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Qualifications

FSK10219 Certificate I in Skills for Vocational Pathways
 Requirements: 11 units - 1 core and 10 elective units


FSK20119 Certificate II in Skills for Work and Vocational Pathways
 Requirements: 14 units - 1 core and 13 elective units

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ISBN	Code	TP Release*	Title	FSK10219	FSK20119	Office Use
978 1 76075 531 7	FSKDIG002	R2	Use digital technology for routine and simple workplace tasks	E		FSDIG002
978 1 76075 559 1	FSKDIG003	R2	Use digital technology for non-routine workplace tasks	E	E	FSDIG003
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978 1 76075 636 9	FSKNUM016	R2	Interpret, draw and construct routine 2D and 3D shapes for work	E	E	FSNUM016
978 1 76075 628 4	FSKNUM017	R2	Use familiar and routine maps and plans for work	E	E	FSNUM017
978 1 76075 632 1	FSKNUM018	R2	Collect data and construct routine tables and graphs for work	E	E	FSNUM018
978 1 76075 547 8	FSKOCM003	R2	Participate in familiar spoken interactions at work	E		FSOCM003
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978 1 76075 555 3	FSKWTG006	R2	Write simple workplace information	E		FSWTG006
978 1 76075 587 4	FSKWTG009	R2	Write routine workplace texts	E	E	FSWTG009
	FSK10219	R2	Certificate I in Skills for Vocational Pathways Pack one-off purchase			FSPACK1
	FSK20119	R2	Certificate II in Skills for Work and Vocational Pathways Pack one-off purchase			FSPACK2
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*The R# relates to the Training Package version, for example R1 = Release 1, R2 = Release 2

W: aspirelr.com.au P: 03 9820 1300 E: sales@aspirelr.com.au

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FSK Foundation Skills v2.0

FSK10219 Certificate I in Skills for Vocational Pathways

FSK20119 Certificate II in Skills for Work and Vocational Pathways



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About our writers

Jan Hagston is a specialist in youth and adult education who focuses on literacy, numeracy and applied learning. She has worked with secondary schools, TAFEs, adult community education providers, universities and in workplace programs. She has a Masters in Educational Studies and has produced research papers across the secondary and VET sectors and written articles for education research journals.

Kathrin Colgan is a senior educator in the TAFE sector who has deep insight into VET education delivered with an LLN focus. She has produced resources for the IBSA FSK Implementation Project Business Services. She has a Masters of Education and has worked closely with Industry Skills Councils and Industry Training Advisory Boards to improve language, literacy and numeracy within their industries.

Jenni Welch is a freelance writer and project consultant who specialises in VET. She has substantial industry experience as a publisher, shaping and writing resources for a range of VET and other vocational qualifications here and in the UK. She has a post-graduate qualification in education and a masters-aligned accreditation in Digital Learning. She also has a Certificate IV in Training and Assessment and adds her training skills to her passionate commitment to literacy and effective communication.

Assessment
Assessment confirms student is competent in the unit



Your story
Find a unique workplace scenario in each learner guide



Your story

Today is the first day of your new job working at the Big River Zoo. The zoo has lots of animals, such as lions, elephants, monkeys, seals and giraffes. Your job is assistant animal keeper. You will be working with the team that looks after the monkeys.

Max is your team leader. The other people on the team are Ellie, Raji, Sariah and Jacob.

Max tells you about the tasks you will do when working with his team. Tasks are things you need to do in your job.

Watch this video about your role at Big River Zoo.

Learning checkpoint
Formative assessments to reinforce skills and knowledge learned

Learning checkpoint: Day 1

Read the case study, then answer the questions that follow.

