

# Section 1 Program overview

1.1 National requirements			
Qualification code	FSK20113		
Qualification title	Certificate II in Skills for Work and Vocational Pathways		
Relevant Standards	1.1–1.7, 1.8(a), 1.9–1.19, 1.26, 2.2, 5, 8.4		
Training package code	FSK		
Current release date	14 March 2013	Release number	1.1
Training package title	Foundation Skills Training Package (Release 1.1)		
National register	<a href="https://training.gov.au/Training/Details/FSK">https://training.gov.au/Training/Details/FSK</a>		
Companion volume	<a href="https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178">https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178</a> <a href="https://vetnet.education.gov.au/Pages/TrainingPackages.aspx">vetnet.education.gov.au/Pages/TrainingPackages.aspx</a>		
Qualification status	Superseded	<p>Where a qualification is <b>no longer current and has not been superseded</b>, all students' training and assessment must be completed and the relevant AQF certification issued <b>within a period of two years</b> from the date the qualification was removed or deleted from the National Register.</p> <p>Where a qualification on the RTO's scope of registration is <b>superseded</b>, all students' training and assessment must be completed and the relevant AQF certification issued or students are transferred into its replacement <b>within a period of one year</b> from the date the replacement qualification was released on the National Register.</p>	
Superseded, deleted or no longer current date	13/11/2019		
Latest date for student completion and AQF certification (Complete only if qualification status ≠ current)	12/11/2020		
TAS has been developed through industry engagement	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (See Section 7)	Total number of proposed assessment tools for this qualification	4 (See Section 3)
Delivering and assessing information (Complete this remaining part of Section 1.1 only when the qualification is on scope)			
TAS implementation date (See Section 10)	28/01/2020	TAS monitoring date (See Section 11)	Choose monitoring date.
Developed for: (Select one only)	<input type="checkbox"/> individual student/s	Name/s of individual student/s	
	<input checked="" type="checkbox"/> class cohort	Current number of students enrolled	46
A representative sample of assessment tools has been validated	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Pending (See Sections 8 & 9)	Delivery period for this cohort or individual Start End	28/01/2020 4/12/2020

RTO's Assessment and/or TAS policies and procedures have been followed when implementing this TAS	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	RTO has checked other printed and electronic student information/data for compatibility with TAS	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
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## 1.2 Qualification

Requirement	Packaging rules	Confirmed by RTOM
Qualification description and job roles	<p>This qualification is designed for individuals who require further foundation skills development to prepare for workforce entry or vocational training pathways.</p> <p>It is suitable for individuals who require:</p> <ul style="list-style-type: none"> <li>• a pathway to employment or vocational training</li> <li>• reading, writing, numeracy, oral communication and learning skills at Australian Core Skills Framework (ACSF) Level 3</li> <li>• entry level digital literacy and employability skills</li> <li>• a vocational training and employment plan.</li> </ul>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Packaging rules	<p><a href="https://training.gov.au/Training/Details/FSK20113">https://training.gov.au/Training/Details/FSK20113</a></p> <ul style="list-style-type: none"> <li>• Total number of units = 14</li> <li>• 8 core units plus</li> <li>• 6 elective units</li> </ul>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

## 1.3 Delivery and assessment

Requirement	Pre-enrolment information	Confirmed by RTOM
General entry requirements (Adjust as appropriate)	<p>General entry requirements for this program include the student's agreement and ability to undertake the following:</p> <ul style="list-style-type: none"> <li>• demonstrate evidence of language, literacy and numeracy skills at the requisite ACSF level</li> <li>• attend and participate in scheduled training and assessment</li> <li>• participate in workplace tasks to employer expectations</li> <li>• be able to work in an industry environment and handle industry standard equipment</li> <li>• comply with the RTO code of conduct requirements, directions on work, and health and safety matters.</li> </ul>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Specific entry and/or completion requirements (Adjust as appropriate)	<p>Specific entry requirements exist <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>Requirements to commence/complete some units within this qualification:</p> <p><b>Prior to enrolment the RTO has provided advice in print or electronically to students on participation requirements and application processes.</b></p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

