



Australian Government

FSKLRG01 Prepare to participate in a learning environment

Release: 1

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Modification History

Release	Comments
Release 1	This streamlined version first released with <i>FSK Foundation Skills Training Package version 1.0</i> .

Application

This unit describes the skills and knowledge required to develop an initial learning plan to engage with a vocational and/or workplace learning environment.

The unit applies to individuals who need learning skills at Australian Core Skills Framework (ACSF) pre-level 1 to undertake a vocational training pathway or workplace tasks.

This unit is designed for integration and contextualisation with vocational units to support achievement of vocational competency.

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 to engage in learning	1.1 Identify immediate learning goals 1.2 Identify barriers to achieving goals
2. Propose a plan for learning	2.1 Identify learning support resources 2.2 Identify initial steps to achieving goals 2.3 Review proposal with supervisor or trainer

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Oral Communication		Discusses individual learning plan with supervisor or trainer
Planning and Organising		Plans immediate learning goals

Mapping Information

Not applicable

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178>

Assessment Requirements for FSKLRG01 Prepare to participate in a learning environment

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Performance Evidence

Evidence of the ability to:

- identify learning goal/s
- identify initial steps to achieve goal/s.

Note: Where a specific volume and/or frequency is not specified, evidence must be provided at least once.

Knowledge Evidence

Evidence of the following knowledge must be demonstrated:

- own learning goals
- sources of support and information.

Assessment Conditions

Assessment texts and tasks reflect those typically found in the workplace.

A significant level of advice and support is available.

Culturally appropriate processes and techniques suited to the language, literacy and numeracy capacity of individuals and the work being performed must be used.

Reasonable adjustments can be made to ensure equity in assessment for people with disabilities.

Assessors must satisfy NVR/AQTF assessor requirements, have sound knowledge of the ACSF and have demonstrable expertise in the vocational contextualisation and assessment of the core skill - learning.

Links

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