

## FSK20119 Certificate II in Skills for Work and Vocational Pathways

This course is delivered to schools as part of the Department of Education's VET Pathways Program which is an agreement between First Nations Strategy and Partnerships and Tallebudgera Outdoor and Environmental Education Centre's Registered Training Organisation. The purpose of the VET Pathways Program is to deliver Certificate courses to students across Queensland with the goal of increasing their employment prospects by attaining a Queensland Certificate of Education (QCE), learning in real world contexts and enriching First Nations cultural knowledge.



### Benefits to students

This course has significant benefits to students as it:

- contributes **four QCE credits\*** and satisfies **completed core** requirements
- includes transferable workplace skills and knowledge
- builds students' capability for workforce entry or vocational training pathways
- develops a greater understanding of and respect for Aboriginal and Torres Strait Islander cultures.

\* *Four QCE credits will be awarded providing at least 90% new learning is achieved (13 Units)*

### Units of Competency

**FSK20119 Certificate II in Skills for Work and Vocational Pathways** is made up of the following 14 Units of Competency (1 Core Unit and 13 Electives) and all must be completed:

Code	Unit of Competency Title	Core/Elective
FSKLRG011	Use routine strategies for work-related learning	Core
FSKLRG009	Use strategies to respond to routine workplace problems	Elective Grp B
FSKLRG010	Use routine strategies for career planning	Elective Grp B
FSKNUM012	Use familiar and simple data for work	Elective FSK
FSKNUM014	Calculate with whole numbers & familiar fractions, decimals & percentages for work	Elective Grp A
FSKNUM015	Estimate, measure and calculate with routine metric measurements for work	Elective Grp A
FSKNUM019	Interpret routine tables, graphs and charts and use information and data for work	Elective Grp A
FSKOCM007	Interact effectively with others at work	Elective Grp B
FSKRDG010	Read and respond to routine workplace information	Elective Grp B
FSKWTG009	Write routine workplace texts	Elective Grp B
FSKDIG003	Use digital technology for non-routine workplace tasks	Elective Grp B
AHCOCM301	Provide information on Aboriginal and/or Torres Strait Islander Peoples' cultural practice	Elective Imp
AHCWHS202	Participate in workplace health and safety processes	Elective Imp
PUACOM001	Communicate in the workplace	Elective Imp

The language, literacy and numeracy Units of Competency that make up this course are integrated into 5 main themes to give them context and relevance. The course has 5 Modules:

- Module 1 - Workplace Health and Safety
- Module 2 - Aboriginal and Torres Strait Islander Peoples' Cultural Practice
- Module 3 - Working with Numbers
- Module 4 - Career Planning
- Module 5 - Digital Technology (*separate online course*)

The Assessment Tasks for the first four Modules are in a printed booklet and students complete a separate online course for Module 5 – Digital Technology.

### **Language, Literacy and Numeracy requirements**

*FSK20119 Certificate II in Skills for Work and Vocational Pathways* is assessed at Level 3 on the Australian Core Skills Framework (ACSF). This means students will need to be able to read, write and calculate numeracy operations reasonably well (at about a Year 10 level). Schools are to provide the RTO with information regarding the students' current LLN abilities which indicate whether the students will be able to complete the course successfully.

If students are not currently working at Level 3 on the ACSF, they will require additional time and a suitable LLN teacher to bring them up to the required literacy and numeracy level. The RTO can assist schools with developing a Training Plan that best caters for the needs of individual students.

### **Volume of Learning**

The volume of learning of a Certificate II is typically 6 months – 1 year. The duration of the course will depend on the delivery model and the time allocated to learning each week. Schools may take 12 months to complete the course and additional time can be negotiated with the RTO if necessary. If the student already has the Foundation Skills at ACSF Level 3, the training may be accelerated and focuses on gap-training and contextual learning in the workplace.

### **Delivery Models**

The course can be delivered to students within their school in a variety of ways depending on their geographic location, the needs of the students and the priorities of the school. This includes being delivered within the current timetable, delivered in one or more learning blocks or delivered in the student's spare periods or other times they can be taken offline from their normal study program.

Whatever delivery model is selected, sufficient time and support must be provided for the student to engage fully with the program and to complete the required practical tasks and role plays.

### **Training and Assessment**

Training and Assessment will remain the responsibility of the RTO. All training and assessment materials are provided and completed coursework must be returned to Tallebudgera Outdoor and Environmental Education Centre for final assessment. The student's results will be reported to the Queensland Curriculum and Assessment Authority (QCAA) on completion of the course for inclusion on the Queensland Certificate of Education.

### **Course Facilitator**

The course is designed as a Distance Education program and is therefore able to be delivered in the school. You will need to identify a suitable person to facilitate the course and monitor student progress, and we can step them through all the materials prior to implementation, if requested. As we remain the trainers and assessors, all student work is returned to the RTO for final assessment. The Facilitator is collecting third party evidence on our behalf over an extended period of time as they would in a workplace, so they are not required to hold VET Trainer and Assessor qualifications.

All teaching and learning materials are provided with a Facilitator's Guide that provides step by step delivery instructions, suggestions for enhancing the course and RTO expectations and requirements. The Facilitator's Guide provides detailed information on the scope and sequence of the course and delivery strategies. It also includes suggestions for other activities that can be undertaken in the local area to enhance the learning opportunities for students. Students are not to be given access to the answers contained in this Guide. The solutions are provided to the Facilitator so they have a better understanding of the standard of answer that is expected.