## 1.3 Delivery and assessment

Requirement	Pre-enrolment information	Confirmed by RTOM
<b>Access and reasonable adjustments</b> (Adjust as appropriate)	<p><b>The RTO has advised students in print or electronically that reasonable adjustments may be available.</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>When appropriate, reasonable adjustments will be applied by the RTO to take into account the individual student's needs.</p> <p>Reasonable adjustments may include:</p> <ul style="list-style-type: none"> <li>• accessible class rooms</li> <li>• note-taking support</li> <li>• course material in alternative formats — electronic, large print</li> <li>• use of laptop for assessments</li> <li>• an Auslan (Australian Sign Language) interpreter</li> <li>• extra time or extensions for assessments or alternative assessment tasks</li> <li>• ergonomic chair/desk</li> <li>• use of assistive technology</li> <li>• other adjustments.</li> </ul>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>Mode of delivery</b> (Adjust as appropriate)	<p>The mode of delivery includes any combination of the following:</p> <ul style="list-style-type: none"> <li>• face-to-face in a simulated workplace environment for required performance and knowledge evidence</li> <li>• work experience in commercial work site — third party report</li> <li>• online for some components of training for knowledge evidence</li> <li>• in a classroom ('off the job') for some components of training for knowledge evidence.</li> </ul>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>Delivery location</b> (Adjust as appropriate)	<p>Multiple delivery locations are used.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>The delivery location is the principal place of business of the RTO.</p> <p>Address: 106-130 Muchow Rd, Waterford West QLD 4133.</p> <p>Provide location details here for each site if more than one site is being used for training and assessment.</p>	<p>Locations of additional campuses where training or assessment services are provided.</p> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>Program duration</b>	<p>Total program duration for delivery and assessment is:</p> <p><input type="checkbox"/> 6 months <input checked="" type="checkbox"/> 1 year</p> <p><input type="checkbox"/> 2 years <input type="checkbox"/> 3 years</p> <p>Other</p>	<p>This means that after the expiry of the program duration, no further assessment evidence will be accepted and no further training conducted.</p> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>Amount of training and volume of learning</b>	<p>The 'amount of training' relates to formal teaching and learning activities.</p> <p>The nominal amount of scheduled training for this program is:</p> <p><input type="checkbox"/> 55 hours <input checked="" type="checkbox"/> 110 hours <input type="checkbox"/> 220 hours <input type="checkbox"/> 330 hours</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

### 1.3 Delivery and assessment

Requirement	Pre-enrolment information	Confirmed by RTOM					
	<p>The 'volume of learning' identifies the notional duration of all activities required for the achievement of the learning outcomes of this program.</p> <p>The total volume of learning for this program is:</p> <p><input checked="" type="checkbox"/> <b>600–1200 hours</b> (Certificate I and II)</p> <p><input type="checkbox"/> <b>1200–2400 hours</b> (Certificate III and IV)</p>						
Learning resources	<p>There are sufficient learning resources, equipment and facilities to:</p> <ul style="list-style-type: none"> <li>enable students to meet the requirements for each unit of competency</li> <li>support the number of students undertaking the training and assessment.</li> </ul>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No					
Assessment resources (Adjust as appropriate)	<ul style="list-style-type: none"> <li>Assessments will be formative and conducted so that skills, knowledge and understanding may be demonstrated in the simulated workplace environment. Assessment of knowledge and skills will be integrated with assessment of their practical application.</li> <li>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. Evidence of skills and knowledge will be gathered simultaneously.</li> </ul>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No					
Evidence-gathering conditions (Adjust as appropriate)	<ul style="list-style-type: none"> <li>Will be progressively gathered for groups of units simultaneously.</li> <li>Methods will confirm consistency of performance over time and in a range of workplace-relevant contexts, rather than a single assessment event.</li> <li>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.</li> <li>Will be done under the specific assessment conditions required by the units.</li> </ul>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No					
Work placement requirements (Adjust as appropriate)	<p><b>Work placement or experience is a requirement.</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>The RTO may require students to undertake work placement or work experience. When this is the case, a summary of the requirements will be recorded in Section 4 of the TAS. Students have been advised in writing or electronically.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No					
Third party arrangements (Adjust as appropriate)	<table border="0"> <tr> <td>No services are delivered on behalf of the RTO.</td> <td> <input type="checkbox"/> Yes  <input checked="" type="checkbox"/> No                 </td> <td rowspan="2"> <ul style="list-style-type: none"> <li>'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.</li> <li>Where services are provided on the RTO's behalf by a third</li> </ul> </td> </tr> <tr> <td>Some services are provided by a third party on behalf of the RTO.</td> <td> <input type="checkbox"/> Yes  <input checked="" type="checkbox"/> No                 </td> </tr> </table>	No services are delivered on behalf of the RTO.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<ul style="list-style-type: none"> <li>'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.</li> <li>Where services are provided on the RTO's behalf by a third</li> </ul>	Some services are provided by a third party on behalf of the RTO.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
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Some services are provided by a third party on behalf of the RTO.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No						

