

FSK - Foundation Skills Training Package

Foundation Skills Units



Unit
FSKLRG01

Prepare to participate in a learning environment

This is a SAMPLE document

Not to be used for training purposes

May not be a complete document

Student/Trainee Manual



Passing Lane Pty Ltd
PO Box 975
COWES VICTORIA 3922

SAMPLE ONLY

Copyright 2019

All rights reserved.

All Passing Lane materials have been provided to an educational or training organisation under an institutional license agreement.

An outline of this agreement can be viewed on the Passing Lane website at www.passinglane.com.au.

The use of these materials without a valid and current licence agreement is strictly prohibited.

Any requests for further information regards the Passing Lane licence agreement can be sought directly from Passing Lane Pty Ltd.

MATERIALS PUBLISHED IN AUSTRALIA

Disclaimer

The information in this document has been developed using information and reference sources considered to be reliable.

Passing Lane Pty Ltd, its employees and contracted content developers accept no responsibility as to any errors or omissions or any loss or damage of any kind caused by using this manual and no warranty is provided as to the reliability of any sources or correctness of the information within this document.

STUDENT/TRAINEE DETAILS

Student/Trainee Name

Student/Trainee Email

Teacher / Trainer Name

School / Institution / Training Organisation / Employer

TABLE OF CONTENTS

Introduction	Page 5
Unit of Competency Overview	Page 8
Section One	
<i>Prepare to engage in learning</i>	Page 9
Section Two	
<i>Propose a plan for learning</i>	Page 23
Self Assessment	Page 30

SAMPLE ONLY

INTRODUCTION

This manual was developed to provide training content that addresses the specific 'Unit of Competency' as outlined in the following pages.

We encourage you the student / trainee to take your time when reviewing this content and seek any assistance from your teacher/trainer should you have difficulty in understanding the information.

LEARNING ACTIVITIES

Also included in this Student / Trainee manual are a series of Learning Activities.

The learning activities in the student and/or trainee manuals are 'Form Enabled' so that if the resources are delivered online, the activities can be entered in using the computer keyboard.

Each learning activity is identified with the following icon.

**Learning
Activity**

Learning activities come in the following forms.

- ☆ Questions
- ☆ Research
- ☆ Tasks
- ☆ Interviews

INTRODUCTION—CONT'D

Questions

Questions generally relate to the information presented on previous pages. Questions will also include multiple choice questions, 'Yes' and 'No' questions and/or 'True' and 'False' questions.

Research

This type of learning activity requires you to locate information by using research methods. The research methods could include:

- ☆ Internet searches
- ☆ Reading textbooks and other reference sources
- ☆ Location visits

Tasks

This learning activity type requires you to actually do something and some examples of tasks may include:

- ☆ Creating reports
- ☆ Visiting locations such as workplaces
- ☆ Performing an activity in a workplace

Interviews

This learning activity type would require you to interview person(s) in an actual workplace environment or a person(s) who are experienced in the industry sector which you currently are undergoing training.

You will be made aware of the type of learning activity by noting the learning activity type displayed under the learning activity icon.

INTRODUCTION—CONT'D

USING THE FORM ENABLED FEATURE

If you are using this manual online, you can fill in some of the answers using your computer keyboard.

Your teacher or trainer will provide you with the information and instructions on how to use the 'Form Enabled' feature in this manual.

SELF ASSESSMENT

At the end of each manual is a series of questions that you should review and answer either Yes or No.

The term 'Self Assessment' means you will ask yourself these questions and therefore is no need to provide the answers to the self assessment questions to your teacher or trainer, unless they require you to do so.

This self assessment is to ensure you have reviewed and understood the information that was presented in this manual.

If you answered 'No' to any of these questions or are unsure of your understanding in any of the topics reviewed, you are encouraged to go back and review the information again and/or seek the assistance of your teacher or trainer.

UNIT OF COMPETENCY OVERVIEW

The following pages are extracts from Training.gov.au website and outlines this specific 'Unit of Competency' including the 'Elements' and the 'Performance Criteria'. The content within this manual has been developed to address this unit.

