



Australian Government

FSKLRG011 Use routine strategies for work-related learning

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 own learning goals and needs and develop a formal learning plan to participate in a vocational or workplace learning environment.

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. Prepare for learning	1.1 Identify work-related learning goals 1.2 Investigate and select a range of formal and informal learning pathways 1.3 Investigate a range of approaches to achieve goals, identifying

Element	Performance Criteria
	strengths and limitations of approaches 1.4 Anticipate potential barriers to learning
2. Use strategies for learning	2.1 Identify and select work-related goal 2.2 Identify a preferred approach to achieving work-related learning goal 2.3 Identify and implement strategies to address barriers to achieving learning goal 2.4 Propose routine learning strategies to achieve learning goal 2.5 Identify and access a range of reliable support resources 2.6 Create and use a formal learning plan to implement strategies
3. Review own learning progress	3.1 Monitor progress against plan and reflect on actions and outcomes, identifying options for improvement 3.2 Seek feedback on learning progression 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.

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

Mapping Information

Supersedes and is equivalent to FSKLRG11 Use routine 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 FSKLRG011 Use routine 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:

- develop at least one formal learning plan to support the achievement of identified work-related learning goal and learning pathway
- check and review progress against plan 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:

- work related tasks requiring learning
- common barriers to learning and solutions to address barriers
- routine strategies to support learning goals
- own learning goals
- relevant education and training requirements for selected learning pathway options
- relevant support resources for personal learning goals and techniques to assess validity of source
- typical features of a formal learning plan
- 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 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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