



Training and assessment strategy

FSK10213 – Certificate I in Skills for Vocational Pathways

Burnside State High School

TAS version: **30/05/2017**

Delivery period: 2017 – 2017

QCAA draft template as at October 2016

1.2 Qualification		
Requirement	Packaging rules	Confirmed by RTOM
Qualification description and job roles	This qualification is designed for individuals who require further foundation skills development to prepare for workforce entry or vocational training pathways.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Packaging rules	To be awarded the FSK10213 Certificate I in Skills for Vocational Pathways qualification, competency must be achieved in eleven (11) units of competency. 7 core units plus 4 elective units http://training.gov.au/Training/Details/FSK10213	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

1.3 Delivery and assessment		
Requirement	Pre-enrolment information	Confirmed by RTOM
Entry requirements and reasonable adjustments (Adjust as appropriate)	There are no formal qualification entry requirements. Entry requirements for this program include the student's agreement and ability to undertake the following: <ul style="list-style-type: none"> • Demonstrate evidence of language, literacy and numeracy skills at the requisite ACSF level. • Attend and participate in scheduled training and assessment. • Participate in workplace tasks to employer expectations. • Be able to work in an industry environment and handle industry standard equipment. • Comply with the RTO code of conduct requirements, directions on work, and health and safety matters. • Participation in scheduled workplace visits and/or instruction. Compliance with any RTO directions on work, health and safety matters. • A student's Foundation Skill level will be gaged through One School data profiles and consultations with learning support teachers prior to enrolment to check the suitability for this course against required ACSF level. • Any gaps within the foundation skills will be addressed during the training and assessment process with appropriate adjustments made when required. • Full details of the requirements are contained in the student handbook. 	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
	Students will be expected to participate in work placement as an RTO requirement.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
	Students may access further subject information through consultation with the RTO manager, VET staff and Senior School Deputy: Other areas of reference are the School website, VET student induction handbook. Students may request adjustments through the trainer/assessor and/or RTO manager in conjunction with learning support teachers. Refer to VET Student Handbook and other electronic resources available at https://burnsideshs.eq.edu.au/Curriculum/Vocationaleducation/Pages/Vocationaleducation.aspx	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

1.3 Delivery and assessment

Requirement	Pre-enrolment information	Confirmed by RTOM
Mode of delivery (Adjust as appropriate)	The mode of delivery includes any combination of the following: <ul style="list-style-type: none"> • face to face in a simulated workplace environment for required performance and knowledge evidence • work experience in commercial work site — third party report • online for some components of training for knowledge evidence • in a classroom ('off the job') for some components of training for knowledge evidence 	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Delivery location (Adjust as appropriate)	<p>The delivery location is at Burnside State High School.</p> <p>Some delivery may be at commercial/industry locations within an hour's travel time of the school.</p> <p>BURNSIDE STATE HIGH SCHOOL 51 BLAXLAND RD BURNSIDE QLD</p>	<p><i>If work experience is mandatory and travel to another location is required, this information must be included in Section 4.</i></p> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Program duration (Adjust as appropriate)	<p>The expected duration of this program is 1 year.</p> <p><i>3 x 70 minute lessons per week</i></p> <p><i>Students will also be required to complete independent study time outside of these timetabled lessons.</i></p> <p><i>Some extra rime may be used during a study/learning support line.</i></p>	<p><i>School RTOs may only deliver to students enrolled in a Queensland school in Years 10–12.</i></p> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Amount of learning	<p>The 'amount of learning' identifies the notional duration of all activities required for the achievement of the learning outcomes of this program.</p> <p>The nominal volume of learning for this program is: <input checked="" type="checkbox"/> 1 year <input type="checkbox"/> 2 years <input type="checkbox"/> 3 years.</p> <p>This includes:</p> <ul style="list-style-type: none"> • <input checked="" type="checkbox"/> 110 hours <input type="checkbox"/> 220 hours <input type="checkbox"/> 330 hours of scheduled training and assessment activity • one-on-one instruction as required • personal study time, either off the job or at home • additional language, literacy and numeracy training while enrolled and undertaking full-time school-based studies • online learning activities <p>Total amount of learning: <input checked="" type="checkbox"/> 600–1200 hours <input type="checkbox"/> 1200–2400 hours</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Learning resources	<p>There are sufficient learning resources, equipment and facilities to:</p> <ul style="list-style-type: none"> • enable students to meet the requirements for each unit of competency • support the number of students undertaking the training and assessment. • Learners in this cohort are school students. The school will schedule supervised training and assessment sessions based on the school timetable. Negotiation on support for students to develop the required skills and knowledge in addition to scheduled hours is available to students. • Full details on accessing additional support are contained in the student handbook. 	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