### 1.3 Delivery and assessment

Requirement	Pre-enrolment information	Confirmed by RTOM											
	<table border="1"> <tr> <td data-bbox="472 327 708 430">QCAA has been notified of the third party arrangement.</td> <td data-bbox="715 327 817 430"> <input type="checkbox"/> Yes  <input checked="" type="checkbox"/> No                 </td> <td data-bbox="823 327 1214 972" rowspan="5"> <p><i>party, the provision of those services must include a written agreement.</i></p> <ul style="list-style-type: none"> <li><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></li> <li><i>When the RTO offers a qualification on its scope to students and in order to achieve the qualification the RTO requires students to undertake training for one or more units with a different RTO, this is considered a third party arrangement. Record the RTO's details and arrangements summary.</i></li> </ul> </td> </tr> <tr> <td colspan="2" data-bbox="472 439 817 510">Third party name</td> </tr> <tr> <td colspan="2" data-bbox="472 519 817 591">Third party RTO number</td> </tr> <tr> <td colspan="2" data-bbox="472 600 817 672">Third party phone number</td> </tr> <tr> <td colspan="2" data-bbox="472 680 817 963">Summary of services provided in relation to specific units of competency</td> </tr> </table>	QCAA has been notified of the third party arrangement.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<p><i>party, the provision of those services must include a written agreement.</i></p> <ul style="list-style-type: none"> <li><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></li> <li><i>When the RTO offers a qualification on its scope to students and in order to achieve the qualification the RTO requires students to undertake training for one or more units with a different RTO, this is considered a third party arrangement. Record the RTO's details and arrangements summary.</i></li> </ul>	Third party name		Third party RTO number		Third party phone number		Summary of services provided in relation to specific units of competency		
QCAA has been notified of the third party arrangement.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<p><i>party, the provision of those services must include a written agreement.</i></p> <ul style="list-style-type: none"> <li><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></li> <li><i>When the RTO offers a qualification on its scope to students and in order to achieve the qualification the RTO requires students to undertake training for one or more units with a different RTO, this is considered a third party arrangement. Record the RTO's details and arrangements summary.</i></li> </ul>											
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Summary of services provided in relation to specific units of competency													
Educational and support services	<ul style="list-style-type: none"> <li>Learners in this cohort are school students in Years 10 to 12. 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.</li> <li>Unmet educational needs of young persons aged 10–17 in the juvenile justice system — school RTOs within youth detention centres may deliver training and assessment to these students even if not in detention.</li> </ul> <p><b>The RTO delivers services to students in the juvenile justice system.</b></p> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No											
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"> <li>students will be issued with a Statement of Attainment for any successfully completed units of competency</li> <li>any fees paid toward the program will be refunded on a pro rata basis.</li> </ul>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No											
	<p><b>The RTO has provided students with information in print or electronically concerning arrangements in the event of early termination of the program.</b></p> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No											

### 1.3 Delivery and assessment

Requirement	Pre-enrolment information	Confirmed by RTOM
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"><li>• 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</li><li>• 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.</li></ul>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

