Foundation Skills Training Package
Implementation Guide

Australian Government
**Department of Industry, Innovation,
Science, Research and Tertiary Education**

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Contents

Introduction

Who is this guide for?

The **Implementation Guide** is designed to assist assessors, trainers, Registered Training Organisations (RTOs) and enterprises in delivering the training package. It provides advice about the structure of the training package and its key features.

Version Modification History

Version number	Release Date	Comments
1	TBC	Primary Release of Streamlined training package

Mapping to previous version of training package

FSK Foundation Skills Training Package is new and therefore has no mapping.

Overview of the FSK Foundation Skills Training Package

Training packages:

- provide a consistent and reliable set of components for training
- enable nationally recognised qualifications to be awarded through direct assessment of workplace competencies
- encourage the development and delivery of flexible training that suits individual and industry requirements
- encourage learning and assessment in a work-related environment that leads to verifiable workplace outcomes.

They describe the skills and knowledge needed to perform effectively in the workplace. They do not prescribe how someone should be trained.

More information about training packages can be found at: **www.deewr.gov.au/skills/overview/policy/tpdh/ trainingpackages/pages/home.aspx.**

The FSK Foundation Skills Training Package differs from all other training packages in that it is designed to work in combination with them to support the achievement of vocational pathways. Units and qualifications within the FSK Foundation Skills Training Package describe the skills and knowledge that underpin vocational performance. While these skills and knowledge are already described or implied within vocational competencies in other training packages, many learners fail to develop the required foundation skills through their vocational training programs. The FSK Foundation Skills Training Package provides an opportunity for RTOs to select and deliver foundation skills units and qualifications that will enable learners to build the specific foundation skills required to achieve vocational competency.

Early review

In agreeing to the development of the FSK Foundation Skills Training Package, the National Quality Council (NQC) required that the purpose, appropriateness and effectiveness of the training package must be reviewed 12 months from its endorsement.

Factors affecting delivery and assessment

Under the new standards to be applied to units of competency in Training Packages, material, formerly known as "Range Statements" or Range of Variables" is not easily incorporated directly into the units. Nevertheless it is critical that trainers and assessors are able to access this material and utilise it in the delivery and assessment of the units.

In Appendix A of this document we have provided this information on a by unit basis for all 91 units in the Training Package.

Foundation skills in the workforce

Foundation skills have regularly been identified by employers as essential for successful performance in the workplace. Rapid industry and technological change means that individuals need to continually build and adapt their skills for new contexts, technologies and purposes.

Foundation skills encompass the core skills defined by the Australian Core Skills Framework (ACSF) – learning, reading, writing, oral communication and numeracy – and Employability Skills. They exist on a continuum from very basic skills to highly developed and specialised skills and underpin the successful achievement of vocational competencies at all levels.

The National Foundation Skills Strategy for Adults reports that 40 per cent of employed Australians do not have the foundation skills needed to meet the complex demands of work and life in a modern economy. These individuals may have difficulty participating in workforce development opportunities and may be limited in their ability to build new vocational skills and knowledge. Foundation skills levels in the workforce have serious implications for Australia's future productivity and ability to meet projected skill demands.

The FSK Foundation Skills Training Package is designed to support a greater emphasis on building foundation skills within VET programs, enabling individuals to:

- acquire the foundation skills that will enable them to participate successfully in education and training
- build the foundation skills that underpin vocational competence.

Who can deliver and assess training packages?

For the purpose of national recognition, training and assessment must be conducted by an RTO with the qualifications or specific units of competency on its scope of registration.

RTOs who want to deliver material not on their scope of registration, will need to work in partnership with RTOs who do have the material on their scope of registration.

RTOs are responsible for ensuring training and assessment is conducted by appropriately qualified practitioners and complies with the relevant requirements in the *Standards for NVR Registered Training Organisations* **http://www.asqa.gov.au/about-asqa/national-vet-regulation/vet-quality-framework.html** or *AQTF 2010* **http://www.nssc.natese.gov.au/nqc_archive/aqtf.**

In some cases RTOs may need to use team-based or collaborative approaches to bring together all the necessary skills and knowledge to train and assess the full range of skills within a program of vocational training.

