



Australian Government

FSKLRG009 Use strategies to respond to routine workplace problems

Release: 1

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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 routine workplace problems and plan strategies to respond to them.

An individual performing these tasks works independently and uses familiar support resources 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 should be integrated and contextualised with vocational training to support achievement of vocational competency.

This unit is aligned to, but does not fully address, the Australian Core Skills Framework (ACSF) learning core skill indicators .01 and .02 at level 3 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. Plan to respond to workplace problems	1.1 Identify predictable problems in the workplace and desired outcomes 1.2 Identify appropriate responses to predictable problems and resources required

Element	Performance Criteria
	1.3 Identify own role and role of others in resolving routine workplace problems
2. Propose problem solving strategies	2.1 Select a routine workplace problem to apply problem solving strategies 2.2 Identify internal and external factors contributing to the selected workplace problem 2.3 Apply suitable problem resolution practice to the situation 2.4 Assess and address potential barriers that may hinder problem solving process 2.5 Evaluate problem solving strategies and propose most appropriate
3. Review problem solving strategies	3.1 Seek feedback on proposed problem-solving strategy 3.2 Evaluate feedback and record 3.3 Revise strategies and make improvements as appropriate for future application

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 FSKLRG09 Use strategies to respond to routine workplace problems.

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 FSKLRG009 Use strategies to respond to routine workplace problems

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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 routine workplace problems and propose appropriate problem-solving strategies
- review and discuss the above strategies with workplace or training mentor or supervisor 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:

- routine problems relevant to workplace
- common internal and external factors that may contribute to routine workplace problems
- common workplace and personal barriers that may hinder the problem-solving process
- range of strategies to respond to routine workplace problems
- sources of advice and feedback
- strategies to evaluate feedback and make modifications to proposed problem solving strategy.
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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 routine texts or tasks that reflect those typically found in a workplace.

The following resources are to be made available:

- 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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