FSKLRG01 - PREPARE TO PARTICIPATE IN A LEARNING ENVIRONMENT

ELEMENT	PERFORMANCE CRITERIA
<i>1. Prepare to engage in learning</i>	1.1 Identify immediate learning goals 1.2 Identify barriers to achieving goals
<i>2. Propose a plan for learning</i>	2.1 Identify learning support resources 2.2 Identify initial steps to achieving goals 2.3 Review proposal with supervisor or trainer
Passing Lane acknowledges that the copyright ownership of the above information is the Commonwealth of Australia and this extract has been provided for reference purposes only.	

Section One

Prepare to Engage in Learning

PREPARE TO PARTICIPATE IN A LEARNING ENVIRONMENT

SECTION ONE—PREPARE TO ENGAGE IN LEARNING

INTRODUCTION

Work-related learning is one of the most effective ways of learning new skills and gaining work-related knowledge.

It is important that when preparing or just starting to enter the work force, you identify your own work-related learning goals and then plan on how you will achieve these goals.

These training materials review these topics.

SECTION LEARNING OBJECTIVES

At the completion of this section you will learn information relating to:

- ☆ Identifying immediate learning goals
- ☆ Identifying barriers to achieving goals

Learning Goals



IDENTIFY IMMEDIATE LEARNING GOALS

As a school leaver about to enter the job market, or one about to embark on a career path, there is the need for training and skill development.

There is a simple process that should be followed in order to determine what type of work-related learning should be considered and that starts with setting learning goals. Setting learning goals will focus your efforts, while working toward achieving those goals.

Some people find it difficult to start the goal setting process, so the best way to get the ball rolling is to identify the most important and most immediate learning goals first.

There are two definitions for 'immediate learning goals'. First definition refers to those immediate goals that you would focus on setting and achieving on a daily, or weekly basis.

For example, you may be looking at getting a job in a café. Your most immediate learning goal would be to take a 'Food Safety' course. It is a quick course, simple to take and inexpensive, but is important knowledge to have when applying for a job that involves handling and preparing food.

Another example could be that you may want to get a job in the office of a local business. You know that this job will require some typing skills, so your most immediate learning goal would be to take a 'touch typing' course. It is a quick course, simple to do and practice at home as well as inexpensive, but is an important skill to have when applying for a job that involves word processing.

Both of those examples are simple and very achievable goals to set, can be started immediately and are important skills and knowledge for a wide range of jobs.



Immediate learning goals should also be considered by those already working.

You may be working in a café and see an opportunity to advance your position by learning how to make espresso coffees. An immediate learning goal to set would be that each day, for a short period of time, you would work with a person that makes the coffee in the café. You would learn the steps, knowledge and skills to make a good espresso coffee, while on the job. You could also expand this immediate learning goal to taking a short 'barista' course.

You may be working in an office and see an opportunity to advance your position by offering to help with the creation of the company's newsletter. This means that you would need to learn how to use the 'desktop publishing' software. Each day you may set aside some time to practice using the software, with the immediate goal of being proficient in its use within a week.

SAMPLE ONLY

The second definition of an immediate learning goal is one that you want to achieve before focussing on other learning goals.

In other words, it is a 'priority' goal.

It may not be achieved in a day or within a week, however you have identified this specific goal as the one you want to focus on and achieve first.

For example, you want to get a job in an advertising agency as a graphic artist. You know that one of the most important skills to have is the ability to use a graphics software that is commonly used by all advertising agencies.

So your immediate learning goal is to take a course in this software application at a local training institution. It may take a few weeks of training and more with practice, however without this skill all other learning goals would not be achievable.

Immediate work-related learning goals could also include those achieved at work over a period of time.

For example, you may be working in a warehouse and you want to become the receiving and despatch supervisor. To become the receiving and despatch supervisor you first need to learn how to receive goods and enter stock into the warehouse computer system.

This becomes your immediate work-related learning goal. With the help of the warehouse manager you are able to spend time in the receiving and despatch area learning those new skills.

Again this may not be achieved in a day, week or even month, however it is a priority work-related learning goal that once achieved, will lead towards getting the receiving and despatch supervisor role.

SAMPLE ONLY

Setting Immediate Work-Related Goals



SETTING RELEVANT, REALISTIC AND ACHIEVABLE GOALS

When setting any type of goal it should be achievable, relevant to the job your are seeking or working at and have a deadline in which you can see yourself achieving the goal.