Although the FSK Foundation Skills Training Package does not relate to a particular industry, users are advised that the requirement 4.4 (c) of the Standards for NVR Registered Training Organisations (AQTF 2010 Essential Standards for RTOs 1.4 (c)) is relevant to trainer and assessor requirements for this training package. Trainers and assessors working with the FSK Foundation Skills Training Package are required to:

- demonstrate current industry skills directly relevant to the training/assessment being undertaken.

Trainers and assessors delivering and assessing units and qualifications from the FSK Foundation Skills Training Package will require recognised expertise in the delivery and assessment of foundation skills. This expertise will vary according to the training context and the needs of the learners.

For example, many learners who undertake qualifications from the FSK Foundation Skills Training Package will need considerable support from LLN specialists with the pedagogical knowledge and experience to address and overcome severe barriers to learning. However, some learners accessing individual units or skill sets from the FSK Foundation Skills Training Package may require only modelling of good practice in foundation skills relevant to their vocational context and opportunities to practise and build confidence. Most groups of learners will be somewhere in between these two extremes and will be using the FSK Foundation Skills Training Package to develop or enhance vocationally relevant foundation skills in one or more areas of:

- learning
- reading
- writing
- oral communication
- numeracy
- digital technology.

RTOs will need to determine the most appropriate delivery approach (or combination of approaches) for their target learners. IBSA's online resource provides examples of possible approaches – each of which includes shared roles for practitioners – including:

- delivery and assessment of foundation skills pathway qualifications by specialist LLN teachers in consultation with relevant industry specialists
- team teaching approaches to delivery and assessment of integrated vocational and foundation skills programs combining LLN specialist and vocational practitioner
- delivery of contextualised foundation skills within a vocational program by vocational practitioner with assistance from LLN specialist for pre-training assessment and program design.

Who can deliver and assess training packages? cont.

In each case the vocational practitioner would be expected to have undertaken professional development or training in understanding and awareness of foundation skills, such as the skills and knowledge covered by the units TAELLN401 and TAELLN501.

Maintaining Currency

Assessors have a responsibility to maintain currency in all areas of their own vocational competence. Moy (2001) defines industry currency as maintaining, upgrading and, if required, widening competence in the specialised industry skills and knowledge needed to deliver and assess vocational education and training (VET) qualifications/courses.

Currency includes maintaining professional knowledge about the industry sector, including technologies and workplace practices. This may be achieved through:

- participation in relevant professional development activities
- participation in networks, communities of practice or mentoring activities
- personal development through reading of industry journals
- participating in formal (nationally endorsed or State/Territory accredited) and/or informal training or professional learning
- returning to work in industry.

Mode of delivery

The FSK Foundation Skills Training Package supports the integrated delivery of foundation skills and vocational skills and knowledge. All units of competency within the FSK Foundation Skills Training Package describe skills and knowledge in relation to a work context and are designed to support the achievement of vocationally relevant competencies. The units of competency need to be delivered and assessed in a way that identifies and works toward related vocational outcomes so that learners are able to develop foundation skills and vocational skills at the same time.

Depending on learner needs and delivery contexts, this may be achieved through:

- use of vocational electives to contextualise core units in FSK Foundation Skills Training Package qualifications
- holistic delivery and assessment of FSK Foundation Skills Training Package units of competency with units of competency from other training packages
- contextualisation of FSK Foundation Skills Training Package units of competency for specific workplaces, job roles or vocational pathways.

Regulation and licensing implementation issues

There are no licensing, legislative and certification requirements that apply to this training package. However, licensing, legislative and certification requirements that apply to specific industries and VET, vary across each State and Territory, and can regularly change. Contact the relevant State or Territory Department/s to check if licensing/registration requirements apply.

