

# **MODULE 1 | Career planning**

FSK20119 Certificate II in Skills for Work and Vocational Pathways

## **Benchmark Answer Guide** **(Assessor use only)**

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## **Acknowledgement of Country**

We acknowledge the Traditional Owners of country throughout Australia and recognise their continuing connection to land, waters and culture. We pay our respects to their Elders past, present and emerging. We also acknowledge the contributions of Aboriginal Australians and non-Aboriginal Australians to the education of all children and people in this country.

# How to use this guide

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This document is to be used in conjunction with the **Assessor Guide**.

The benchmark answers and assessment information should be viewed as a guide and as a minimum response a student should give. A student's answer may vary depending on a number of factors which you as the assessor have been able to guide them through.

Please view this as a working document, in that, if a good answer has been given and meets the requirements of the unit/s, then please feel free to add it in for future reference. We also ask that you share this with the RTO and other trainers delivering the same course. The RTO is always looking to add to our continuous improvement register.

All tasks undertaken and responses given should meet minimum **Australian Qualification Framework Level Two** requirements as per the table below:

<b>Summary</b>	Graduates at this level will have knowledge and skills for work in a defined context and/or further learning
<b>Purpose</b>	The Certificate II qualifies individuals to undertake mainly routine work and as a pathway to further learning
<b>Knowledge</b>	Graduates of a Certificate II will have basic factual, technical and procedural knowledge of a defined area of work and learning
<b>Skills</b>	Graduates of a Certificate II will have basic cognitive, technical and communication skills to apply appropriate methods, tools, materials and readily available information to: <ul style="list-style-type: none"><li>• undertake defined activities</li><li>• provide solutions to a limited range of predictable problems</li></ul>
<b>Application of knowledge and skills</b>	Graduates of a Certificate II will apply knowledge and skills to demonstrate autonomy and limited judgement in structured and stable contexts and within narrow parameters

Please consider the above table to assist when assessing your student's responses if the answer is not reflected in the benchmark example.

# Assessing core skills

As well as meeting the requirements of the unit of competency and AQF, the student must also meet the requirements of the Australian Core Skills Framework (ACSF) five core skill areas, which include:

1. Learning
2. Reading
3. Writing
4. Oral Communication
5. Numeracy

These skills are essential for individuals to participate effectively in our society. They are inextricably interwoven into all parts of life, being directly or indirectly linked to the physical, social and economic wellbeing of individuals, workplace productivity and safety, community interaction and capacity, and ultimately to Australia's economic and community wellbeing. The ACSF reflects contemporary use of English in Australia.

A student's level of performance in any core skill is determined by whether they can demonstrate performance in each of the indicators at that level. When using the ACSF to determine performance levels, assessors will need to use their professional judgement, taking context and purpose into account and recognising that certain performance features will be more important than others in specific contexts. For example, a student who is a capable writer but is weak in spelling would be assessed at the appropriate level for the majority of performance features demonstrated, as long as they had also developed a range of strategies to manage spelling in those contexts.

Use the ACSF to guide the assessment decision. For example, ACSF Level 2 for Writing requires the following grammar performance features:

- Uses action words and simple verb tenses in sentences of one or two clauses
- Uses adjectives, pronouns and prepositions to describe people, places, things and events
- Uses simple cohesive devices such as *and*, *but*, *then*
- Uses time/location markers such as *first*, *then*, *yesterday*, *in*, *at*

The student must demonstrate all of these to meet the minimum writing requirements.

## ACSF requirements for this course

Click on the link to access the [Australian Core Skills Framework \(ACSF\)](#). Look at the performance features required for the relevant core skill level indicated in the table below:

Unit of Competency	Learning	Reading	Writing	Oral Communication	Numeracy
FSKLRG003 Use short and simple strategies for career planning	2	2	2	2	1
FSKLRG011 Use routine strategies for work-related learning	2	3	2	3	1

## Assessment information

The assessment tasks in this workbook assess all the requirements of the following two (2) units of competency:

1. **FSKLRG003 Use short and simple strategies for career planning**
2. **FSKLRG011 Use routine strategies for work-related learning**

To demonstrate competence in this unit the student must undertake all the assessment tasks in this workbook and have them deemed satisfactory by the assessor.