1.3 Delivery and assessment		Confirmed by RTOM
Requirement	Pre-enrolment information	
Assessment resources (Adjust as appropriate)	<p>Assessments will be formative and conducted on the job, where skills, knowledge and understanding may be demonstrated in the simulated workplace environment. That is, assessment of knowledge and skills will be integrated with assessment of their practical application.</p> <p>Projects/tasks and work evidence will be progressively gathered by the assessor for units of competency until sufficient valid evidence is gathered to make assessment decisions on competency. Submission of written work is based on the performance requirements of the units of competency. Evidence of skills and knowledge will be gathered simultaneously.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Evidence-gathering conditions (Adjust as appropriate)	<ul style="list-style-type: none"> • Will be progressively gathered for groups of units simultaneously. • Methods will confirm consistency of performance over time and in a range of workplace-relevant contexts, rather than a single assessment event. • Will be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, training journals and reviews of work products/folios and third party reports. • Will be done under the specific assessment conditions required by the units 	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Work placement arrangements for students	<p>Students are expected to seek suitable work experience that fits in with the focus for the course (business context). Students are expected to complete all school paperwork including gaining parental and school permission prior to proceeding with any work placement.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
	<p>Refer to VET Student Handbook and other electronic resources available at https://burnsideshs.eq.edu.au/Curriculum/VocationalEducation/Pages/VocationalEducation.aspx</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Third party arrangements (Adjust as appropriate)	<p>No services are delivered on behalf of the RTO.</p> <p><i>'Third party' means any party that provides services on behalf of the RTO, but does not include a contract of employment between an RTO and its employee.</i></p> <p><i>The RTO ensures that where services are provided on its behalf by a third party the provision of those services is the subject of a written agreement.</i></p> <p><i>The RTO must disclose to the student the name and contact details of any third party that will provide training and/or assessment, and related educational and support services to the student on the RTO's behalf.</i></p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Educational and support services	<p>Learners in this cohort are school students.</p> <p>The RTO will schedule supervised training and assessment sessions based on the timetable. Students may negotiate support in addition to scheduled hours, to develop the required skills and knowledge.</p> <p>Learners in this subject have access to learning support staff to assist with reasonable adjustments to allow student to demonstrate competency.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
	<p>Refer to VET Student Handbook and other electronic resources available at https://burnsideshs.eq.edu.au/Curriculum/VocationalEducation/Pages/VocationalEducation.aspx</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

1.3 Delivery and assessment

Requirement	Pre-enrolment information	Confirmed by RTOM
Early termination of program	<p>In the event that the RTO loses suitably qualified trainers and assessors and is unable to deliver this program:</p> <ul style="list-style-type: none"> students will be issued with a statement of attainment for any successfully completed units of competency any fees paid toward the program will be refunded on a pro rata basis. 	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
	<p>Refer to VET Student Handbook and other electronic resources available at https://burnsideshs.eq.edu.au/Curriculum/VocationalEducation/Pages/VocationalEducation.aspx</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Transition	<p>This qualification's status on TGA is current at the time of this strategy's expected start date.</p> <p>If this qualification is superseded with a new version before the end of the expected duration of the program, then:</p> <ul style="list-style-type: none"> if practical, students will complete training and assessment and receive any appropriate certificates in the old qualification within 12 months of the release of the new version if this is not practical, students will transition to the new qualification within 12 months and complete their training and assessment in the new version within the expected duration of the program. Credit will be arranged for units completed and deemed as equivalent. 	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