## 1.4 Certification

Requirement	Pre-enrolment information	Confirmed by RTOM
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"> <li>• an <b>AQF certificate and record of results</b> will be issued if the qualification in which the learner is enrolled is complete</li> <li>• a <b>Statement of Attainment</b> will be issued if the qualification in which the learner is enrolled is partially complete.</li> </ul> <p>* unless there is a written agreement with students and parents that the RTO will issue certification on exit or request</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Unique Student Identifier (USI)	<ul style="list-style-type: none"> <li>• 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.</li> <li>• The consequences of not providing the RTO with a USI have been explained to the student.</li> <li>• Each student's USI will be recorded by the RTO in SLIMS or Student Management and reported to QCAA in the same year that the certification was issued.</li> </ul>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
	<p>A student may access their training records and results (transcript) using their online USI account. For more information, see <a href="http://usi.gov.au/Students/pages/default.aspx">usi.gov.au/Students/pages/default.aspx</a></p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Credit arrangements	<p><b>Transitioning from an old version to a new version of a training product</b></p> <p>If the National Register (<a href="http://training.gov.au">training.gov.au</a>) deems a superseded unit of competency to be equivalent to its replacement, students may claim credit for a successfully completed superseded unit.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
	<p><b>If a student already holds a unit of competency</b></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.</p> <p>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>The RTO has advised students in print or electronically of RPL arrangements. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

## 1.4 Certification

Requirement	Pre-enrolment information		Confirmed by RTOM
<b>Reissuing of Certificates and Statements of Attainment</b>	<p>The RTO maintains an auditable-quality register of all AQF qualifications (including Statements of Attainment) issued and authorised to issue.</p> <p>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>The Standards require compliance with the AQF Register and Issuance policies. All RTOs will:</p> <ul style="list-style-type: none"> <li>• maintain an auditable-quality register of AQF qualifications issued (including Statements of Attainment) containing sufficient information to identify correctly                             <ul style="list-style-type: none"> <li>– the holder of the qualification</li> <li>– the AQF qualification by its full title</li> <li>– date of issue/award/conferral</li> </ul> </li> <li>• have a policy that permits replacement of certification documentation</li> <li>• be responsible for authentication and verification of any replacement certification documentation.</li> </ul> <p>See <a href="http://www.aqf.edu.au/aqf-policies">www.aqf.edu.au/aqf-policies</a>.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
	<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><b>The RTO has advised students either in print or electronically about arrangements and fees related to obtaining replacement AQF certification.</b>    <input type="checkbox"/> Yes    <input type="checkbox"/> No</p>		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

## 1.5 Reporting

Requirement	Pre-enrolment information	Confirmed by RTOM
Recording results (Adjust as appropriate)	<ul style="list-style-type: none"> <li>Evidence-gathering tools are used to make decisions about a student's progress toward competency.</li> <li>The interim outcome descriptors of 'Satisfactory' or 'Unsatisfactory' will be used on students' projects and evidence documents.</li> <li>Students may continue to submit evidence until they exit the program or the end of the program's duration period.</li> <li>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.</li> <li>RTO management will record final outcomes (usually using the descriptors Competent, Not Competent, Credit Transfer, Superseded or Withdrawn) in Student Data Capture System (SDCS) or Student Management software approved by QCAA.</li> <li>All final outcomes must be entered into a QCAA approved software program before the end of the last term of the VET program or immediately after a student exits the program.</li> <li>RTO management reports student enrolment data to QCAA within the first term of the student's commencement of the VET program.</li> </ul>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Student profiles (Adjust as appropriate)	<ul style="list-style-type: none"> <li>Student profiles are updated by the assessor and are accessible to students on request.</li> <li>Assessors update the profile to confirm an individual student's submission of evidence and record interim and final outcomes.</li> <li>RTO management uses final outcomes recorded in student profiles to update SDCS, Student Management and/or SLIMS.</li> </ul>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Projects and evidence-gathering instruments	<ul style="list-style-type: none"> <li>All assessment activities, including projects and evidence-gathering tools, are identified by a code and listed in this document.</li> <li>A mapping document provides evidence of how assessment activities, projects and evidence-gathering tools meet the requirements for each unit of competency.</li> </ul>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Data privacy and reporting	<p><b>The RTO has provided students with information in print or electronically concerning privacy, use of personal data and reporting.</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <ul style="list-style-type: none"> <li>students are informed that personal information will be collected and reported on their behalf</li> <li>student declarations and consent of the RTO's privacy notice are retained (for 2018 only)</li> </ul>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Use of personal email address	<p><b>The RTO has provided students with information in print or electronically concerning use of personal email addresses on assessment materials and evidence.</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <ul style="list-style-type: none"> <li>Agreed email addresses provide the same acknowledgment as a signature</li> <li>The RTO has recorded students' and assessors' email addresses</li> </ul>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