If the student does not answer some questions or perform tasks to a satisfactory level, they must be deemed Not Yet Satisfactory. The assessor may ask the student for more evidence to determine your competence.

Once the student has demonstrated the required level of performance and been deemed Satisfactory in all of the tasks, they will be deemed **Competent** in the unit/s.

Before commencing the assessment tasks, the assessor must explain each one and how to complete and submit it.

**Assessment tasks in this workbook include:**

### Practical tasks

Further information about the assessment process can be found in the student's **Student Guide**.

## Resources required for assessment

The assessor must ensure that the student has access to the following resources to complete the assessments.

- A computer with internet access and a working web browser
- A computer with Microsoft Outlook (email) and Word installed
- An expert or mentor to provide advice and feedback
- Relevant education and training strategies
- Own familiar support resources
- A frequently used word list for learning in the workplace (provided in student workbook)

# ASSESSMENT 1 | Develop career plan

## Assessment Instructions

In this assessment the student will need to develop a **career plan** including a learning plan to achieve their career goal.

The student may seek assistance from their Teacher, VET Coordinator or Career Development Officer.

The student will also need to make some progress against the plan and review their performance as they go to identify any areas for improvement.

**The assessor may need to assist the student to complete the before assessment requirements.**

### **Before the assessment the student will need to:**

- Spend time completing their *My Career Profile* on the [myfuture](#) website (they may have already completed this as part of Careers)
- Research industries, occupations and jobs that they are interested in
- Talk to people in the industry
- Review the student workbook for relevant information

### **To complete the assessment the student will need to:**

- Read through the career plan template and ask the assessor to clarify anything
- Complete the *My Career Plan* template (Example provided at the end of the Student Workbook which students can use as a guide)
- All fields of the plan must be completed
- Ask a relevant person to check their plan before submitting for assessment e.g. teacher, supervisor or mentor and make improvements if required.

**Example career plan:**

My Career Plan			
<b>Personal Information</b>			
Name	Jay Walker	Year	11
School	Summer Bay High School		
Date of plan	12/01/2022		
<b>My Career Profile</b>			
Interests <i>(What do you like doing? What are you good at?)</i>	Like playing sport and being active Good at science and biology		
Skills <i>(What skill do you already have?)</i>	Planning and organising Communication Teamwork		
Values <i>(What do you value most in a career?)</i>	Achievement, recognition, good work conditions, fun environment		
Learning styles <i>(Refer to quiz you did)</i>	I learn best by... <input checked="" type="checkbox"/> Watching <input type="checkbox"/> Hearing <input checked="" type="checkbox"/> Doing <input checked="" type="checkbox"/> Talking about something		
Subjects currently studying	Science, Maths, Biological science, Chemistry, Physics, English,		

Employment or volunteer work completed	2 weeks work experience at Bounce Fitness 2 weeks work experience at Perth Sport Physio			
Strengths	Good listener Hard worker Team payer Quick learner Adaptable			
Weaknesses	Jumping ahead – not taking enough time Not asking for help when unsure about something			
<b>My Career Interests</b>				
Preferred industry	Health			
Preferred occupation	Physiotherapy			
Jobs I am interested in	Sport Physiotherapist			
Career goal	To complete a Bachelor Degree in Physiotherapy			
Skills needed	Skills I have	Skills I need	Formal learning I need	Informal learning I could do
Patience and kindness	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Physical strength and fitness	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Communication	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Short course	Work and life experience
Medical and human anatomy knowledge	<input type="checkbox"/>	<input checked="" type="checkbox"/>	University degree	Self-study and research
Time management	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Problem solving	<input type="checkbox"/>	<input checked="" type="checkbox"/>		Work and life experience
Technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Short course Part of university degree	Work and life experience