1.4 Certification		Confirmed by RTOM
Requirement	Description	
Certificates and Statements of Attainment	<p>If a student is assessed as meeting the requirements of the qualification, and all agreed fees the student owes to the RTO have been paid, then within 30 calendar days of all conditions being met:</p> <ul style="list-style-type: none"> an AQF certificate and record of results will be issued if the qualification in which the learner is enrolled is complete a statement of attainment will be issued if the qualification in which the learner is enrolled is partially complete 	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Credit arrangements	<p>Transitioning from an old version to a new version of a training product</p> <p>If the national register (training.gov.au) deems a superseded unit of competency to be equivalent to its new replacement, students may claim credit for a successfully completed superseded unit.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
	<p>If a student already holds a unit of competency</p> <p>If a student has a statement of attainment for a unit of competency and it has the same code as a unit of competency making up this program, the student may make a claim for a credit transfer.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Recognition of prior learning (RPL) arrangements	<p>Students may request recognition of prior learning (RPL) assessment. Students are advised of the opportunity to apply for RPL and, if requested, will be provided with an RPL document allowing them to provide verifiable details of prior learning. The evidence will be assessed for currency and against requirements of the units of competency, and an amended program strategy will be prepared, taking into account the student's prior learning.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
	<p>Refer to VET Student Handbook and other electronic resources available at https://burnsideshs.eq.edu.au/Curriculum/VocationalEducation/Pages/VocationalEducation.aspx</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Reissuing of Certificates and Statements of Attainment	<p>The RTO maintains an auditable-quality register of all AQF qualifications (including statements of attainment) issued and authorised to issue. The register contains sufficient information to identify correctly the holder of the qualification, the AQF qualification by its full title, and date of issue/award/conferral.</p>	<p><i>The Standards require compliance with the AQF Register and Issuance policies. All RTOs will:</i></p> <ul style="list-style-type: none"> <i>Maintain an auditable-quality register of AQF qualifications issued (including Statements of Attainment), containing sufficient information to identify correctly</i> <ul style="list-style-type: none"> <i>the holder of the qualification</i> <i>the AQF qualification by its full title</i> <i>date of issue/award/conferral.</i> <i>have a policy that permits replacement of certification documentation.</i> <i>be responsible for authentication and verification of any replacement certification documentation.</i> <p>http://www.aqf.edu.au/resources/aqf/</p>
	<p>The RTO has a policy that permits the replacement of certification documentation, and maintains responsibility for authentication and verification of any replacement certification documentation.</p>	
	<p>Refer to VET Student Handbook and other electronic resources available at https://burnsideshs.eq.edu.au/Curriculum/VocationalEducation/Pages/VocationalEducation.aspx</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

1.4 Certification		
Unique Student Identifier (USI)	The school RTO will not issue an AQF certificate, record of results or statement of attainment to a student without having a verified USI for that individual. The consequences of not providing the RTO with a USI have been explained to the student. Each student's USI will be recorded by the RTO in SLIMS before issuance of any AQF credentials.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
	A student may access their training records and results (transcript) by accessing their USI account online from a computer, tablet or smart phone. For more information, see: http://usi.gov.au/Students/pages/default.aspx	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

1.5 Reporting		
Requirement	Description	Confirmed by RTOM
Recording results (Adjust the first three points as appropriate)	<ul style="list-style-type: none"> Evidence-gathering tools are used as evidence of a student's progress toward competency. The interim outcome descriptors of 'Satisfactory' or 'Unsatisfactory' will be used on students' projects and evidence documents. Students may continue to submit evidence until they exit the program. Assessor may determine final outcomes for units of competency at any time, but only after sufficient valid evidence has been gathered and assessed and any pre-requisite units have been successfully completed. RTO management will record final outcomes (usually using the descriptors Competent, Not Competent, Credit Transfer, Superseded or Withdrawn) in Student Data Capture System (SDCS). All final outcomes must be entered into SDCS before the end of the last term of the VET program or immediately after a student exits the program. RTO management reports student enrolment data to QCAA within the first term of the student's commencement of the VET program. 	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Student profiles (Adjust the first two points as appropriate)	<ul style="list-style-type: none"> Student profiles are updated by the assessor and are accessible to students on request. Assessors update the profile to confirm an individual student's submission of evidence and record interim and final outcomes. RTO management uses final outcomes recorded in student profiles to update SDCS and/or SLIMS. 	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Projects and evidence-gathering instruments	<ul style="list-style-type: none"> All assessment activities, including projects and evidence-gathering tools, are identified by a code and listed in this document. A mapping document provides evidence of how assessment activities, projects and evidence-gathering tools meet the requirements for each unit of competency. 	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Section 2 Core and elective components

List the units that are going to be delivered and assessed as part of this strategy. Engage with industry to confirm the relevance of elective units selected, and record this in Section 7.