Implementation Information

Information on the key features of the training package and the industry that will impact on the selection of training pathways

Pathways generally define a path or sequence of learning or experience that can be followed to attain competency. They also describe the way in which training and assessment is undertaken in an education or training program. They are not mandatory and may vary depending on the qualification or training program and the needs of the individual.

All qualifications within the training package can be achieved by a variety of pathways and delivery methods, either on-the-job or through a combination of on- and off-the-job training and recognition processes.

Entry requirements are the knowledge, skills or experience required to enter a qualification. They may be expressed as units of competency or vocational experience or a combination of both and **must** be demonstrated prior to commencing the qualification.

In line with its purpose to support and enable learners to pursue and achieve vocational qualifications and pathways, the FSK Foundation Skills Training Package does not mandate entry requirements for any qualifications or units of competency.

Access and equity considerations

An individual's access to the assessment process should not be adversely affected by restrictions placed on the location or context of assessment.

Good vocational education, training and assessment includes making adjustments to what we do to meet the learning and assessment needs of individuals. An open mind, common sense and tailoring training and assessment to individual circumstances should ensure individuals achieve the standards employers and RTOs expect.

An adjustment is any measure or action that a learner requires because of their disability, which has the effect of assisting the learner to access and participate in education and training on the same basis as learners without a disability. An adjustment is reasonable if it achieves this purpose while taking into account factors such as the nature of the learner's disability, the views of the learner, the potential effect of the adjustment on the learner and others, and the costs and benefits of making the adjustment.

Reasonable adjustments need only be that – reasonable. It is about identifying what adjustments might reasonably be made and how they may be put into place.

Assessment processes and techniques should be modified for distance-based learners, be culturally appropriate and suitable to the communication skill level, language, literacy and numeracy capacity of the candidate and the work being performed.

Where applicable, physical resources should include equipment modified for people with specific needs as well as assistance to support their participation in the assessment process.

NQC Foundation Skills Principles

The development and implementation of the FSK Foundation Skills Training Package must align with a set of Foundation Skills Principles established by the National Quality Council (NQC).

These principles include requirements relating to fairness and equity. In particular the principles specify that foundation skills qualifications may not be listed as an entry requirement for vocational qualifications.

In accordance with this requirement, users of the FSK Foundation Skills Training Package must ensure that use of the package does not create a barrier to entry into vocational training programs.

The NQC Foundation Skills Principles can be accessed at:
**http://www.nssc.natese.gov.au/21c/foundation_skills/
principles_of_foundation_skills**

Vocational purpose paramount

Units and qualifications from the FSK Foundation Skills Training Package should not be used as prerequisites for any VET programs. Nor should they be used to replace vocational electives. They are specifically designed to support the development of foundation skills in a vocational context, not to provide evidence of foundation skill levels required for course entry. If units from the FSK are used to replace vocational units it undermines the purpose of the Package in supporting and underpinning the development of vocational competencies.

Foundation skills

Foundation skills encompass both the core skills of reading, writing, oral communication, numeracy and learning as described by the Australian Core Skills Framework (ACSF), and the Employability Skills/Core Skills for Work. They exist on a continuum from very basic skills to highly-developed and specialist skills.

Foundation skills are identified at a unit of competency level in all IBSA training packages.

In line with the requirements of the streamlined training package model, units of competency in the FSK Foundation Skills Training Package identify the foundation skills that are essential to performance. As foundation skills are the primary focus of all units of competency in the package, only those skills that have not been explicitly described in the performance criteria are listed in the 'foundation skills' section of the unit template.

Advice on any WHS implications in the industry

Where necessary, work health and safety (WHS) requirements have been incorporated in all IBSA training packages at a unit of competency level. They are either embedded within units of competency or specific WHS units have been developed and included at the qualification level.

In jurisdictions where the National Model WHS Legislation has not been implemented RTOs are advised to contextualise the unit of competency by referring to the existing State/Territory occupational health and safety (OHS) legislative requirements.

Resource and equipment list relevant to the training package

A range of resources that are essential for assessment across all qualifications in the training package have been identified below.

