



Australian Government

FSKLRG014 Manage strategies for career progression

Release: 1

FSKLRG014 Manage strategies for career progression

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 manage appropriate formal and informal learning relevant to own career progression goals and to develop an individual action plan.

An individual performing these tasks works independently and uses support from a range of established resources.

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 4 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. Identify and investigate career progression options	1.1 Identify suitable career progression options 1.2 Investigate skills needed and training required for career progression 1.3 Assess own strengths and weaknesses in various contexts and

Element	Performance Criteria
	identify skills and knowledge areas of need
2. Plan for career progression	2.1 Select appropriate career progression pathway 2.2 Identify strategies to progress career 2.3 Develop an individual action plan with short, medium and long term steps that are sequenced and prioritised to achieve goal 2.4 Identify competing requirements and expectations and build solutions into action plan
3. Review plan	3.1 Monitor and reflect on effectiveness of action plan 3.2 Review individual action plan and strategies and adjust as necessary

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
Self-Management	Applies independent learning strategies to manage and prepare for career progression

Mapping Information

Supersedes and is equivalent to FSKLRG14 Manage strategies for career progression.

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 FSKLRG014 Manage strategies for career progression

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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 an individual action plan to manage career progression
- review and revise 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:

- techniques to research career options and the roles and responsibilities associated with job roles
- common barriers to learning
- common strategies to progress career
- strategies to monitor and reflect on career progression
- common features of action or learning plans, including:
 - short, medium and long term goals
 - sequenced actions and timeframes
 - required skill developments
 - barriers and solutions
- appropriate career progression pathways
- approaches to check and respond to progress of 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 complex 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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