Relevant standards: 1.1, 1.2, 1.4, 1.7, 1.8(a), 1.12, 3.5, Schedule 5

Note: A prerequisite unit may be delivered through an integrated approach with the secondary unit; it does not have to be fully completed before starting the secondary unit. However, to satisfy formal requirements, the prerequisite unit must be signed off prior to the secondary unit

Core and elective units being offered	Unit type	Pre-requisite unit required?
FSKDIG02 Use digital technology for simple workplace tasks https://training.gov.au/Training/Details/FSKDIG02	Core	<input type="checkbox"/>
FSKLRG08 Use simple strategies for work-related learning https://training.gov.au/Training/Details/FSKLRG08	Core	<input type="checkbox"/>
FSKNUM08 Identify and use whole numbers and simple fractions, decimals and percentages for work https://training.gov.au/Training/Details/FSKNUM08	Core	<input type="checkbox"/>
FSKNUM09 Identify, measure and estimate familiar quantities for work https://training.gov.au/Training/Details/FSKNUM09	Core	<input type="checkbox"/>
FSKOCM03 Participate in simple spoken interactions at work https://training.gov.au/Training/Details/FSKOCM03	Core	<input type="checkbox"/>
FSKRDG07 Read and respond to simple workplace information https://training.gov.au/Training/Details/FSKRDG07	Core	<input type="checkbox"/>
FSKWTG06 Write simple workplace information https://training.gov.au/Training/Details/FSKWTG06	Core	<input type="checkbox"/>
FSKLRG10 Use routine strategies for career planning https://training.gov.au/Training/Details/FSKLRG10	E	<input type="checkbox"/>
FSKLRG07 Use strategies to identify job opportunities https://training.gov.au/Training/Details/FSKLRG07	E	<input type="checkbox"/>
FSKLRG06 Participate in work placement https://training.gov.au/Training/Details/FSKLRG06	E	<input type="checkbox"/>
FSKRDG01 Recognise highly familiar workplace signs and symbols https://training.gov.au/Training/Details/FSKRDG01	E	<input type="checkbox"/>

Optional units and flexibility

Students have the option to apply for RPL or credit transfer options. This could result from competencies completed at another school/institution, or competencies within other certificates being used as credit towards this qualification provided they meet the packaging rules for this qualification..

Section 3 Program details

Use Section 3 to record an outline of the proposed learning program for this qualification. Provide a brief summary of each intended assessment activity, its duration and the units it is fully or partially drawn from. Also list the evidence-gathering tools to be used with each activity. Detailed mapping does not have to be recorded here. Update this section as you improve or change the program. Engage with industry to confirm the program's relevance and briefly summarise this in Section 7.

Before you start developing assessment tools, consider how learning and assessment are usually integrated, with assessment evidence being collected and feedback provided to the student throughout the learning and assessment process. Holistic training and assessment brings together a number of units of competency — relevant to the industry sector, workplace and job role — into a 'cluster' (group) that reflects actual workplace practices. Any units that relate to a job function can be combined, and assessment tools designed to gather evidence in an efficient and effective assessment process. Industry sees this approach as realistic and essential for both delivery and assessment.

Developing assessment tools

Use these four steps to develop your assessment tools.