Details of specific resources, including equipment and materials essential for assessment are included under Assessment Conditions in the Assessment Requirements.

Implementation of the FSK Foundation Skills Training Package will require the use of:

- vocationally contextualised learning materials and delivery methods
- vocationally contextualised assessment tools aligned to the Australian Core Skills Framework
- collaborative implementation arrangements that draw on the expertise of both foundation skills specialists and vocational specialists.

Legal considerations for learners in the workplace/on placements

Legal requirements that apply to specific industries and VET vary across each State and Territory, and can regularly change. Contact the relevant State or Territory Department/s to check if legal requirements apply.

Qualifications

What is the Australian Qualifications Framework (AQF)?

The Australian Qualifications Framework (AQF) provides a comprehensive, nationally consistent framework for all qualifications in post-compulsory education and training in Australia. In the VET sector it assists national consistency for all trainees, learners, employers and providers by enabling national recognition of qualifications and Statements of Attainment.

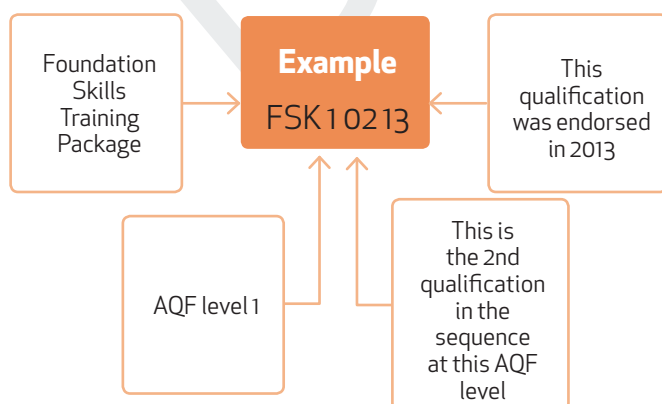For a full explanation of the AQF, see the *AQF Implementation Handbook*:
http://www.aqf.edu.au/Portals/0/Documents/Handbook/ AustQuals%20FrmwrkFirstEditionJuly2011_FINAL.pdf

Qualification codes

Each qualification has a unique eight-character code:

- the first three characters identify the training package
- the first number identifies the qualification level
- the next two numbers identify a qualification's position in the sequence of qualifications at that level
- the last two numbers identify the year in which the qualification was endorsed.

For example:

Foundation Skills Training Package → **Example** FSK 1 02 13 ← This qualification was endorsed in 2013

AQF level 1

This is the 2nd qualification in the sequence at this AQF level

Explanation of the qualifications and the various industry sectors

Qualifications in the FSK Foundation Skills Training Package are available at AQF level 1 and 2. These qualifications are pre-vocational and do not provide specific industry outcomes, but can be contextualised to prepare learners for entry to vocational pathways.

Detail on qualifications and occupational outcomes in industry

The three qualifications in the FSK Foundation Skills Training Package are not intended as mandatory preparation for vocational pathways but as enabling mechanisms for learners who need significant attention to the development of foundation skills before they can effectively participate in the workplace or further training.

The qualifications within the FSK Foundation Skills Training Package are suited primarily to learners who are preparing for entry into the workforce and may be appropriate for use in schools and labour market programs.

Qualifications in FSK Foundation Skills Training Package Version 1

Code	Title
FSK10113	Certificate I in Access to Vocational Pathways
FSK10213	Certificate I in Skills for Vocational Pathways
FSK20113	Certificate II in Skills for Work and Vocational Pathways

Qualifications Options

The qualifications include elective units that should be selected according to the learning and pathway needs of the learner. The choice of elective units is generally negotiated between the learner and/or employer (where applicable), and the RTO conducting the training program.

Electives can be selected from within the training package, from other training packages and from accredited courses.

Learners benefit from building foundation skills in a context that is relevant and meaningful for them. It is recommended that elective units are used to provide a focus for the qualification that is relevant to the vocational and learning goals of the learner.