Learning Plan						
Learning goal (SMART)	Strategies to achieve goal	Resources	Timeframe	Measure of achievement	End date	Done ✓
<b>Short-term</b>						
Achieve a B grade or more in biology by the end of semester	Attend after-school biology classes once a week Increase concentration in class – sit away from those that could distract me Use visual aids to help me retain information such as mind maps. Ask for help more often and clarifying information	Teacher Visual aids	4 months	Achieve B grade	End of semester	
Complete a biomechanics short course	Enrol in course and complete it Ask teacher to check my progress	teacher online course	2 months	complete and pass course	end of semester	
<b>Medium-term</b>						
Do more work experience in the sports and physio occupations	Speak to Teacher and Career Advisor to help arrange a work placement. contact places I would like to work and see if they will let me do a placement.	Teacher Career Advisor	18 months	Completed at least work experience placements	end of Yr12	
Achieve the grades needed for university	Continue to work hard on subjects needed for career path. Check in with teacher regularly	teacher school	18 months	achieve the grades required	End of Yr12	
<b>Long-term</b>						
Complete Sport Physiology degree	Achieve the grades needed to enrol in the course Manage family commitments Manage my time and learning goals	Family Time management strategies	4 years	achieved degree	2026	

Barriers to achieving goals	Possible solutions to barriers
Not achieving the grades needed	Be prepared to take a different pathway e.g. VET and part-time work
Fear of failure	Talk to my teacher and maybe school councillor to help overcome the fear
Motivation	Set SMART goals and stick to them. Ask teacher and parent for support
Family commitments	Set a schedule with parent so I can work around commitments more easily. Let parent know when I am getting overwhelmed.
<b>Notes</b> Not compulsory, student may choose to make some notes relevant to their plan	

# ASSESSMENT 2 | Monitor and review plan

## Assessment Instructions

In this assessment the student will need to monitor their progress towards achieving their learning goals using the career plan they developed in Assessment 1.

They will also need to seek feedback from others and make adjustments to the plan, if required.

They will need to complete this about 1-2 months after developing their career plan. They will only be able to monitor their short-term goals.

### To complete the assessment the student will need to:

- Find an appropriate person to give them feedback on their progress e.g. teacher, supervisor or mentor.
- Meet with this person to check their progress. Check that they are on track to achieving their learning goals. Reflect on the actions they have taken and the outcomes.
- Identify opportunities for improvement – e.g. further learning and education
- Adjust their plan if required e.g. change or adjust strategies, push out timeframes
- Complete the *Learning Plan Review* provided on the next page – **all fields must be completed**

Learning Plan Review (to be completed after plan at review date)		
Reviewed with (person's name and title)	Sandy Beach, Biology Teacher	Date Must be 1-2 months after developing the plan
List three (3) ways you checked the progress of your learning plan	<p>Student response should include at least three of the following or similar:</p> <ul style="list-style-type: none"> <li>• Check your grades or course results to see if you are improving</li> <li>• Talk to your teacher, tutor, supervisor or mentor for feedback</li> <li>• Self-reflect – be honest with yourself about your progress. Are you trying your hardest? What more could you do?</li> <li>• Check your learning plan. Has anything changed? Are your target dates still realistic? Is there anything new that has changed since you first created the plan?</li> </ul>	
Improvements required (e.g. further learning and education)	<p>Student response should include at least two of the following or similar:</p> <ul style="list-style-type: none"> <li>• Change a goal that is no longer SMART</li> <li>• Find other resources to help you achieve the goal e.g. other people</li> <li>• Adjust the timeframe to make the goal achievable</li> <li>• Change the measure of achievement</li> <li>• Explore different learning and education activities and opportunities that can be achieved – <b>student must identify specific learning and education activities and opportunities that are directly relevant to the goal.</b></li> </ul>	
Plan adjusted	✓	
Name another source you could have used to seek advice and feedback	Bob Downe, Biology tutor	
List 3 common features of a learning plan	<p>Student response should include at least three of the following or similar, <b>as the learning plan section in the career plan:</b></p> <ul style="list-style-type: none"> <li>• Strategies – the learning and education activities or opportunities required to achieve your goals.</li> <li>• Resources needed to achieve your goals</li> <li>• Measure of achievement</li> <li>• Timeframe</li> <li>• Completion date</li> </ul>	