**Training and Assessment Strategy**

**FSK20119 Certificate II in Skills for Work and Vocational Pathways**

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### Section 1 – RTO and Qualification Details

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| --- | --- | --- | --- | --- | --- |
| **RTO Name** | BrainstormRTO | | RTO ID # | | 12345 |
| **Training package** | Code | FSK | Release # and Date | | Release 2  14/Nov/2019 |
| Title | Foundation Skills Training Package | | | |
| **Qualification** | Code | FSK20119 | Release # and Date | | Release 1  14/Nov/2019 |
| Title | Certificate II in Skills for Work and Vocational Pathways | | | |
| Packaging rules | **14** units of competency  **1** core unit, *plus* **13**  elective units  The electives are to be chosen as follows:   * up to 5 units may be selected from Group A * at least 5 units must be selected from Group B   3 units must be selected from any currently endorsed training package qualification or accredited course other than FSK  Remaining units may be selected from the FSK training package or any currently endorsed training package qualification or accredited course.  Elective units must be relevant to vocational pathways and not duplicate the outcomes of already selected units. | | | |
| Download qualification from: <https://training.gov.au/Training/Details/FSK20119> | | | |
| Date TAS developed | 3/1/2023 | Dates TAS  Updated | | N/A |
| Name of TAS Developer | Belinda Smith | | Name of Person updating TAS |  |

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| **Units of Competency** | | **Core/ Elective/ Group** | **Pre/Co requisite unit(s) Yes/No** | **ACSF levels**  **L, R, W, O, N** |
| FSKLRG009 Use strategies to respond to routine workplace problems | | Core | No | L3,R2,W2,O2 |
| FSKNUM003 Use whole numbers and halves for work | | Elective | No | L2,R1,W1,O1,N1 |
| FSKNUM014 Calculate with whole numbers and familiar fractions, decimals and percentages for work | | Group A | No | L2,R2,W2,N3 |
| FSKNUM019 Interpret routine tables, graphs and charts and use information and data for work | | Group A | No | L2,R2,W2,N3 |
| FSKNUM023 Estimate, measure and calculate measurements for work | | Group A | No | L3,R2,W2,N4 |
| FSKDIG003 Use digital technology for non-routine workplace tasks | | Group B | No | L1,R2,W2 |
| FSKLRG011 Use routine strategies for work-related learning | | Group B | No | L3, R3,W3 |
| FSKWTG008 Complete routine workplace formatted texts | | Group B | No | L2,R3,W3 |
| FSKOCM003 Participate in familiar spoken interactions at work | | Elective | No | L2,R2,W2,O2 |
| FSKOCM005 Use oral communication skills for effective workplace presentations | | Group B | No | L2, R2, O3 |
| FSKOCM006 Use oral communication skills to participate in workplace teams | | Group B | No | L2, R2, O3 |
| BSBPEF202 Plan and apply time management | | Imported | No | R2, W2, O2, N1 |
|  | | Imported |  |  |
|  | | Imported |  |  |
| **Details of optional units and flexibility arrangements** | This course can be contextualised by importing 3 elective units from the vocational area relevant to the student’s prospective industry and employment opportunities.  Flexible options for RPL may be available – further discussion with the assessor is required. | | | |
| **Third-party provider arrangements** | No third-party arrangements are required for this program | | | |