1. Read through the units of competency making up the qualification to understand all their requirements. Make notes on any specific requirements like foundation skills not explicit in the performance criteria, assessment conditions and performance frequencies and knowledge evidence.
2. Develop and document a series of assessment activities that reflect the performance and knowledge demonstrated by a competent person in this industry. In the document describe the context of the activities and include clear and comprehensive instructions to the trainer, assessor and student. A casual reader of the activity document should easily identify what has to be done, when, where and to what standard. Summarise each of these assessment activities in Section 3.
3. Develop a set of evidence-gathering tools for each assessment activity. Include instructions to the assessor and student on how they are to be used. All assessment techniques basically fall into the following categories: direct observations of student activity, questions (written, online or direct verbal), and reviews of things a student produces (project work, folios, artefacts, online materials, services etc.). In addition, there may be third party written reports. List these assessment tools in Section 3.
4. Develop a single mapping or benchmarking tool to establish validity for all assessment tools identified in this TAS. It will indicate the relationship between the requirements of the unit/s of competency, the activities and evidence gathered. Record the unit/s for which partial or complete evidence will be gathered in Section 3.

When this qualification is due for validation ensure that Section 8 is completed and the assessment tools, including the mapping tool are available for validators.

Relevant standards: 1.1, 1.2, 1.3(c), 1.8, 2.1, 2.2, 5.2

Assessment project / activity / task (All codes and names must match Section 8)

Assessment project / activity / task (All codes and names must match Section 8)					
Project 1	Workplace Interactions				
Estimated duration	8 weeks, Term 1	Unit/s for which partial or complete evidence will be gathered (Record unit code and title only here)	Evidence-gathering techniques used (More than one technique must be ticked for each unit or cluster of units.)	Evidence-gathering tool code	
Description (summary)	<p>FSKOCM03: This unit describes the skills and knowledge required to participate in a limited range of simple spoken interactions in the workplace, such as talking with co-workers, participating in workplace meetings, giving and responding to simple instructions, receiving and passing on simple messages, or talking with clients.</p> <p>FSKRDG07: This unit describes the skills and knowledge required to identify, interpret and respond to information in simple workplace texts in printed or digital format, such as short messages, notices, instructions, forms, rosters, simple diagrams, tables and charts.</p>	<ul style="list-style-type: none"> • <i>FSKRDG07: Read and respond to simple workplace information</i> • <i>FSKOCM03: Participate in simple spoken interactions at</i> https://training.gov.au/Training/Details/FSKRDG07 https://training.gov.au/Training/Details/FSKOCM03 	Observation checklist	<input checked="" type="checkbox"/>	C1 Role Play
			Questions checklist	<input checked="" type="checkbox"/>	C1 Activity Sheet
			Review of product /service against specifications	<input type="checkbox"/>	
			Review folio of work against specifications	<input checked="" type="checkbox"/>	C1 Assignment
			Third party report	<input type="checkbox"/>	
			Safety induction checklist	<input type="checkbox"/>	
Project 2	Use Workplace Technology				

Assessment project / activity / task (All codes and names must match Section 8)				
Estimated duration	8 weeks, Term 2	Unit/s for which evidence will be gathered	Evidence-gathering techniques used (More than one technique must be ticked for each unit or cluster of units)	Evidence-gathering tool code
Description (summary)	<p>FSKDIG02: This unit describes the skills and knowledge required to use digital technology to undertake simple workplace tasks.</p> <p>FSKWGT06: This unit describes the skills and knowledge required to write simple workplace texts which may be in printed or digital format, such as incident or accident reports, purchase orders, brief shift notes, emails, messages, or WHS records.</p>	<p><i>FSKDIG02: Use digital technology for simple workplace tasks</i></p> <p><i>FSKWGT06: Write simple workplace information</i></p> <p>https://training.gov.au/Training/Details/FSKDIG02</p> <p>https://training.gov.au/Training/Details/FSKWGT06</p>	Observation checklist	<input checked="" type="checkbox"/> C2 Observation
			Questions checklist	<input checked="" type="checkbox"/> C2 Activity Sheet
			Review of product /service against specifications	<input type="checkbox"/>
			Review folio of work against specifications	<input checked="" type="checkbox"/> C2 Assignment
			Third party report	<input type="checkbox"/>
			Safety induction checklist	<input type="checkbox"/>
Project 3	Career Cluster			
Estimated duration	4 weeks	Unit/s for which evidence will be gathered	Evidence-gathering techniques used (More than one technique must be ticked for each unit or cluster of units)	Evidence-gathering tool code
Description (summary)	<p>FSKLRG07: This unit describes the skills and knowledge required to identify job pathways and</p>	<p><i>FSKLRG07 Use strategies to identify job opportunities</i></p> <p><i>FSKLRG10 Use routine strategies for career planning</i></p>	Observation checklist	<input type="checkbox"/>
			Questions checklist	<input checked="" type="checkbox"/> C3 Activity 1 C3 Activity 2

