



Australian Government

FSKLRG016 Use short and simple strategies to organise highly familiar workplace tasks

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 develop plans to complete short and simple workplace tasks with a highly explicit purpose that involve one or two concrete steps.

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. Identify short and simple workplace tasks	1.1 Identify a range of short and simple workplace tasks 1.2 Select highly familiar workplace task for review
2. Prepare plan	2.1 Identify highly explicit purpose of task and desired outcomes

Element	Performance Criteria
	2.2 Identify appropriate tools from the immediate environment required to complete task, with assistance 2.3 Use short and simple strategies to plan task, with assistance
3. Review plan	3.1 Seek feedback from expert or mentor 3.2 Respond to feedback as appropriate

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.

Unit Mapping Information

No equivalent unit.

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 FSKLRG016 Use short and simple strategies to organise highly familiar workplace tasks

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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 different, highly familiar workplace tasks and develop a plan to complete tasks in accordance with purpose.
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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:

- highly familiar tasks relevant to the workplace
- workplace materials required to complete highly familiar workplace tasks
- short and simple strategies to complete highly familiar workplace tasks
- typical features of short and simple plans
- techniques to respond to feedback as necessary.
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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 feedback to learner, as needed
- 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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