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| **Volume of learning** | The volume of learning in this qualification meets the AQF definition so that the depth and breadth of the learning outcomes reflect the complexity of the qualification and the notional duration of all the activities specified for the qualification and the AQF level.  This will be achieved through a range of learning and assessment activities including but not limited to:   * Classroom participation and group work * One-on-one mentoring and tutoring * Personal study and research * Online learning activities * Additional language literacy and numeracy training/support if required | | | | |
|  | **Certificate 1**  0.5 – 1 year  600 – 1200 hours | AQF Level 1 Graduates will have knowledge and skills for initial work, community involvement and/or further learning. | | |
|  | **Certificate 2**  0.5 – 1 year  600 – 1200 hours | AQF Level 2 graduates will have knowledge and skills for work in a defined context and/or further learning. | | |
|  | **Certificate 3**  1 – 2 years  1200 – 2400 hours | AQF Level 3 graduates will have theoretical and practical knowledge and skills for work and/or further learning. | | |
|  | **Certificate 4**  0.5 – 2 years  600 – 2400 hours | AQF Level 4 graduates will have theoretical and practical knowledge and skills for specialised and/or skilled work and/or further learning. | | |
|  | **Diploma**  1 – 2 years  1200 – 2400 hours | AQF Level 5 graduates will have specialised knowledge and skills for skilled/paraprofessional work and/or further learning. | | |
| **Amount of Training**  **Inc: Duration and Scheduling of program)** | Learners will complete a total of 650 hours of training (25 hours per week x 26 weeks)  Including a weekly schedule of:  10 hours – facilitated classroom activities, group work, trainer-led instructions 10 hours – self-paced activities, online learning & workbooks.  5 hours – research, future readings, guest speakers, excursions | | | | |
| **Credit arrangements** | Credit when transitioning from an old version to a new version of a training product. If the training package developers deem a superseded unit of competency to be equivalent to its replacement, students may claim credit for a successfully completed superseded unit.  Credit when a student already holds competency for a unit of competency. If a student has a statement of attainment for a unit competency and it has the same code as a unit of competency making up this program, they may apply for a credit transfer. | | | | |
| **RPL arrangements** | Students can apply for RPL using the application forms that are available. Students are eligible to apply for RPL for any competencies within the qualification that they are undertaking. | | | | |
| **Early termination of program** | If the program is terminated, students will be notified as soon as the termination decision is made. Students will be provided with a statement of attainment and provided with assistance to secure an enrolment with another RTO to complete the qualification.  Students who withdraw or cancel their enrolment before the full completion of the course will also be issued with a Statement of Attainment listing the units of competency that were successfully achieved. | | | | |
| **Foundation Skills** | **Foundation skills** are the non-technical skills that support an individual’s participation  in the workplace, the community, and in education and training.  They describe the language, literacy, numeracy (LLN) and employment skills that are essential to performance and are explicitly identified in the foundation skills field of a unit of competency, which:   * identifies the essential foundation skills that are not explicit in the performance criteria of the unit * describes the application of each skill in the context of the performance criteria * should be considered as an integrated part of the unit for assessment purposes.   The language, literacy and numeracy skills are represented by the five core skills set out in the **Australian Core Skills Framework (ACSF)**:   * Learning * Reading * Writing * Oral communication * Numeracy * Digital Literacy   This qualification has underpinning core skills that are integrated as part of the delivery and assessment processes.  Employment skills are described using either: | | | | |
| the **Employability Skills Framework:**   * Communication * Teamwork * Problem Solving * Initiative and Enterprise * Planning and Organising * Self-management * Learning * Technology | | | | the **Core Skills for Work** developmental framework   * Navigate the world of work * Interact with others * Get the work done |
| Foundation skills are embedded in the units of competency for delivery and assessment purposes using the employability skills framework appropriate to the unit of competency. | | | | |
| **Entry Requirements** | There are no specific entry requirements for this qualification however, an appropriate level of English language skill is important to the likelihood of participant success.  Where LLN issues are identified at Pre-Level 1 - learners will be encouraged to enrol in English Language training such as the AMEP (Australian Migrant English Program) or SEE (Skills for Education and Employment) ideally completing the Certificate I in General English for Adults or the Certificate I in Spoken and Written English. Contact details of RTOs delivering these government-funded courses will be provided with the support and guidance to ensure the student gains access to appropriate training.  Where individuals have identified to use a wheelchair or mobility device, or who have a hearing impairment, suitable training facilities will be booked. | | | | |
| **Certificates and Statements of Attainment** | Applicable Certificates, Transcripts and Statements of Attainment will be issued to students within 30 calendar days of their completion or withdrawal date from a course provided all fees have been paid.  Reprints of certificates and statements of attainment are readily available.  Students will be charged a fee for reprints of certificates and statements of attainment if they have lost the original or provided our RTO with an incorrect address whereby the original was posted and not received. | | | | |
| **USI** | All students must provide a valid and verified USI prior to the issuance of any certification. We issue students with an instruction manual to help them obtain their USI. Students may access their training records and results using their USI by going to [www.usi.gov.au](http://www.usi.gov.au). | | | | |
| **Assessment** | Students will undertake a series of assessment tasks that will require a range of different knowledge and skills, including project-based work, folios, and observations.  Projects/tasks and work experience evidence will be progressively gathered by the assessor for units of competency until sufficient valid evidence is gathered to make assessment decision on student competency. Submission of written work is based on the requirements of the units of competency. | | | | |
| **Learning and Assessment resources** | There are sufficient learning resources to enable students to meet the requirements for each unit of competency.  Sufficient facilities and equipment are available to support the number of learners undertaking the training and assessment. | | | | |
| **Target Learners and Environment** | The learners completing this course will reflect the diversity of the local community and labour market. Typically, the learners will be developing entry-level skills as a pathway to employment or further learning. Some learners will be early school leavers and may be at risk of long-term unemployment. The cohort will also include mature-aged workers, who have previously been employed in low-skill jobs; - they have been recently retrenched due to the downturn in manufacturing and unskilled jobs. Several of the learners are refugees who have recently completed an AMEP program and have gained the Certificate I in General English for Adults. Some learners require additional assistance with digital literacy, having never used a computer.  The additional support needs of individual students is documented on their Student Profile and Support Plan. | | | | |
| **Delivery mode** | Blended | | | | |
| **Delivery location** | BrainstormRTO classroom  BrainstormRTO Head Office, Main St YOURTOWN QLD or another locations as recorded on the delivery and session plans | | | | |
| **Foundation Skills additional support strategies** | Indicate the Foundation Skills that target clients/students may require support for and outline proposed support strategies. | | | | |
| Learning | | | Encourage students to find their own learning resources, to gather and sort information into a meaningful order, use colour coding and highlighting of text, discuss goals with others in the group, and develop a support network | |
| Reading | | | Some students may require additional support with reading. Support strategies include scaffolding of questions, and encouraging students to build a personal word list. | |
| Writing | | | Some students may require additional support with writing. Support strategies include using MSWord/Dictate, provide examples of commonly used words and sentences, chunking, mind maps, question using sentence starters, using spelling checker and dictionaries. | |
| Oral communication/ Communication | | | Some students may require additional support with oral communications. Support strategies include doing small group work, practice, shadowing. | |
| Numeracy | | | Some students may require additional support with numeracy. Support strategies include using a calculator and timetable posters | |
| Digital Literacy/ Technology | | | Some students may require additional support to find, evaluate and use online information, being able to identify fact from fake news. Supporting the students to use a range of Digital Technology | |
| Teamwork | | | Provide opportunities for students to develop confidence working as a member of a team. Providing coaching and mentoring including giving constructive feedback | |
| Problem Solving | | | Working through case studies and scenarios, learning how to solve problems and develop practical solutions | |
| Initiative and Enterprise | | | Supporting the students to be creative, to adapt to new situations, to transform ideas into actions. | |
| Planning and Organising | | | Supporting students to develop goals and plans, developing time management skills, being able to coordinate tasks with others | |
| Self-management | | | Supporting students to set personal vision and goals, to articulate those goals and to take responsibility for own goals | |
| **Work placement arrangements** | Work placement is not required for this course. All units will be completed using a simulated environment in the classroom. | | | | |