Case study

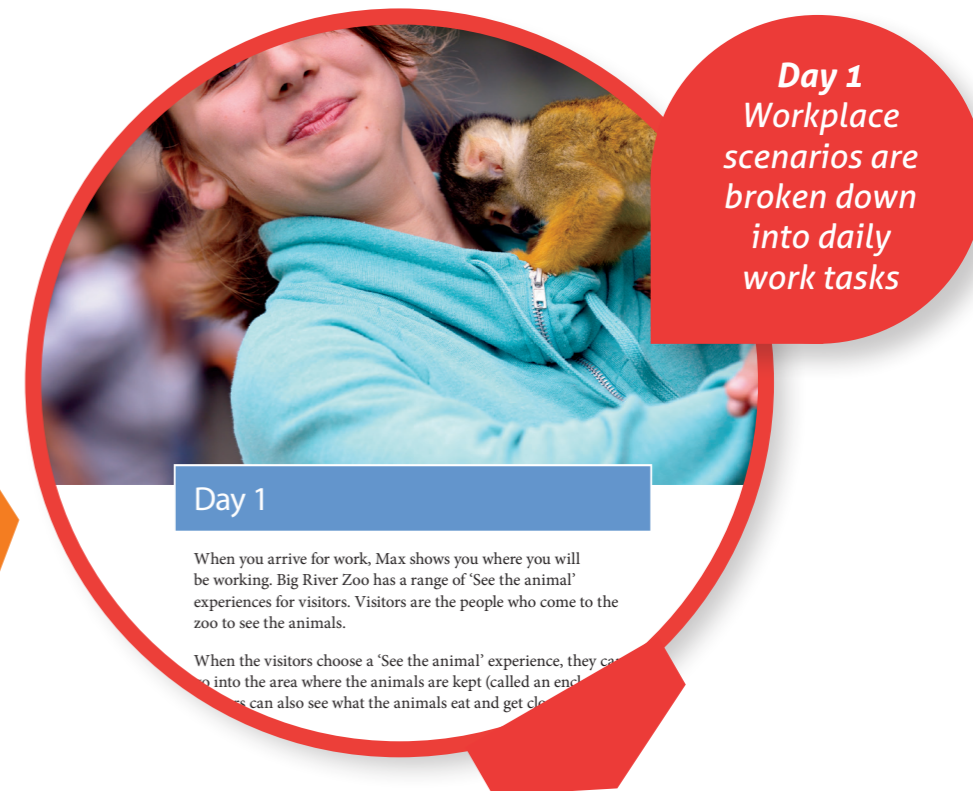
There has been a problem with some visitors wanting to spend a longer time with the monkeys. Sometimes it is difficult to get the visitors to leave the monkey enclosure on time. At the team meeting, Max talks with you, Ellie, Raji, Sariah and Jacob about ways to manage visitors so they leave on time.

1. What does the purpose of a spoken interaction mean? Tick the correct answer.
 - The reason for the interaction
 - The plan for the interaction
 - The purpose for the interaction



QR codes
Videos provide an engaging and visual learning experience

Day 1
Workplace scenarios are broken down into daily work tasks



Day 1

When you arrive for work, Max shows you where you will be working. Big River Zoo has a range of 'See the animal' experiences for visitors. Visitors are the people who come to the zoo to see the animals.

When the visitors choose a 'See the animal' experience, they go into the area where the animals are kept (called an enclosure). Visitors can also see what the animals eat and get close to them.

Your tasks
Outlines the student's daily work tasks



Give talks about monkeys.
Give talks about monkeys to visitors who come to the zoo.



Participate in team meetings.
Report to the team about tasks and health and safety issues.



Check that the enclosure area is safe for the visitors.
Talk to the team leader about anything you see that is not safe for the animals or visitors to the zoo.

What has happened on Day 1

- On Day 1 of work at the Big River Zoo, you have learned about:
- The purpose of spoken interactions and communication
 - The audience of spoken interactions and communication
 - The types of spoken interactions and communication
 - Giving the required information in spoken interaction and communication

What has happened - Day summary
A summary of the day's tasks consolidates learning and reviews key words and phrases

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