### **Site Visits**

The RTO may conduct site visits to ensure the students have appropriate educational support and to ensure they are engaging with the materials in an appropriate way. Please contact us if you would like a site visit.

## Aboriginal and/or Torres Strait Islander Cultural Component

One of the Units of Competency in the Certificate II course is *AHCOCM301 Provide information on Aboriginal and/or Torres Strait Islander Peoples' cultural practice*. This unit is included because we believe it is important for all Australians to gain a better understanding of and respect for cultural diversity. We hope the inclusion of this Unit will develop an enriched appreciation of Australia's cultural heritage and will aid reconciliation.

This Unit of Competency requires students to investigate cultural practices and obtain information from an appropriate person within the community who has knowledge of local protocols. Students are then to provide information to others according to local protocols. Schools are required to identify a suitable Indigenous representative for students to connect with for this unit. Contact your Regional Office if you have difficulty with this and they may be able to put you in touch with an appropriate person.



## Online Digital technology component

The Unit of Competency *FSKDIG003 Use digital technology for non-routine workplace tasks* requires students to complete a short online course to demonstrate their technology skills. The student will be emailed a link to the course as soon as they are enrolled and will complete the assessment tasks following the instructions, including uploading a Word document and a PowerPoint presentation.

## No VETiS Funding

This course delivered through Tallebudgera OEEC's RTO does **not** use VETiS funding. As we are a School RTO, we are not eligible for funding.

## Course costs

For orders of 20 sets of materials or more, schools will be invoiced for \$100.00 per student for the materials on receipt of the **Materials Order Form**. On completion of the course, schools will be invoiced for the remaining course costs of \$250.00. For orders less than 20 sets, schools will be invoiced for the whole amount on completion of the course.

Total costs per student for the qualification are as follows:

<b>FSK20119 Certificate II in Skills for Work and Vocational Pathways qualification</b> – includes all printed or electronic learning materials and teacher resources, assessment of work, access to the online component and issue of the AQF qualification.	<b>State Schools</b>	<b>Non-state schools</b>
		<b>\$350.00</b>

If students do not complete the whole course, they may be awarded a Statement of Attainment for the Units of Competency they have completed. In this case, the course costs (including materials) will be as follows:

	<b>1-3 Units</b>	<b>4-7 Units</b>	<b>8-10 Units</b>	<b>11-14 Units</b>
<b>State Schools</b>	\$162.50	\$225.00	\$287.50	\$350.00
<b>Non-state Schools</b>	\$175.00	\$250.00	\$325.00	\$400.00

## Responsibilities of the school

Schools are required to provide adequate educational support for students so that they are able to meet the requirements of the course. This includes:

- completing a School Implementation Plan to inform the RTO of the planned delivery strategies and LLN capabilities of prospective students
- returning student Enrolment Forms with all required information in a timely manner
- checking other VET courses the student is enrolled in to see if there are any Units of Competency that are in common. The student must have 90% new learning to be awarded the full 4 QCE points.
- monitoring student progress and ensuring students have access to resources
- informing the RTO of any changes related to student school attendance or enrolment
- participating in visits from RTO representatives.

## Responsibilities of the Facilitator

The Facilitator nominated by the school is responsible for:

- monitoring student progress to ensure the program aligns with the School Implementation Plan
- ensuring students have access to the required resources as specified in the Facilitator's Guide
- assisting to make the course relevant to the local context and using the resources provided to engage students
- leading discussions with students and monitoring role plays and scenario-based activities
- collecting third-party evidence over time on behalf of the RTO
- liaising with the RTO Student Support Officer to ensure the needs of individual students are being met
- checking student work for accuracy and understanding and returning all required coursework to the RTO in a timely manner
- completing all the tasks in the Facilitator's Checklist at the back of the student Assessment Task booklet.

## Responsibilities of Tallebudgera Outdoor and Environmental Education Centre's RTO

Tallebudgera OEEC's RTO will:

- liaise with school representatives to determine suitability of students and provision of enrolment information
- liaise with school staff to ensure the model of delivery will meet the needs of individual students
- provide high quality teaching and learning materials and support to the Facilitator in a timely manner
- issue qualifications where competency has been demonstrated in time for inclusion on the student's QCAA learning account where possible.

## How to enrol students

To enrol students in the course, schools must first provide Tallebudgera OEEC with:

1. A completed **School Implementation Plan**, which allows us to know what your delivery plan is, how you will meet the requirements of the course and the current literacy and numeracy capabilities of the students. This plan also includes a **Materials Order Form** which we need returned to us so that we can send the materials to you.
2. A completed **Training Enrolment Form** for each student which must have their **USI** and **LUI** numbers and the student's **school email address**. The school email address will be used to email a link to the Digital Technology online course.

As soon as these forms have been received, materials will be sent to the school. Please allow two weeks for delivery by regular mail. If the order is required urgently, the school will be charged for Express Postage.

**For more information or if you have any questions, please contact your Student Support Officer:**

Roslyn Cridland

Senior Project Officer

Tallebudgera Outdoor and Environmental Education Centre RTO (Code 30685)

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