



Australian Government

FSKLRG008 Use simple strategies for work-related learning

Release: 1

FSKLRG008 Use 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 and develop a learning plan and strategies to assist in participation in a vocational or workplace learning environment.

An individual performing these tasks may work with an expert or mentor where support is available if requested.

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 should 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 2 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 for learning	1.1 Identify suitable learning goals relevant to a work environment 1.2 Identify strengths and weaknesses as a learner and preferred approaches to learning 1.3 Identify potential barriers to own learning and propose possible

Element	Performance Criteria
	solutions
2. Use strategies for learning	2.1 Identify and select short-term work-related learning goal 2.2 Locate information related to learning goal and assess its relevance 2.3 Identify suitable learning strategies to achieve learning goal 2.4 Identify and access a range of support resources required to achieve goal 2.5 Develop a learning plan to achieve goal, which includes a learning pathway and a method to measure outcomes
3. Review own learning progress	3.1 Check progress against learning plan and identified goals 3.2 Seek feedback on learning progression and establish options for improvement 3.3 Identify areas for further learning and training

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
Oral Communication	Discusses learning progress with expert or mentor

Mapping Information

Supersedes and is equivalent to FSKLRG08 Use simple 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 FSKLRG008 Use 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 work related learning goals and develop a personal learning plan to support goal achievement
- check and review progress against plan and goals 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:

- own strengths and weaknesses as a learner
- different learning approaches and their application to work related learning
- common barriers to learning and solutions to address them
- own learning goals and needs
- at least three simple strategies to support learning goals
- support resources and appropriate techniques to assess information relevant to work related learning goals
- typical features of learning plans
- approaches to check and respond to progress of 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 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 support to learner if requested
- 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.

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