Vocational elective units can be used to:

- inspire the vocational contextualisation of core units, making them more meaningful and relevant for learners
- create pathways for learners into further training in specific vocational areas.

Australian Apprenticeships in the Foundation Skills Industry

The Australian Apprenticeships website offers information about traineeships and apprenticeships and includes a link to the State and Territory Training Authority (STA) that monitors provision. Visit **www.australianapprenticeships.gov.au** for more information.

What is VET in schools?

VET in schools (VETiS) provides for nationally recognised VET undertaken as part of a senior secondary certificate based on industry standards.

Successful completion of a VETiS program enables students to gain a nationally-recognised AQF qualification, usually at the same time as their school-based qualification.

VETiS programs are packaged and delivered in a variety of ways across Australia. There are three main types of delivery arrangements for VETiS programs:

- schools can be an RTO in their own right
- school sectoral bodies (such as Boards of Studies or regional offices) can hold RTO status on behalf of a group of schools
- schools can work together in partnership with an RTO.

In some State and Territory school systems, students who work part-time in an appropriate workplace may use this to fulfil work placement requirements. Virtual or simulated work placements may also be legitimate.

The three qualifications in the FSK Foundation Skills Training Package may be used in VETiS programs for learners who need to build vocationally-relevant foundation skills. The qualifications may be used alone or in combination with other vocational qualifications to support vocational outcomes and pathways.

Skill Sets

Skill Sets are defined as single units of competency, or combinations of units of competency, from an endorsed training package/s that link to a licensing or regulatory requirement, or a defined industry need.

No Skill Sets have been identified in the FSK Foundation Skills Training Package. However, the package is specifically designed to enable the selection and use of groups of units according to the foundation skills development needs of vocational learners.

A number of suggested clusters of units from the FSK Foundation Skills Training Package have been identified in IBSA's FSK online resource. Users are encouraged to package groups of foundation skills units with relevant vocational units where a specific need for foundation skills development has been identified.

Competency Standards

What is competency?

The broad concept of industry competency is the ability to perform particular tasks and duties to the standard of performance expected in the workplace. Competency covers all aspects of workplace performance and involves:

- performing individual tasks
- managing a range of different tasks
- responding to contingencies or breakdowns
- dealing with the responsibilities of the workplace, including working with others.

Workplace competency is the ability to apply relevant skills and knowledge consistently over time and in the required workplace situations and environments.

Competency standards are determined by industry to meet industry skill needs and focus on what is expected of a competent individual in the workplace.

Alignment to the Australian Core Skills Framework

Units of competency in the FSK Foundation Skills Training Package have been aligned against the Australian Core Skills Framework (ACSF) from very basic skills at pre level 1 to high level skills at level 5. The ACSF provides a systematic approach to benchmarking, monitoring and reporting on core skills performance. Alignment of the foundation skills units of competency to the ACSF provides users of the FSK Foundation Skills Training Package with a detailed picture of the expected level of performance.

However, it must be noted that the FSK Foundation Skills Training Package is not designed as an ACSF assessment tool –

thus achievement of a unit from the package does not indicate achievement of an entire ACSF level. A sound understanding of the ACSF will be important for practitioners implementing the FSK Foundation Skills Training Package.

Relationship with the Australian Qualifications Framework

Training package units of competency are not aligned to levels within the Australian Qualifications Framework (AQF). This principle is particularly important for units within the FSK Foundation Skills Training Package because units from the package can be used to support the foundation skills development of learners undertaking vocational qualifications at any AQF level. For example, the unit *FSKNUM12 Identify and interpret information in familiar tables*, graphs and charts may be used to support the achievement of qualifications in a variety of industries across a number of AQF levels depending on the learning needs of the individual learner.
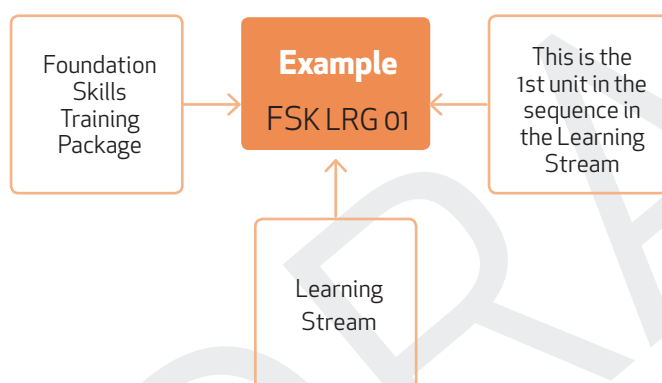
Skill groups

