**Student Profile and Support Plan**

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| **Student Name** | Sarah Elliott |
| **Qualification** | FSK20119 Certificate II in Skills for Work and Vocational Pathways |

**ACSF LEVELS**

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| --- | --- | --- | --- | --- |
| **Learning** | **Reading** | **Writing** | **Oral Communication** | **Numeracy** |
| 2 | 2 | 2 | 3 | 2 |

Sarah completed school and describes herself to be an average student. She did not apply herself to any specific subject area as she did not really know what she wanted to next after school.

Over the last few years she has worked casually for a couple of different companies mainly in the retail food industry but lacked interest to keep working there.

Lacking direction and not being comfortable with reading and writing or completing numeracy tasks has resulted in her not getting a full time job.

Her goal is to improve her skills and discover what she might be good at and then being able to be more confident in applying for jobs or potentially even more study.

She loves being creative and excels at sketching her own clothing designs.

**INTEGRATED SUPPORT PLAN**

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| 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**

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

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