This is even more important when setting immediate work-related learning goals.

For example, if your immediate work-related goal is to be proficient in a 'desktop publishing' application at work within a week, but you have never used such a software application before and there is no use for this skill because the company's does not create newsletters, then the time to learn the software application will take far longer than a week. As such, it is not relevant to your current job and therefore the goal is likely unachievable.

These types of unrealistic immediate goals can be frustrating to attempt and often may lead to the person not wanting to set any goals at all, because of the fear of failure.

So goal setting is important, but make sure those goals are realistic, relevant and achievable.

**Learning
Activity****SAMPLE ONLY****Research****LEARNING ACTIVITY ONE**

This activity is to show you where you may need to focus your immediate work-relating learning goals on. Each type of job no matter what it is, requires a certain level of 'Required Knowledge'. In most cases you would need to review these areas and this may be the area where you first focus your immediate work-related learning goals.

There is a website called 'MyFuture'. The website address is <https://myfuture.edu.au>

First we want you to access this website and sign up. It is free.

Then we want you to click on 'Occupations'.

The first occupation we want you to view is 'Sales Assistant'. Type in 'Sales Assistant' in the first search field and hit 'Enter'. Then click on the results to get to the 'Sales Assistant' page. Next click on 'Pathways'.

On this page there is a section called 'Study Requirements'. If you are still in school, these are the areas that you would want to focus on. If you were out of school, you may need to further develop knowledge in these areas. In the space below those requirements.

Study Requirements

- 1 _____
- 2 _____
- 3 _____
- 4 _____

SAMPLE ONLY

**Learning
Activity****SAMPLE ONLY****Research****LEARNING ACTIVITY TWO**

We are going to stay on the same website called 'MyFuture'. Using the same steps as in Activity One, the next occupation we want you to view is 'Storeperson'.

Again, list those 'Study Requirements' in the area below.

And finally, the next occupation we want you to view is 'Fast Food Cook'.

Again, list those 'Study Requirements' in the area below.

Study Requirements (Storeperson)

1 _____

2 _____

Study Requirements (Fast Food Cook)

1 _____

SAMPLE ONLY

**Learning
Activity****SAMPLE ONLY****Research****LEARNING ACTIVITY THREE**

One last time, we are going to stay on the same website called 'MyFuture'. Using the same steps as in Activity One, the next occupation we want you to view is one that you have an interest in. If it is one that we have already mentioned, then pick another of interest.

Again, list those 'Study Requirements' in the area below.

The occupation chosen _____

Study Requirements

SAMPLE ONLY

**Learning
Activity****SAMPLE ONLY****Question****LEARNING ACTIVITY FOUR**

When making your immediate work-related learning goals, what did we already mention that is important to remember ?

SAMPLE ONLY

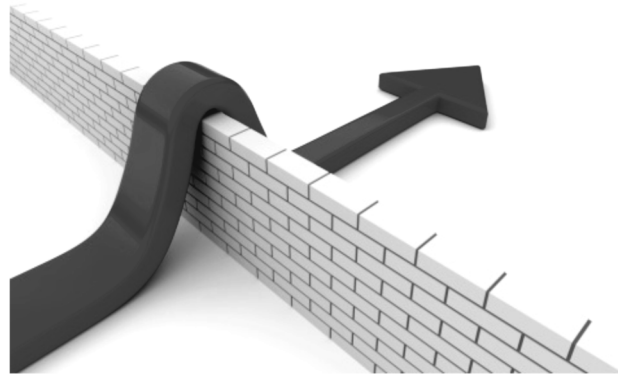
IDENTIFY BARRIERS TO ACHIEVING GOALS

As with all goals there will be barriers that can affect the successful achievement of your work-related learning goals.