Assessment project / activity / task (All codes and names must match Section 8)				
	<p>identify strategies to seek employment.</p> <p>FSKLRG10: This unit describes the skills and knowledge required to identify and select appropriate career and work options and develop career plan.</p>	<p>https://training.gov.au/Training/Details/FSKLRG07 https://training.gov.au/Training/Details/FSKLRG10</p>	<p>Review of product /service against specifications <input type="checkbox"/></p>	
			<p>Review folio of work against specifications <input checked="" type="checkbox"/></p>	C3 Assignment
			<p>Third party report <input type="checkbox"/></p>	
			<p>Safety induction checklist <input type="checkbox"/></p>	
Project 4	Use simple strategies for work related learning			
Estimated duration	3 weeks	Unit/s for which evidence will be gathered	Evidence-gathering techniques used (More than one technique must be ticked for each unit or cluster of units)	Evidence-gathering tool code
Description (summary)	<p>FSKLRG08: This unit describes the skills and knowledge required to identify own learning goals and needs, and develop a simple learning plan to participate in a vocational or workplace learning environment.</p>	<p><i>FSKLRG08 Use simple strategies for work related learning</i> https://training.gov.au/Training/Details/FSKLRG08</p>	<p>Observation checklist <input checked="" type="checkbox"/></p>	LRG08 Worksheet
			<p>Questions checklist <input checked="" type="checkbox"/></p>	LRG08 Activity
			<p>Review of product /service against specifications <input type="checkbox"/></p>	
			<p>Review folio of work against specifications <input checked="" type="checkbox"/></p>	LRG08Assignment
			<p>Third party report <input type="checkbox"/></p>	
			<p>Safety induction checklist <input type="checkbox"/></p>	
Project 5	Recognise highly familiar workplace signs and symbols			

Assessment project / activity / task (All codes and names must match Section 8)					
Estimated duration	2 weeks	Unit/s for which evidence will be gathered	Evidence-gathering techniques used (More than one technique must be ticked for each unit or cluster of units)	Evidence-gathering tool code	
Description (summary)	FSKRDG01: This unit describes the skills and knowledge required to recognise highly familiar workplace signs and symbols in printed or digital format.	FSKRDG01 - Recognise highly familiar workplace signs and symbols https://training.gov.au/Training/Details/FSKRDG01	Observation checklist	<input type="checkbox"/>	RDG01 Activity 1
			Questions checklist	<input checked="" type="checkbox"/>	
			Review of product /service against specifications	<input type="checkbox"/>	RDG01 Activity 2
			Review folio of work against specifications	<input checked="" type="checkbox"/>	
			Third party report	<input type="checkbox"/>	
			Safety induction checklist	<input type="checkbox"/>	
Project 6	Participate in work placement				
Estimated duration	2 weeks	Unit/s for which evidence will be gathered	Evidence-gathering techniques used (More than one technique must be ticked for each unit or cluster of units)	Evidence-gathering tool code	
Description (summary)	FSKLRG06: This unit describes the skills and knowledge required to plan	FSKLRG06 Participate in work placement https://training.gov.au/Training/Details/FSKLRG06	Observation checklist	<input checked="" type="checkbox"/>	LRG06 Student Logbook
			Questions checklist	<input type="checkbox"/>	