## 1.5 Reporting

Requirement	Pre-enrolment information	Confirmed by RTOM
Complaints	<p><b>The RTO has advised students either in print or electronically that complaints received by the RTO will be acknowledged in writing and finalised as soon as practicable.</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <ul style="list-style-type: none"> <li>• A complaint may be involving the conduct of the RTO's officers, students or third-party service providers of the RTO.</li> <li>• Any RTO officer may receive a complaint verbally, in writing or electronically</li> </ul>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Appeals	<p><b>The RTO has advised students either in print or electronically that all appeals received by the RTO will be acknowledged in writing and finalised as soon as practicable.</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <ul style="list-style-type: none"> <li>• There are two types of appeals that can be lodged:             <ul style="list-style-type: none"> <li>– appeal of final assessment decision</li> <li>– appeal of any other RTO decision.</li> </ul> </li> <li>• Appeals must be submitted to the RTO in writing using the RTO's appeal form.</li> </ul>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Publicly availability (Adjust as required)	<p>The complaints and appeals policy and procedure may be accessed via the publicly accessible school RTO website.</p> <p>For more information, see:  <a href="https://marsdenshs.eq.edu.au/curriculum/vocational-education">https://marsdenshs.eq.edu.au/curriculum/vocational-education</a></p>	<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.

2.1 Core and elective units being offered		
Enter the unit code and title Hyperlink to unit on TGA is recommended	Unit type	Pre-requisite unit required?
<a href="#">FSKDIG03 Use digital technology for routine workplace tasks</a>	Core Unit	<input type="checkbox"/>
<a href="#">FSKLRG09 Use strategies to respond to routine workplace problems</a>	Core Unit	<input type="checkbox"/>
<a href="#">FSKLRG11 Use routine strategies for work-related learning</a>	Core Unit	<input type="checkbox"/>
<a href="#">FSKNUM14 Calculate with whole numbers and familiar fractions, decimals and percentages for work</a>	Core Unit	<input type="checkbox"/>
<a href="#">FSKNUM15 Estimate, measure and calculate routine metric measurements for work</a>	Core Unit	<input type="checkbox"/>
<a href="#">FSKOCM07 Interact effectively with others at work</a>	Core Unit	<input type="checkbox"/>
<a href="#">FSKRDG10 Read and respond to routine workplace information</a>	Core Unit	<input type="checkbox"/>
<a href="#">FSKWTG09 Write routine workplace texts</a>	Core Unit	<input type="checkbox"/>
<a href="#">BSBCMM201 – Communicate in the workplace</a>	Imported Elective	<input type="checkbox"/>
<a href="#">BSBIND201 – Work effectively in a business environment</a>	Imported Elective	<input type="checkbox"/>
<a href="#">BSBWHS201 – Contribute to health and safety of self and others</a>	Imported Elective	<input type="checkbox"/>
<a href="#">FSKLRG10 – Use routine strategies for career planning</a>	Listed Elective	<input type="checkbox"/>
<a href="#">FSKOCM06 – Use oral communication skills to participate in workplace teams</a>	Listed Elective	<input type="checkbox"/>
<a href="#">FSKRDG09 – Read and respond to routine standard operating procedures</a>	Listed Elective	<input type="checkbox"/>

## 2.2 Optional units and flexibility

If there are options regarding choice of electives, explain these here. Include comments on flexibility and fairness considerations for the cohort and/or individuals.

For example, if there are more units listed here than required by the packaging rules, explain the options available to students and any RPL or credit transfer options.

## Section 3 Program assessment details

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

Use this section 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, and list the evidence-gathering tools to be used. 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.

### 3.1 Developing assessment tools

Use these six 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 3.4.

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)
  - reviews of things a student produces (e.g. project work, folios, artefacts, online materials, services).

In addition, there may be third party written reports.

List these assessment tools in Section 3.4.

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 3.4.

5. Develop a student profile. Each student must have their own profile that has provision to record outcomes for units of competency. As a minimum the profile must include:
  - student and assessor identification
  - dates or date ranges for completions
  - all units of competency the student is enrolled in, including title and code of qualification
  - a relevant final outcome on exit, e.g. Competent, Not Competent, Credit Transfer, Recognition of Prior Learning (RPL), Withdrawn
  - name of RTO
  - student year level.

You may optionally include a relevant interim outcome while gathering evidence, e.g. sufficient/insufficient or satisfactory/unsatisfactory.

