



**Australian Government**

# **FSKLRG14 Manage strategies for career progression**

**Release: 2**

## FSKLRG14 Manage strategies for career progression

### Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                                                         |
|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 2 | <p>This version created to correct error in migration of <i>Assessment Requirements</i> for this unit. This version reflects the <i>Assessment Requirements</i> as endorsed by the NSSC.</p> <p>Corrections have been made in the <i>Performance evidence</i> and <i>Knowledge evidence</i> sections. No changes have been made to the unit.</p> |
| Release 1 | <p>This streamlined version first released with <i>FSK Foundation Skills Training Package version 1.0</i>.</p>                                                                                                                                                                                                                                   |

### 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.

This unit applies to individuals who need learning skills at Australian Core Skills Framework (ACSF) level 4 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. Investigate career progression options        | 1.1 Identify suitable career progression options<br>1.2 Investigate education and training requirements for career |

| Element                        | Performance Criteria                                                                                                                                                                         |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                | progression<br>1.3 Assess own learning challenges and opportunities to achieve career progression                                                                                            |
| 2. Plan for career progression | 2.1 Select appropriate career progression pathway<br>2.2 Identify career progression strategies<br>2.3 Develop an individual action plan<br>2.4 Review individual action plan and strategies |

## 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                                                                                                                                                                                                          |
|-------------------------|----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Planning and Organising |                      | <ul style="list-style-type: none"><li>Develops and reviews career action plan</li></ul>                                                                                                                              |
| Self Management         |                      | <ul style="list-style-type: none"><li>Applies independent learning strategies to manage and prepare for career progression</li><li>Investigates education and training requirements for career progression</li></ul> |

## Mapping Information

### 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 FSKLRG14 Manage strategies for career progression

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### Performance Evidence

Evidence of the ability to:

- develop an individual action plan to manage career progression
- review action plan.

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:

- strategies to monitor and reflect on career progression
- action or learning plans
- appropriate career progression pathways.

### Assessment Conditions

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

Individuals can access a range of established support services.

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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