### Section 2 – Trainers and Assessors

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| **Trainers and Assessors** | Refer to individual trainer profiles.  Trainers and assessors listed below hold the training and assessment competencies as determined by the Standards for Registered Training Organisations 2015 Schedule 1.  Trainers and assessors hold vocational competency at least to the level being assessed, with broad industry knowledge and experience. | | | | |
| **Trainer Profiles** | A verified training profile for every trainer and assessor is on file with the Compliance department. The profile documents sufficient evidence of vocational competency and currency aligned to each individual unit competency that they are delivering/assessing. | | | | |
| **Team and/or supervision** | Where the RTO, in delivering training and assessment, engages an individual who is not a trainer or assessor, the individual works under the supervision of a trainer and does not determine assessment outcomes. <https://www.asqa.gov.au/standards/training-assessment/clauses-1.17-to-1.20>  There are no team teaching/supervision arrangements at present as all trainers are appropriately qualified, experienced, and current. | | | | |
| Unit of Competency | | Flora Drummond | David Richmond | Matt Li |  |
| FSKLRG009 Use strategies to respond to routine workplace problems | |  |  |  |  |
| FSKNUM003 Use whole numbers and halves for work | |  |  |  |  |
| FSKNUM014 Calculate with whole numbers and familiar fractions, decimals and percentages for work | |  |  |  |  |
| FSKNUM019 Interpret routine tables, graphs and charts and use information and data for work | |  |  |  |  |
| FSKNUM023 Estimate, measure and calculate measurements for work | |  |  |  |  |
| FSKDIG003 Use digital technology for non-routine workplace tasks | |  |  |  |  |
| FSKLRG011 Use routine strategies for work-related learning | |  |  |  |  |
| FSKWTG008 Complete routine workplace formatted texts | |  |  |  |  |
| FSKOCM003 Participate in familiar spoken interactions at work | |  |  |  |  |
| FSKOCM005 Use oral communication skills for effective workplace presentations | |  |  |  |  |
| FSKOCM006 Use oral communication skills to participate in workplace teams | |  |  |  |  |
| BSBPEF202 Plan and apply time management | |  |  |  |  |
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### Section 3 – Evidence gathering methods