The final outcome is used when updating student management records. Outcomes are recorded toward the end of the program when the assessor is satisfied there is enough valid evidence.

6. 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.

## 3.2 Student work

The assessment tools may not result in the production of tangible student work. This should not concern validators or assessors. Competency-based assessment is substantially reliant on direct observation and questioning evidence being gathered while an assessment task is being undertaken.

The principle of validity includes the requirement that assessment of knowledge and skills is integrated with their practical application. Assessment by practical application results in assessment tools that produce both tangible and intangible evidence of students' skills and knowledge. Observations and direct questions do not produce tangible evidence, whereas products, artefacts and folios do. Assessment tools producing both types of evidence should be validated.

For both types of evidence, validators must analyse the decision-making rules. The decision-making rules are the lists of observations, acceptable answers and product/artefact/folio specifications used by the assessors to make judgments on evidence that is seen, heard or produced.

## 3.4 Program details

3.4 Program details					
Cluster 1	FSK_c1_Career-Planning				
Estimated duration	10 weeks	Outcome type	<input checked="" type="checkbox"/> Interim <input checked="" type="checkbox"/> Final	Assessment tools mapped on separate document	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Assessment activity	Unit/s for which partial or complete evidence will be gathered		Evidence-gathering tools used		Tool code
<b>Career Planning</b> Students will be required to: <ul style="list-style-type: none"> <li>• Create USI number and Tax File Number</li> <li>• Complete Job Outlook Quiz online to explore career and job options</li> <li>• Create resume and cover letter</li> <li>• Develop interview skills</li> <li>• Develop a career plan</li> <li>• Set career goals</li> </ul>	<ul style="list-style-type: none"> <li>• FSKLRG11 Use routine strategies for work related learning</li> <li>• FSKRDG10 Read &amp; respond to routine workplace</li> <li>• FSKWTG09 Write routine workplace texts</li> <li>• FSKLRG10 Use routine strategies for career planning</li> </ul>		Observation checklist	<input checked="" type="checkbox"/>	CP_Obs1
			Questions checklist	<input checked="" type="checkbox"/>	CP_Quest1
			Review of product/service against specifications	<input type="checkbox"/>	
			Folio of work against specifications	<input checked="" type="checkbox"/>	CP_Folio1
			Third party report	<input checked="" type="checkbox"/>	CP_3 <sup>rd</sup> 1
			Safety induction checklist	<input type="checkbox"/>	
Cluster 2	FSK_c2_Communication-in-the-workplace				
Estimated duration	10 weeks	Outcome type	<input type="checkbox"/> Interim <input checked="" type="checkbox"/> Final	Assessment tools mapped on separate document	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Assessment activity	Unit/s for which partial or complete evidence will be gathered		Evidence-gathering tools used		Tool code
<b>Communication in the Workplace:</b>	<ul style="list-style-type: none"> <li>• BSBCMM201 Communicate in the workplace</li> </ul>		Observation checklist	<input checked="" type="checkbox"/>	CW_Obs1
			Questions checklist	<input type="checkbox"/>	