Units of competency in the FSK Foundation Skills Training Package have been organised into six skill groups: learning, reading, writing, oral communication, numeracy and digital technology. While these groups primarily reflect the core skills described by the ACSF they also encompass Employability Skills of: communication, planning and organising, problem solving, learning, team work and technology and have been informed by the Core Skills for Work.

Unit of competency codes

Each unit of competency has a unique code, which is assigned when the training package is endorsed, or when new units of competency are added to an endorsed training package:

- the first three characters identify the training package
- the next two/three characters indicate the competency stream or group
- the next two numbers identify a unit's position in the sequence of units in that competency stream or group.

| Foundation Skills Training Package | → | **Example** FSK LRG 01 | ← | This is the 1st unit in the sequence in the Learning Stream |

Learning Stream

Contextualisation of units of competency by RTOs

RTOs may contextualise units of competency to reflect local skill needs. Contextualisation could involve additions or amendments to the unit of competency to suit particular delivery methods, learner profiles, or specific enterprise requirements. Any contextualisation must ensure the integrity of the outcome of the unit of competency is maintained.

Units of competency in the FSK Foundation Skills Training Package describe foundation skills that may be applied in many industries and in a wide range of workplace environments. Users of the training package are expected to contextualise the units of competency for the specific vocational needs of the learner. For example the unit *FSKNUM23 Estimate, accurately measure and calculate measurements for work* may be used to focus on measuring length, mass, capacity, pressure, flow rate, speed, power, energy or temperature using a variety of measurement scales depending on the industry context. Industry requirements, as described in training or job specifications, should be used to contextualise the unit so that it enables learners to develop the specific skills and knowledge they need to achieve a relevant vocational outcome.

Units of Competency within Foundation Skills Training Package

Unit Code	Unit title
Learning	
FSKLRG01	Prepare to participate in a learning environment
FSKLRG02	Identify strategies to respond to basic workplace problems
FSKLRG03	Use basic strategies for career planning
FSKLRG04	Use basic strategies for work-related learning
FSKLRG05	Use strategies to plan simple workplace tasks
FSKLRG06	Participate in work placement
FSKLRG07	Use strategies to identify job opportunities
FSKLRG08	Use simple strategies for work-related learning
FSKLRG09	Use strategies to respond to routine workplace problems
FSKLRG10	Use routine strategies for career planning
FSKLRG11	Use routine strategies for work-related learning
FSKLRG12	Apply strategies to plan and manage complex workplace tasks
FSKLRG13	Apply strategies to respond to complex workplace problems
FSKLRG14	Manage strategies for career progression
FSKLRG15	Manage own work-related learning
Reading	
FSKRDG01	Recognise highly familiar workplace signs and symbols
FSKRDG02	Read and respond to basic workplace signs and symbols
FSKRDG03	Read and respond to basic workplace instructions
FSKRDG04	Read and respond to basic workplace information
FSKRDG05	Read and respond to simple workplace procedures
FSKRDG06	Read and respond to simple informal workplace texts
FSKRDG07	Read and respond to simple workplace information
FSKRDG08	Read and respond to routine visual and graphic texts
FSKRDG09	Read and respond to routine standard operating procedures
FSKRDG10	Read and respond to routine workplace information
FSKRDG11	Read and respond to complex workplace information
FSKRDG12	Read and respond to highly complex workplace information

