of text 1.2 Identify text features 1.3 Plan to write text
2. Draft routine formal workplace texts	2.1 Use drafting strategies to write formal text 2.2 Use appropriate layout and organisation 2.3 Use appropriate grammar and vocabulary and writing conventions
3. Review and finalise routine formal workplace texts	3.1 Review draft text 3.2 Revise and finalise text

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Oral Communication		• Confirms with trainer or supervisor that text is appropriate to audience and purpose

Mapping Information

Not applicable

PwC's Skills for Australia

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c 771f178

PwC's Skills for Australia

Assessment Requirements for FSKWTG07 Write routine formal workplace texts

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Performance Evidence

Evidence of the ability to:

- write routine formal workplace texts appropriate to audience and purpose
- review drafts to revise and finalise formal workplace texts.

Evidence must be collected using routine formal texts typically found in the workplace.

Note: Where a specific volume and/or frequency is not specified, evidence must be provided at least once.

Knowledge Evidence

Evidence of the following knowledge must be demonstrated:

- features of routine formal workplace texts
- writing strategies – planning, drafting, proofing, reviewing – to complete routine formal workplace texts
- grammar and vocabulary for routine formal workplace texts
- writing conventions for routine formal workplace texts.

Assessment Conditions

Assessment texts and tasks reflect those typically found in the workplace.

Individuals can access own familiar support resources.

Culturally appropriate processes and techniques suited to the language, literacy and numeracy capacity of individuals and the work being performed must be used.

Reasonable adjustment can be made to ensure equity in assessment for people with disabilities.

Assessors must satisfy NVR/AQTF assessor requirements, have sound knowledge of the ACSF and have demonstrable expertise in the vocational contextualisation and assessment of the core skill - writing.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c 771f178

FSKWTG08 Complete routine workplace formatted texts

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Application

This unit describes the skills and knowledge required to complete routine workplace formatted texts which may be in printed or digital format, such as online training applications, accident or incident reports, shift handover reports, job applications, or performance appraisal forms.

The unit applies to individuals who need writing skills at Australian Core Skills Framework (ACSF) level 3 to undertake a vocational training pathway or workplace tasks.

This unit is designed for integration and contextualisation with vocational units to support achievement of vocational competency.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Writing

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare to complete routine workplace formatted texts	1.1 Identify the audience and purpose of formatted text 1.2 Identify text features 1.3 Plan to write text
2. Draft routine workplace formatted texts	2.1 Use drafting strategies to write formatted text 2.2 Use appropriate grammar and vocabulary and writing conventions
3. Review and finalise routine workplace formatted texts	3.1 Review draft text 3.2 Revise and finalise text

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading		• Reads required fields and/or questions on formatted texts
Oral Communication		• Confirms with trainer or supervisor that text is appropriate to audience and purpose

Mapping Information

Not applicable

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c 771f178

Assessment Requirements for FSKWTG08 Complete routine workplace formatted texts

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Performance Evidence

Evidence of the ability to:

- complete routine workplace formatted texts appropriate to audience and purpose
- review drafts to revise and finalise routine workplace formatted texts.

Evidence must be collected using routine formatted texts typically found in the workplace.

Note: Where a specific volume and/or frequency is not specified, evidence must be provided at least once.

Knowledge Evidence

Evidence of the following knowledge must be demonstrated:

- features of routine workplace formatted texts
- writing strategies – planning, drafting, proofreading, reviewing – to complete routine workplace formatted texts
- grammar and vocabulary for routine workplace formatted texts
- writing conventions for routine workplace formatted texts.

Assessment Conditions

Assessment texts and tasks reflect those typically found in the workplace.

Individuals can access own familiar support resources.

Culturally appropriate processes and techniques suited to the language, literacy and numeracy capacity of individuals and the work being performed must be used.

Reasonable adjustment can be made to ensure equity in assessment for people with disabilities.

Assessors must satisfy NVR/AQTF assessor requirements, have sound knowledge of the ACSF and have demonstrable expertise in the vocational contextualisation and assessment of the core skill - writing.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

FSKWTG09 Write routine workplace texts

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Application

This unit is broad in focus. It describes the skills and knowledge required to write routine workplace texts and could be used for a variety of writing types and purposes, including letters and emails, instructions, incident or accident reports, online forms, formatted job reports - in printed or digital form.

The unit applies to individuals who need writing skills at Australian Core Skills Framework (ACSF) level 3 to undertake a vocational training pathway or workplace tasks.

This unit is designed for integration and contextualisation with vocational units to support achievement of vocational competency.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Writing

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare to write routine workplace texts	1.1 Identify the audience and purpose of routine workplace text 1.2 Identify text features 1.3 Plan to write text
2. Draft routine workplace texts	2.1 Use drafting strategies to write routine workplace text 2.2 Use appropriate layout and organisation 2.3 Use appropriate grammar and vocabulary 2.4 Use appropriate writing conventions
3. Review and finalise routine workplace texts	3.1 Review text 3.2 Revise and finalise text

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading		• Reads required fields and/or questions on formatted texts
Oral Communication		• Confirms with trainer or supervisor that text is appropriate to audience and purpose

Mapping Information

Not applicable

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

Assessment Requirements for FSKWTG09 Write routine workplace texts

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Performance Evidence

Evidence of the ability to:

- write routine workplace texts appropriate to audience and purpose
- review drafts to revise and finalise routine workplace texts.

Evidence must be collected using routine texts typically found in the workplace.

Note: Where a specific volume and/or frequency is not specified, evidence must be provided at least once.