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| **Evidence gathering conditions** | Evidence will be gathered by the trainer/assessor from the student for each competency until the student is deemed competent.  Evidence will be gathered under the specific assessment conditions required by the units. | | | | | | |
| **Assessment tools and instruments** | All assessment tools and instruments have been developed, version-controlled and approved for implementation by RTO management. | | | | | | |
| **Assessment Mapping** | Mapping documents have been developed for each unit of competence within this qualification to illustrate how assessment meets the units of competency requirements. | | | | | | |
| **Recording results** | Evidence gathering occurs over a period of time for summative assessments. During this time students are considered to be “progressing”. Once a student has successfully completed all the summative assessments for a specific unit, they will be deemed competent, and this result will be recorded on our AVETMISS-compliant software.  Unit of competency outcomes are based on the professional judgement of the assessor and having sufficient evidence to make valid and fair assessment decisions. | | | | | | |
| **Unit Code and Name** | | **Evidence Gathering Tool/Method** | | | | | |
| Observation Checklist | Project/ Assignment | Knowledge Questions | 3rd Party Report | Work Samples/ Records | Other |
| FSKLRG009 Use strategies to respond to routine workplace problems | |  |  |  |  |  |  |
| FSKNUM003 Use whole numbers and halves for work | |  |  |  |  |  |  |
| FSKNUM014 Calculate with whole numbers and familiar fractions, decimals and percentages for work | |  |  |  |  |  |  |
| FSKNUM019 Interpret routine tables, graphs and charts and use information and data for work | |  |  |  |  |  |  |
| FSKNUM023 Estimate, measure and calculate measurements for work | |  |  |  |  |  |  |
| FSKDIG003 Use digital technology for non-routine workplace tasks | |  |  |  |  |  |  |
| FSKLRG011 Use routine strategies for work-related learning | |  |  |  |  |  |  |
| FSKWTG008 Complete routine workplace formatted texts | |  |  |  |  |  |  |
| FSKOCM003 Participate in familiar spoken interactions at work | |  |  |  |  |  |  |
| FSKOCM005 Use oral communication skills for effective workplace presentations | |  |  |  |  |  |  |
| FSKOCM006 Use oral communication skills to participate in workplace teams | |  |  |  |  |  |  |
| BSBPEF202 Plan and apply time management | |  |  |  |  |  |  |
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### Section 4 – Work Experience and Vocational Placement

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| **Work Experience and Vocational Placement** | Applying knowledge and skills in a real workplace environment is crucial to students completing a VET qualification and being ready to enter the workforce confidently. We encourage students to undertake work experience or vocational placement regardless of whether this is a requirement of the actual qualification.  Students may source their own work placements with host employers, and we also have a number of partner organisations that will provide these opportunities. We have the appropriate insurance for vocational placement. | | | |
| Names of businesses, companies or Industries providing work experience or vocational placement opportunities for students | Business, company, or industry contact details (email/mobile) | Agreement to complete Third Party Reports or other assessment tool  Yes / No | Realistic workplace experience relevant to this program will be provided  Yes / No | Written agreements between work experience provider and RTO in place  Yes / No |
| N/A |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
| Link to vocational placement evidence | N/A | | | |

### Section 5 - Resources

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| **Training and Assessment Resources** | A full set of resources (Learner guides, assessment tools and instruments, PowerPoint presentations and session plans) have been produced or purchased.  All course materials, notes and templates will be provided to students.  Refer to Training and Assessment Resource List – Trainer Co-working hub – BrainstormRTO. |
| **Program resource inventory** | An equipment and resource inventory may be available for this qualification and will reflect the requirements of the training package. Where our RTO does not own the required equipment, we will ensure that an appropriately resourced training venue is used, or equipment hired as needed.  The identified training venue will have appropriate audio-visual equipment, comfortable seating and allow for room setup to be adjusted according to anticipated delivery modes.  Refer to Training and Assessment Resource List – Trainer Co-working hub – BrainstormRTO. |

