



Australian Government

FSKLRG001 Prepare to participate in a learning environment

Release: 1

FSKLRG001 Prepare to participate in a learning environment

Modification History

Release	Comments
Release 1	This version first released with FSK Foundation Skills Training Package Version 2.0.

Application

This unit describes the skills and knowledge required to develop an initial learning plan to engage with formal or informal vocational and/or workplace learning activities. The learning plan includes skills related to digital competency, managing time and commitments, developing a learner/peer support network, and/or developing simple strategies for supported learning. An individual preparing a learning plan will be required to identify learning goals and initial steps required to achieve their learning goals.

An individual performing these tasks operates alongside an expert or mentor where significant support, prompting, advice and modelling can be provided.

This unit applies to individuals who use, or are preparing to use, learning skills to complete workplace activities. This includes existing workers and individuals preparing for employment through vocational education and training. This unit can be integrated and contextualised with vocational training to support achievement of vocational competency.

The unit is aligned to, but does not fully address, the Australian Core Skills Framework (ACSF) learning core skill indicators .01 and .02 at pre-level 1 in the workplace and employment domain of communication.

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
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Prepare to engage in learning	1.1 Identify own resource and planning needs for vocational training or workplace learning, with assistance

Element	Performance Criteria
	1.2 Identify an immediate learning goal based on learning needs and preference for learning activities, with assistance 1.3 Identify potential barriers to participating in learning
2. Propose a plan for learning	2.1 Identify how to access highly familiar learning resources and available support 2.2 Identify highly familiar and initial steps to achieving goals 2.3 Review plan with expert or mentor

Foundation Skills

This section describes language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Mapping Information

Supersedes and is equivalent to FSKLRG01 Prepare to participate in a learning environment.

Links

Companion Volume Implementation Guide is found on VETNet -

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

Assessment Requirements for FSKLRG001 Prepare to participate in a learning environment

Modification History

Release	Comments
Release 1	This version first released with FSK Foundation Skills Training Package Version 2.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- identify at least one learning goal and describe initial steps to achieve goal.
-

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- own barriers to learning
- own learning goals
- common sources of support and information to achieve learning objectives
- relevant, simple, implementable steps to achieve goal.
-

Assessment Conditions

Competency is to be assessed in the workplace, a workplace simulated environment or a vocational training context.

Skills must be demonstrated using very short and simple texts or tasks that reflect those typically found in a workplace.

The following resources are to be made available:

- an expert or mentor to initiate and provide highly structured support and modelling to learner
- a frequently used word list for learning in the workplace
- own familiar support resources.

Assessors must:

- satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards, and
- have sound knowledge of the ACSF and performance features of the ACSF level being assessed, and
- have demonstrable expertise, knowledge and skills in the vocational contextualisation and assessment of the core skill, learning, and
- have completed the following or equivalent:
 - TAESS00009 Address Foundation Skills in Vocational Practice Skill Set; or
 - a higher level education qualification, such as:
 - TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice (and its equivalent TAE70111); or
 - Bachelor of Education, Graduate Certificate or Graduate Diploma of Education, or higher. This may include qualifications relating to TESOL, adult education or vocational education.
 -

Links

Companion Volume Implementation Guide is found on VETNet -

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