Knowledge Evidence

Evidence of the following knowledge must be demonstrated:

- features of a range of routine workplace texts
- writing strategies – planning, drafting, proofing, reviewing – to complete routine workplace texts
- grammar and vocabulary for routine workplace texts
- writing conventions for routine workplace texts.

PwC's Skills for Australia

Assessment Conditions

Assessment texts and tasks reflect those typically found in the workplace.

Individuals can access own familiar support resources.

Culturally appropriate processes and techniques suited to the language, literacy and numeracy capacity of individuals and the work being performed must be used.

Reasonable adjustment can be made to ensure equity in assessment for people with disabilities.

Assessors must satisfy NVR/AQTF assessor requirements, have sound knowledge of the ACSF and have demonstrable expertise in the vocational contextualisation and assessment of the core skill - writing.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

FSKWTG10 Write complex workplace texts

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Application

This unit describes the skills and knowledge required to write complex workplace texts which may be in printed or digital format, such as reports, technical or design briefs, induction manuals, standard operating procedures and instruction manuals.

The unit applies to individuals who need writing skills at Australian Core Skills Framework (ACSF) level 4 to undertake a vocational training pathway or workplace tasks.

This unit is designed for integration and contextualisation with vocational units to support achievement of vocational competency.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Writing

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare to write complex workplace texts	1.1 Identify audience and purpose of complex text 1.2 Identify text features 1.3 Plan to write text
2. Draft complex workplace texts	2.1 Use drafting strategies to write complex text 2.2 Use appropriate layout and organisation 2.3 Use appropriate grammar and vocabulary and writing conventions
3. Review and finalise complex workplace texts	3.1 Critically review draft text 3.2 Revise and finalise text

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Oral Communication		• Confirms with trainer or supervisor that text is appropriate to audience and purpose

Mapping Information

Not applicable

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

PwC's Skills for Australia

Assessment Requirements for FSKWTG10 Write complex workplace texts

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Performance Evidence

Evidence of the ability to:

- write complex workplace texts appropriate to audience and purpose
- critically review drafts to finalise workplace texts.

Evidence must be collected using complex texts typically found in the workplace.

Note: Where a specific volume and/or frequency is not specified, evidence must be provided at least once.

Knowledge Evidence

Evidence of the following knowledge must be demonstrated:

- features of complex workplace texts
- writing strategies – planning, drafting, proofing, reviewing – to produce complex workplace texts
- grammar and vocabulary for complex workplace texts
- writing conventions for complex workplace texts.

Assessment Conditions

Assessment texts and tasks reflect those typically found in the workplace.

Individuals can access a range of established support resources.

Culturally appropriate processes and techniques suited to the language, literacy and numeracy capacity of individuals and the work being performed must be used.

Reasonable adjustment can be made to ensure equity in assessment for people with disabilities.

Assessors must satisfy NVR/AQTF assessor requirements, have sound knowledge of the ACSF and have demonstrable expertise in the vocational contextualisation and assessment of the core skill - writing.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

FSKWTG11 Write highly complex workplace texts

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Application

This unit describes the skills and knowledge required to write highly complex workplace texts which may be in printed or digital format, such as position papers or reports, organisational plans, complex instructions, case analysis reports, contracts, web content or promotional material.

The unit applies to individuals who need writing skills at Australian Core Skills Framework (ACSF) level 5 to undertake a vocational training pathway or workplace tasks.

This unit is designed for integration and contextualisation with vocational units to support achievement of vocational competency.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Writing

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare to write highly complex workplace texts	1.1 Identify audience and purpose of a highly complex text 1.2 Identify text features 1.3 Plan to write text
2. Draft highly complex workplace texts	2.1 Use drafting strategies to write complex text 2.2 Use appropriate layout and organisation 2.3 Use appropriate language features and writing conventions
3. Review and finalise highly complex workplace texts	3.1 Review and critically reflect on draft text 3.2 Revise and finalise text

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Oral Communication		• Confirms with trainer or supervisor that text is appropriate to audience and purpose

Mapping Information

Not applicable

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

Assessment Requirements for FSKWTG11 Write highly complex workplace texts

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Performance Evidence

Evidence of the ability to:

- write highly complex workplace texts appropriate to audience and purpose.

Evidence must be collected using highly complex texts typically found in the workplace.

Note: Where a specific volume and/or frequency is not specified, evidence must be provided at least once.

Knowledge Evidence

Evidence of the following knowledge must be demonstrated:

- features of highly complex workplace texts
- writing strategies – planning, drafting, proofreading, reviewing – to produce highly complex workplace texts
- grammar and vocabulary for highly complex workplace texts
- writing conventions for highly complex workplace texts.

Assessment Conditions

Assessment texts and tasks reflect those typically found in the workplace.

Individuals can access a broad range of support resources.

Culturally appropriate processes and techniques suited to the language, literacy and numeracy capacity of individuals and the work being performed must be used.

Reasonable adjustment can be made to ensure equity in assessment for people with disabilities.

Assessors must satisfy NVR/AQTF assessor requirements, have sound knowledge of the ACSF and have demonstrable expertise in the vocational contextualisation and assessment of the core skill - writing.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

FSK Foundation Skills Training Package

Modification History

Version number	Release Date	Comments
1	March 2013	Primary Release of Streamlined training package

Credit Arrangements

Credit Arrangements for FSK Foundation Skills Training Package		
Qualification Code	**Qualification Title**	**Credit Arrangement Details**
		At the time of endorsement of this Training Package no national credit arrangements exist.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178