Unit Code	Unit title
Writing	
FSKWTG01	Write personal details on basic workplace forms
FSKWTG02	Write basic workplace formatted texts
FSKWTG03	Write basic workplace information
FSKWTG04	Write simple informal workplace texts
FSKWTG05	Complete simple formatted workplace texts
FSKWTG06	Write simple workplace information
FSKWTG07	Write routine formal workplace texts
FSKWTG08	Complete routine workplace formatted texts
FSKWTG09	Write routine workplace texts
FSKWTG10	Write complex workplace texts
FSKWTG11	Write highly complex workplace texts
Oral Communication	
FSKOCM01	Participate in highly familiar spoken exchanges
FSKOCM02	Engage in basic spoken exchanges at work
FSKOCM03	Participate in simple spoken interactions at work
FSKOCM04	Use oral communication skills to participate in workplace meetings
FSKOCM05	Use oral communication skills for workplace presentations
FSKOCM06	Use oral communication skills to participate in workplace teams
FSKOCM07	Interact effectively with others at work
FSKOCM08	Use oral communication skills to facilitate workplace negotiations
FSKOCM09	Use oral communication skills to facilitate workplace meetings
FSKOCM10	Use oral communication skills for complex workplace presentations
FSKOCM11	Use oral communication skills to facilitate workplace teams
Numeracy	
FSKNUM01	Use beginning whole number skills and money up to one hundred for work
FSKNUM02	Use beginning skills related to time and 2D shapes for work

Unit Code	Unit title
FSKNUM03	Use whole numbers and money up to one thousand for work
FSKNUM04	Locate, compare and use highly familiar measurements for work
FSKNUM05	Identify and use some common 2D shapes for work
FSKNUM06	Use highly familiar maps and diagrams for work
FSKNUM07	Locate specific information in highly familiar tables, graphs and charts for work
FSKNUM08	Identify and use whole numbers and simple fractions, decimals and percentages for work
FSKNUM09	Identify, measure and estimate familiar quantities for work
FSKNUM10	Identify and describe common 2D and some 3D shapes for work
FSKNUM11	Read and use familiar maps, plans and diagrams for work
FSKNUM12	Identify and interpret information in familiar tables, graphs and charts for work
FSKNUM13	Construct simple tables and graphs for work using familiar data
FSKNUM14	Calculate with whole numbers and familiar fractions, decimals and percentages for work
FSKNUM15	Estimate, measure and calculate with routine metric measurements for work
FSKNUM16	Interpret, draw and construct 2D and 3D shapes for work
FSKNUM17	Use routine maps and plans for work
FSKNUM18	Collect data and construct routine tables and graphs for work
FSKNUM19	Interpret routine tables, graphs and charts for work
FSKNUM20	Use basic functions of a calculator
FSKNUM21	Apply an expanding range of mathematical calculations for work
FSKNUM22	Use and apply ratios, rates and proportions for work
FSKNUM23	Estimate, measure and calculate measurements for work
FSKNUM24	Use geometry to draw 2D shapes and construct 3D shapes for work
FSKNUM25	Use detailed maps to plan travel routes for work
FSKNUM26	Read, interpret and use detailed plans, drawings and diagrams for work
FSKNUM27	Collect, organise and interpret statistical data for work
FSKNUM28	Use routine formulas and algebraic expressions for work
FSKNUM29	Use introductory graphical techniques for work
FSKNUM30	Use common functions of a scientific calculator for work
FSKNUM31	Apply a wide range of mathematical calculations for work
FSKNUM32	Use and calculate with complex measurements for work
FSKNUM33	Collect, organise and analyse statistical data for work
FSKNUM34	Use and apply concepts of probability for work
FSKNUM35	Use algebraic and graphical techniques to analyse mathematical problems for work

Unit Code	Unit title
FSKNUM36	Use trigonometry for work
FSKNUM37	Use introductory matrices for work
FSKNUM38	Use introductory vectors for work
FSKNUM39	Use introductory calculus for work
Digital Technology	
FSKDIG01	Use digital technology for basic workplace tasks
FSKDIG02	Use digital technology for simple workplace tasks
FSKDIG03	Use digital technology for routine workplace tasks

Imported Units of Competency

There are no imported units of competency in the FSK Foundation Skills Training Package. However, the purpose of the Package is to support the achievement of vocational pathways and so all FSK units of competency are designed for integration and contextualisation with vocational units of competency from other training packages.

