**Student Profile Notes**

|  |  |
| --- | --- |
| Student Name | Addisu Desta |
| Qualification | FSK20119 Certificate II in Skills for Work and Vocational Pathways |

**ACSF LEVELS**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Learning** | **Reading** | **Writing** | **Oral Communication** | **Numeracy** |
| 2 | 1 | 1 | 1 | 2 |

Addisu is a 34-year-old Ethiopian refugee who has been in Australia for 12 months. He is a parent to 2 children, 5 and 6 year olds and has a wife. In Ethiopia he was a manager at a large coffee farm and had a side business of selling roasted coffee beans in bulk with a coffee truck included at the farmers market. He had a few kids help on the weekends at the markets who he paid cash. Everything he learnt was on the job from a young age and he has worked his way up to be a manager of the farming operations. He was considered quite successful and developed skills in -

* Basic bookkeeping in paper ledgers
* Calculations, quantities and measurement placing orders, scheduling
* Farming equipment basic repairs and maintenance
* Coffee roasting and coffee making skills
* 23 years experienced in farming (coffee and fruit and veg), permaculture and agriculture

He has been struggling in Australia with getting stable work because no one understands what he is experienced in and so has been a cleaner for a few months to meet financial obligations to support his family but his language skills are low and he struggles.

Addisu has trouble with reading English signs in the workplaces but he learns new skills more easily when they are shown to him or watch an instructional video. He’ll usually jump right in and give anything a go and doesn’t mind feedback.

He wishes he could go back to what he loves but needs assistance with translation and expanding his vocabulary. He has basic language skills to use transport and order basic takeaway food, and other simple community and family interactions. He has had help enrolling his kids in schools as he had difficulty reading and writing the forms.

He was taught to read and write basic English at school in Ethopia but he left when he was 11. This helped with taking coffee orders back home but used basic familiar terminology. He was lucky to have commenced an introduction to English class in Australia which he is continuing. This is all new to him and he feels insecure, uncertain but is motivated to try. He just wants to support his family and fit in and hopefully do what he loves eventually. He just wants someone to show him the way, he knows he can do well in the right the job.

**INTEGRATED SUPPORT PLAN**

|  |  |
| --- | --- |
| Are there any opportunities for this student to gain Recognition of Prior Learning?  If yes, proceed to an RPL application | **Yes  No** |
| Can the assessment be contextualised to the students industry or workplace? | **Yes  No** |

**ACSF LEVELS**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Learning** | **Reading** | **Writing** | **Oral Communication** | **Numeracy** |
| **Student** |  |  |  |  |  |
| **Unit of Competency** |  |  |  |  |  |
| **Variance Gap** |  |  |  |  |  |

|  |
| --- |
| **Summary of additional support needs for student** |
|  |
| **Resources to be used** |
|  |
| **How will the resources be integrated into the training for the unit?** |
|  |
| **Customisation or contextualisation required (if any)?** |
|  |
| **Support strategies to be integrated into the training** |
|  |
| **Support strategies to be integrated into the assessment** |
|  |