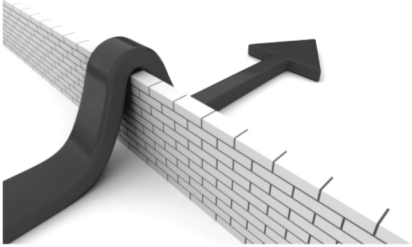
Some of these barriers are real and others perceived. The common barriers include:

- ☆ **Social and cultural barriers**—peer pressure and family background
- ☆ **Practical and personal barriers**—transport, time, disability, caring responsibilities, childcare, finance, cost, age, language, lack of access to information, lack of tools such as computers or internet access.
- ☆ **Emotional barriers**—lack of self-esteem or confidence due to low skills levels, negative personal experience of learning, previously undetected or unaddressed learning disabilities, social problems such as unemployment, abuse or bullying
- ☆ **Workplace**—time off, access, discrimination, unsupportive managers, shift work, isolation

Whatever the potential barriers there are, once they have been identified, they can be addressed in your learning plan.



OVERCOMING LEARNING BARRIERS



The first step in overcoming learning barriers is looking at the barriers not as ‘problems’ but ‘challenges’.

A ‘problem’ is an obstacle which makes it difficult to achieve a desired goal, objective or purpose. It refers to a situation, condition, or issue that is yet unresolved. Every problem asks for an answer or solution.

A ‘challenge’ however is something that you desire so much, that you are motivated to meet the challenge, beat it, as well as overcome it.

Both require the resolving of issues, but making a problem a challenge makes it feel like you are in control, rather than having the problem controlling you.

With that mindset, next is to look at those potential barriers and come up with strategies that will overcome those barriers.

List out the barriers and see what the most immediate solutions are that may come to mind, then write them down. They may not be the best or the actual solutions to overcoming the barriers, but it is a start.

Seek assistance from others. Tell them your issues and what you think you could do to get over those potential learning barriers. If in school, talk with your career counsellor, or VET Teacher. If at work speak with your supervisor, manager or human resources person (assuming they are not the actual barrier).

Family members, mentors and others in your personal network should be considered.

It will surprise you that when you take the time to analyse those barriers, seek some advice or assistance and firm up some strategies, then those barriers to your learning goals will often disappear.

SAMPLE ONLY**Learning
Activity****Task****LEARNING ACTIVITY FIVE**

Below are some examples of possible barriers to work-related learning opportunities. For each, tell us what the barrier is and how might it be overcome.

Tim Ng is a high school student only recently from Vietnam and is about to leave high school for a job. He wants to become a chef and is looking for work experience in his local area.

1) Barriers**Possible solutions****SAMPLE ONLY**

Fred has been taking a vocational education and training course in Horticulture at high school in a small town in central Queensland. He has been offered a job at a large landscape supply business in the next town, around 40 kilometres away. He has three months of high school left and then his year 12 exams.

SAMPLE ONLY

2) Barriers

Possible solutions

Sally has been working at a local motel and she has an interest in taking a course in Hospitality with the goal of being a manager in a hotel someday. The course she wants to take is three years long and costs around \$3800. Her local TAFE offers the course. The course is full time, three days a week.

3) Barriers

Possible solutions

SAMPLE ONLY

Section Two

Propose a Plan for Learning

PREPARE TO PARTICIPATE IN A LEARNING ENVIRONMENT

SECTION TWO—PROPOSE A PLAN FOR LEARNING

INTRODUCTION

In Section One we learned about the need to identify your immediate work-related learning goals and identify possible barriers that could affect you achieving those goals.

In this section we learn how to start formalising your work-related learning goals as well as who should be involved in the development and reviewing of your learning plan proposal.

SECTION LEARNING OBJECTIVES

At the completion of this section you will learn information relating to:

- ☆ Identifying learning support resources
- ☆ Identifying initial steps to achieving goals
- ☆ Reviewing proposal with supervisor or trainer



**IDENTIFY LEARNING SUPPORT RESOURCES
AND
IDENTIFY INITIAL STEPS TO ACHIEVING GOALS
AND
REVIEW PROPOSAL WITH SUPERVISOR OR TRAINER**

(Over the next few pages we cover three 'Performance Criteria' points at the same time to avoid repetition)

There are many influences that need to be considered as you start setting your work-related learning goals. There are likely numerous people who need to be aware of and at times approve of your work-related learning activities that would make up your learning goals.

Some of those people may include:

- ☆ Parties or organisations funding the learning activities
- ☆ Persons that are assisting in the learning activities
- ☆ Persons or organisations that are providing the training
- ☆ Persons or organisations that are supporting your work-related learning goals

Your work-related learning activities may require reasonable resources such as fellow colleagues at work, tools, equipment, time off and so on. Those approving or providing those resources would need to be presented with your proposed work-related learning strategies; receiving their feedback and possibly adjusting your learning strategies before formalising your learning plan.