Units of Competency in the Foundation Skills Training Package with prerequisites

There are no units of competency with prerequisites in the FSK Foundation Skills Training Package

Contacts and Links

Links to other Companion Volumes/training package information

All IBSA Companion Volumes can be found on the IBSA Website: **http://www.ibsa.org.au**

Innovation and Business Skills Australia

Level 11, 176 Wellington Parade
East Melbourne Vic 3002
Tel: 03 9815 7000
Fax: 03 9815 7001
Web: **www.ibsa.org.au**
Email: **reception@ibsa.org.au**

General

Australian Qualifications Framework: First edition, July 2011
www.aqf.edu.au/

National Quality Council (NQC) 2011 VET in Schools, Strengthening delivery and assessment outcomes
http://www.nssc.natese.gov.au/_data/assets/pdf_file/0003/56640/VET_in_Schools_-_Strengthening_delivery_and_assessment_outcomes.pdf

NCVER VET Information Portal, Training Authorities
www.vetinformationportal.edu.au/TrainingAuthorities

TGA website, training packages,
www.training.gov.au

Industry Skills Councils
www.isc.org.au

Department of Industry, Innovation, Science, Research and Tertiary Information (DIISRTE)
www.innovation.gov.au

Australian Skills Quality Authority (ASQA)
www.asqa.gov.au

LiteracyNet – key information about Australian adult literacy activities and links to a range of program, professional development, resource and research sites
http://www.deewr.gov.au/skills/programs/litandnum/literacynet/Pages/default.aspx

National Foundation Skills Strategy for Adults
http://www.deewr.gov.au/Skills/Overview/Policy/NFSS/Pages/NFSSforAdults.aspx

NQC Foundation Skills Principles
http://www.nssc.natese.gov.au/21c/foundation_skills/principles_of_foundation_skills

Industry Associations

WELL Practitioners' Network
http://wellpractitioners.com.au

Australian Council for Adult Literacy
http://www.acal.edu.au

State training authority

Australian Capital Territory
http://www.det.act.gov.au/home

New South Wales
https://www.det.nsw.edu.au

Northern Territory
http://www.det.nt.gov.au

Queensland
http://training.qld.gov.au

South Australia
http://www.dfeest.sa.gov.au

Tasmania
http://www.education.tas.gov.au

Victoria
http://www.vrqa.vic.gov.au

Western Australia
http://www.dtwd.wa.gov.au

Traineeships and Apprenticeships

The Australian Apprenticeships site
www.australianapprenticeships.gov.au offers information about traineeships and apprenticeships and includes links to state and territory authorities (STAs) that monitor provision.

Workforce capacity building

Language, Literacy and Numeracy Practitioner Scholarships Program
http://www.deewr.gov.au/skills/programs/litandnum/scholarships/Pages/Scholarships.aspx

IBSA Knowledge Bank for TAE70110 and TAE80110
http://www.ibsa.org.au/news-and-projects/news/tabid/112/articleType/ArticleView/articleId/477/TAE70110-Knowledge-Bank.aspx

Free ACSF professional development workshops – conducted by WEA Illawarra
http://www.weaillawarra.com.au/acsf

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IBSA's Quality Assurance Process

IBSA has developed a quality assurance process in relation to the development of the Implementation Guide, which involves:

- a consideration of the nature of the content to be provided, taking account of the requirements of the NSSC guidelines and other relevant factors
- a consultation process with key stakeholders which enables feedback and clarification of content
- a drafting of this material by relevant experts
- an editing process
- a final check by the responsible IBSA Industry Manager