



Australian Government

FSKLRG004 Use short and simple strategies for work-related learning

Release: 1

FSKLRG004 Use short and simple strategies for work-related learning

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 identify own learning goals and needs to engage in a vocational or workplace learning environment.

An individual performing these tasks works alongside an expert or mentor where prompting and advice can be provided as needed.

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 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 learning needs, with assistance 1.2 Identify preferred approaches to learning 1.3 Identify potential barriers to learning

Element	Performance Criteria
2. Apply strategies for learning	2.1 Identify and select short term learning goals, with assistance 2.2 Identify short and simple learning strategies to support learning goals 2.3 Identify and use a limited range of learning support resources 2.4 Develop a short and simple learning plan to achieve goals
3. Review own learning progress	3.1 Check progress against learning plan 3.2 Seek feedback on learning progression 3.3 Identify areas for further learning and/or development

Foundation Skills

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

Skill	Description
Reading	Locates and reads information to support own work-related learning

Mapping Information

Supersedes and is equivalent to FSKLRG04 Use basic strategies for work-related learning.

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 FSKLRG004 Use short and simple strategies for work-related learning

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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 two learning goals and develop a short and simple personal or vocational learning plan to support goal achievement
- check and review learning plan with guidance and assistance from expert or mentor on at least one occasion.
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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:

- common learning approaches and the application of each
- potential barriers to learning
- own learning goals and needs
- short and simple strategies to support learning goals
- support resources relevant to goals identified
- approaches to check and respond to progress of learning plans
- typical features of short and simple learning plans.
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Assessment Conditions

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

Skills must be demonstrated using 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 provide prompting and advice to learner, as needed

- frequently used word list for learning in the workplace
- own familiar support resources
- learning 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.

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