### Section 6 – Validation and Moderation

| **Systematic validation of projects and evidence gathering tools and judgements** | | Moderation and validation are conducted at least annually with other trainers and assessors. All assessment instruments are reviewed and moderated to ensure they are appropriate for the units of competency and reflect information contained in the elements, performance criteria, range of variables and assessment requirements, as well as include detail regarding how evidence is collected and the basis on which assessment decisions are made.  Assessment is also validated to ensure that assessment processes and tools are valid, reliable, flexible, and fair and that evidence is sufficient, valid, authentic, and current (including clear information to the assessor and the candidate about the conditions under which assessment is conducted and recorded).  All formal moderation and validation activities are documented.  The processes used to validate and moderate assessment in this course are:   * Training and assessment strategies developed in consultation with industry * Assessment items are reviewed annually by industry personnel as well as other trainers and assessors Comments for continual improvements are noted.   Where more than one trainer and/or assessor is involved in delivery and assessment, moderation of assessment judgments is conducted at least annually however random samples will be moderated upon completion of each course. | | |
| --- | --- | --- | --- | --- |
| Scheduled or actual date of validation or moderation | Validation Leader name | | Other participants | What is to be validated or moderated? |
| Prior to implementation | RTO Manager | | Flora Drummond Matt Li  David Richmond  Insert your name | TAS, 3 Units of Competency to be validated |
| On completion of course | RTO Manager | | Flora Drummond Matt Li  David Richmond  Insert your name | Moderation of 10% of completion assessments  Validation of 10% of completed assessments |
|  |  | |  |  |
| Link to validation evidence | | | BrainstormRTO compliance room | |

### Section 7 – Industry engagement

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| **Industry Engagement** | Industry representatives have been consulted on the development of the course, TAS and the learning and assessment resources, validation, and moderation. Industry consultation and liaison is an ongoing quality assurance activity undertaken informally as opportunities arise and formally at least annually. | | | | |
| Name of Industry Representative | Position | Name of Organisation | Organisation contact details (email/mobile) | Confirmation of validation participation  Yes / No | Other feedback/ communication, e.g., email  Yes / No |
| Jillian Jones | Managing Director | Jones Transport and Logistics | [j.jones@jtl.com.au](mailto:j.jones@jtl.com.au) | YES | YES |
| Kai Yu | Supervisor | Dad’s Hardware | [ky@dadshardware.com.au](mailto:ky@dadshardware.com.au) | YES | YES |
| Links to consultation evidence | | BrainstormRTO compliance room | | | |

### Section 8 – RTO Management Checklist

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **#** | **Item** | | | | | | **Check** |
| 1 | The Training and Assessment Strategy (and practices) meets the requirements of the standards | | | | | |  |
| 2 | The contents of the training program are suitable for use with the learner cohort | | | | | |  |
| 3 | Entry requirements, packaging rules and any pre-requisite requirements have been complied with | | | | | |  |
| 4 | Trainers and assessors delivering and assessing this qualification meet the requirements of the standards and that verifiable evidence of industry and training competency and currency is available. | | | | | |  |
| 5 | Trainers and assessors have undertaken vocational currency activities within the last 12 months. | | | | | |  |
| 6 | All staff, facilities, equipment and training and assessment materials used in this program are consistent with the requirements of the Training Package and Companion Volume and have been developed with industry engagement. | | | | | |  |
| 7 | Interim and final outcomes of students’ participation is to be reported accurately and records securely retained for the required time periods. | | | | | |  |
| 8 | Assessment and RPL tools and procedures meet requirements of the Training Package, Rules of Evidence, and Principles of Assessment. | | | | | |  |
| 9 | Electronic copies of all assessment tools, mapping matrices, student progress, and completed assessments are available for the purposes of validation and moderation. | | | | | |  |
| 10 | Systematic validation and moderation have been scheduled. | | | | | |  |
| 11 | Students receive advice regarding the following, prior to enrolment:   * The appropriateness of the qualification based on their skills. * The training, assessment and support services, their rights, and obligations (including if any changes are made to the services). * The expectations and standards that apply to assessments for the determination of competency. | | | | | |  |
| 12 | Students have timely access to current and accurate records of their participation and progress. | | | | | |  |
| 13 | Staff and students are fully informed of legislative and regulatory requirements that affect their duties or participation. | | | | | |  |
| Director approving this strategy | | | | | | | |
| Name | | T.B. Constance | Signature | *T.B. Constance* | Date | 3.3.2023 | |
| Accountable RTO staff member responsible for this strategy | | | | | | | |
| Name | | Belinda Smith | Signature | *B.Smith* | Date | 3.3.2023 | |
|  |  |  | |