Assessment project / activity / task (All codes and names must match Section 8)					
	and participate in work experience.		Review of product /service against specifications	<input type="checkbox"/>	
			Review folio of work against specifications	<input type="checkbox"/>	
			Third party report	<input checked="" type="checkbox"/>	LRG06 Student Logbook
			Safety induction checklist	<input type="checkbox"/>	
Project 7	Identify, interpret and use whole numbers and simple fractions and percentages for work				
Estimated duration	3 weeks	Unit/s for which evidence will be gathered	Evidence-gathering techniques used (More than one technique must be ticked for each unit or cluster of units)	Evidence-gathering tool code	
Description (summary)	FSKNUM08: This unit describes the skills and knowledge to identify and use whole numbers into the thousands, simple fractions, decimals and percentages.	<i>FSKNUM08 Identify and use whole numbers and simple fractions, decimals and percentages for work</i> https://training.gov.au/Training/Details/FSKNUM08	Observation checklist	<input type="checkbox"/>	
			Questions checklist	<input checked="" type="checkbox"/>	NUM09Quiz
			Review of product /service against specifications	<input checked="" type="checkbox"/>	NUM09 ASCAL NUM09 ASNOCAL NUM09 ACT Money
			Review folio of work against specifications	<input checked="" type="checkbox"/>	NUM09Assignment
			Third party report	<input type="checkbox"/>	
			Safety induction checklist	<input type="checkbox"/>	
Project 8	Identify, measure and estimate familiar quantities for work				

Assessment project / activity / task (All codes and names must match Section 8)					
Estimated duration	3 weeks	Unit/s for which evidence will be gathered	Evidence-gathering techniques used (More than one technique must be ticked for each unit or cluster of units)		Evidence-gathering tool code
Description (summary)	FSKNUM09: This unit describes the skills and knowledge required to measure familiar and predictable quantities using simple and routine measuring instruments and units.	<i>FSKNUM09 Identify, measure and estimate familiar quantities for work</i> https://training.gov.au/Training/Details/FSKNUM09	Observation checklist	<input type="checkbox"/>	
			Questions checklist	<input checked="" type="checkbox"/>	NUM09Quiz
			Review of product /service against specifications	<input checked="" type="checkbox"/>	NUM09 ASNOCAL NUM09 ASCAL
			Review folio of work against specifications	<input checked="" type="checkbox"/>	NUM09Assignment
			Third party report	<input type="checkbox"/>	
			Safety induction checklist	<input type="checkbox"/>	

Section 4 Work experience

Use this section to outline any work experience arrangements. The RTO must disclose to the student before enrolment, in print or electronic copy, whether work experience is a requirement to successfully complete the qualification. Under the legislation, a work experience arrangement must be in writing, and 'must be made before the student starts a work experience placement' (*Education (Work Experience) Act 1996*, effective as of November 2014). Engage with industry to confirm the relevance of work experience and record this in Section 7.

Whether work experience is compulsory or not, are the following conditions met?

- Is there a written agreement between the work experience provider and the RTO?
- Will the work experience provider offer realistic workplace experience relevant to this program?
- Has the work experience provider agreed to complete written third party reports for each student?

Relevant standards: 1.1, 1.5, 1.6(a), 1.8, 2.1, 5.2, 8.5

On what basis is work experience provided?		Not provided (Go to Section 5.)	<input type="checkbox"/>
VET program/course requirement	<input type="checkbox"/>	Student wants work experience	<input type="checkbox"/>
RTO requirement	<input checked="" type="checkbox"/>	Optional	<input type="checkbox"/>

Business, company, or industry providing work experience opportunities for students			
Details of arrangements	Students are placed in an existing local business/industry to complete work experience for a one week time period		
File location	G:\Coredata\Curriculum\SENIOR SCHOOL\VOCATIONAL EDUCATION\2017\Subjects\Certificate I in Skills for Vocational Pathways\TAS\FSK10213 TAS May 2017.docx		
Business name	Cosmo Hair and Beauty		
Contact name	Sue Thomson	Written agreement	<input type="checkbox"/>
Position	Owner	Realistic workplace experience	<input type="checkbox"/>
Phone/Mobile	5476 2355	Third party report	<input checked="" type="checkbox"/>
Email	26 Arundel Ave, Nambour		
Business name	Gourmet Gardens		
Contact name	Rebecca Tindall	Written agreement	<input type="checkbox"/>
Position	Manager	Realistic workplace experience	<input type="checkbox"/>
Phone/Mobile	5453 2537	Third party report	<input checked="" type="checkbox"/>
Email	80 Palmwoods-Montville Road, Palmwoods		