Funding sources such as government agencies, employers and even family or friends would need to be presented with your proposed work-related learning strategies before formalising your learning plan.

Those offering support at all stages of your work-related learning plan would need to be presented with your proposed work-related learning strategies before formalising your learning plan.

Person such as career counsellors, mentors and others may be able to see areas of improvement in your strategies before formalising your learning plan.



DEVELOPING A PROPOSED LEARNING PLAN

Having identified your work-related learning goals and addressed all potential barriers, you would now need to identify the steps you would need to take in order to achieve your goals. The first step would be documenting your learning plan.

We are saying ‘documenting’ the learning plan, because anything written is considered to be far more tangible than just having it in your mind.

Also, when it comes to government funding assistance, training providers and others somehow involved in your learning strategies, would want to see a documented plan.

The elements of a personal learning plan should include:

- ☆ **Work-related learning goals**—in Section One we learned how to identify your learning goals. In the learning plan you would now need to document those goals in some detail.
- ☆ **An overview of current skills, knowledge and experience**—this is where you list all your education and training to date, any volunteering activities, work experience, part time work, hobbies/ interests and other relevant experiences such as travel, sports and other recreational pursuits.
- ☆ **Your learning steps and activities**—this is where you breakdown your learning strategies into relevant and sequential steps that would lead you to the achievement of your learning goals. This would include your chosen learning options such TAFE or other training, as well as planned work experience as well as other learning tasks and activities.
- ☆ **Support network and organisations**—this would be an outline of those who will help you in various ways to ensure your learning plan has a successful outcome. It could include funding sources, employers, teachers/trainers, coaches/mentors, family and friends. It will detail what you are expecting from each and when this specific support or assistance would be required.

SAMPLE ONLY

- ☆ **Timelines**—this is where you breakdown each goal and related task and activity into a timeline. It would include detailed start and finish dates of what is to be done.
- ☆ **Milestones**—these would be clearly defined. It will show what would have been achieved as well as when, after various tasks and activities have been successfully completed in your plan, This is an essential part of your learning plan. It is how you track and measure your learning strategies and learning goals. Those who are supporting you in some ways may also want to see how your learning plan is going.

There are no prescribed formats of a personal work-related learning plan. It can be a hardcopy document in a folder, or files that include notes, learning documentation and evidence. It could be an electronic version.

Whatever format it is created in, it should be readily accessible by yourself and others. It needs to be reviewed regularly and any hardcopy documentation received relating to your learning plan should be referenced in the learning plan when received and filed for future reference.

It is often suggested that you speak to your career counsellor or VET teacher or trainer for advice and assistance about developing your work-related learning plan.

SAMPLE ONLY

**Learning
Activity****SAMPLE ONLY****Question****LEARNING ACTIVITY ONE**

There are likely numerous people who need to be aware of and at times approve your work-related learning planned activities.

We mentioned four groups. Who were those four groups?

SAMPLE ONLY

**Learning
Activity****SAMPLE ONLY****Question****LEARNING ACTIVITY TWO**

What six elements did we suggest should be in your learning plan proposal?

SAMPLE ONLY

SELF ASSESSMENT

Self assessment is where you ask yourself certain questions to ensure you have understood what you have learned while reading this manual and completing the learning activities. This unit requires you the student or trainee at the completion of your training to have a certain level of 'Required Knowledge' in which you would be need to have acquired and in which you will be assessed on.

This self assessment section reviews this required knowledge by way of questions and if you are able to say YES to all of them you can be confident your assessment will be satisfactory.

- ☆ Did you understand the meaning of identifying immediate learning goals?
- ☆ Did you also understand the need to identify barriers to achieving those learning goals?
- ☆ Could you describe if asked what could learning support resources include?
- ☆ Were you able to see how you would identify and document initial steps to achieving learning goals?
- ☆ Can you see the importance of having your learning proposal approved by others?

If there were any questions that you were unable to confidently say YES to, we encourage you to review the information again in this manual and if needed seek the assistance of your teacher or trainer.

SAMPLE ONLY

NOTES

SAMPLE ONLY