### 3.4 Program details

<p>Students will develop skills with day to day workplace communications including:</p> <ul style="list-style-type: none"> <li>• <i>Read and comprehend workplace information, in this case... Risk Assessments.</i></li> <li>• <i>Communicate via email in a workplace environment</i></li> <li>• <i>Complete workplace incident form</i></li> <li>• <i>Learn about communication strategies</i></li> <li>• <i>Work in a team on a project and reflect on performance and communication within the team.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">FSKOCM06 Use oral communication skills to participate in workplace teams</a></li> <li>• <a href="#">FSKDIG03 Use digital technology for routine workplace tasks</a></li> </ul>	Review of product/service against specifications	<input type="checkbox"/>			
		Review folio of work against specifications	<input checked="" type="checkbox"/>	CW_Folio1		
		Third party report	<input checked="" type="checkbox"/>	CW_3 <sup>rd</sup> 1		
		Safety induction checklist	<input type="checkbox"/>			
<b>Cluster 3</b>	<b>FSK_c3_In-The-Workplace</b>					
<b>Estimated duration</b>	10 weeks	<b>Outcome type</b>	<input type="checkbox"/> Interim <input checked="" type="checkbox"/> Final	<b>Assessment tools mapped on separate document</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<b>Assessment activity</b>		Unit/s for which partial or complete evidence will be gathered	Evidence-gathering tools used		Tool code	
<b>In The Workplace</b> Students will gain practical experience in a workplace by: <ul style="list-style-type: none"> <li>• <i>Create a resource for a work environment – in this case, create a resource for a school class.</i></li> <li>• <i>Redevelop the resource based on feedback</i></li> <li>• <i>Suggest improvements to re-develop the resource.</i></li> <li>• <i>Identify a potential workplace problem and propose a solution.</i></li> </ul>		<ul style="list-style-type: none"> <li>• <a href="#">FSKLRG09 Use strategies to respond to routine workplace problems</a></li> <li>• <a href="#">FSKOCM07 Interact effectively with others at work</a></li> <li>• <a href="#">BSBIND201 Work effectively in a business environment.</a></li> </ul>	Observation checklist	<input checked="" type="checkbox"/>	IW_Obs1	
				Questions checklist	<input type="checkbox"/>	
				Review of product/service against specifications	<input type="checkbox"/>	
				Review folio of work against specifications	<input checked="" type="checkbox"/>	IW_Folio1
				Third party report	<input checked="" type="checkbox"/>	IW_3 <sup>rd</sup> 1
				Safety induction checklist	<input type="checkbox"/>	

### 3.4 Program details

<ul style="list-style-type: none"> <li>Identify work and personal priorities and achieve a work/life balance.</li> <li>Personal Protective Equipment</li> <li>Identify work and personal priorities and achieve a work/life balance.</li> <li>Employee and employer rights</li> </ul>					
Project 4	FSK_c4_Safety-in-the-Workplace				
Estimated duration	10 weeks	Outcome type	<input type="checkbox"/> Interim <input checked="" type="checkbox"/> Final	Assessment tools mapped on separate document	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Assessment activity		Unit/s for which partial or complete evidence will be gathered	Evidence-gathering tools used		Tool code
<p><b>Safety in the Workplace</b></p> <p>Students will gain exposure to elements of workplace signs, health and safety including:</p> <ul style="list-style-type: none"> <li>Identify signs and evacuation maps</li> <li>Identify hazards and effect of hazards and hazard prevention.</li> <li>Create Standard Operating Procedure</li> <li>Workplace Health and Safety</li> <li>Duty holders and their responsibilities</li> </ul> <p>Students will also complete three maths exams, based on measurements, calculations and units encountered in a variety of workplaces.</p>		<ul style="list-style-type: none"> <li>FSKRDG09 – Read and respond to Standard operating procedures</li> <li>BSBWHS201 – Contribute to health and safety of self and others</li> <li>FSKNUM14 – Calculate with whole numbers &amp; familiar fractions, decimals for work</li> <li>FSKNUM15 – Estimate, measure, and calculate routine metric measurements for work</li> </ul>	Observation checklist	<input checked="" type="checkbox"/>	WHS_Obs1
			Questions checklist	<input type="checkbox"/>	
			Review of product/service against specifications	<input type="checkbox"/>	
			Review folio of work against specifications	<input checked="" type="checkbox"/>	WHS_Folio1
			Third party report	<input checked="" type="checkbox"/>	WHS_3 <sup>rd</sup> 1
			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

4.1 Work experience arrangements			
On what basis is work experience provided?		For all employers providing work experience relevant to this qualification:	
Not provided (go to Section 5)	<input checked="" type="checkbox"/>	Written agreements are in place.	<input type="checkbox"/>
VET program/course requirement	<input type="checkbox"/>	Realistic workplace experience	<input type="checkbox"/>
RTO requirement	<input type="checkbox"/>	Third party report included in Section 3.4	<input type="checkbox"/>
Student wants work experience	<input type="checkbox"/>	Student information in Section 1 of TAS is accurate.	<input type="checkbox"/>
Optional	<input type="checkbox"/>		
File location of work experience agreements	Enter the pathway for the drive/file location of electronic copy of work experience arrangements.		

4.2 Register of employers with written agreements in place	
Enter name and location of each business, company or industry providing work experience	
<i>e.g. Robert Tsu Smallgoods, Brisbane</i>	<i>e.g. Fast Eats Cafe, Paddington</i>