

FSK - Foundation Skills Training Package

FSK10119
Certificate I in
Access to Vocational Pathways

Unit

FSKLRG004

**Use short and simple strategies
for work-related learning**



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Trainer/Teacher Manual

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STUDENT/TRAINEE DETAILS

Student/Trainee Name

Student/Trainee Email

Teacher / Trainer Name

School / Institution / Training Organisation / Employer

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INTRODUCTION

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

It provides the teacher and/or trainer with a document that includes all that the student and/or trainee manual content plus guidance notes as well as answers to the learning activities in the student/trainee manual.

This manual can be packaged with various manuals addressing other 'Units of Competency' in order to meet the 'Packaging Rules' of a particular Australian Training Package Qualification.

This resource has been designed to be delivered in a form that is conducive to the learning environment including:

- ☆ Online delivery
- ☆ Classroom delivery
- ☆ On the job training

The documents are designed in a 'landscape' format in order to make reading on a computer screen easier as well as reduces the need to scroll down pages. Documents can be easily printed if the learning environment requires the student or trainee to have hard copies of the learning materials.

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INTRODUCTION—CONT'D

LEARNING ACTIVITIES

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

Questions

Questions would relate to the information presented on previous pages.

Research

This type of learning activity would require the student or trainee to locate information by using research methods. The information they would be required to locate would be in line and/or support the information that the manual had outlined in previous pages.

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INTRODUCTION—CONT'D**Tasks**

This learning activity type would require the student/trainee to actually do or undertake something and would be reinforcing the knowledge they have gained from reading the manual's previous pages.

Interviews

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

The student/trainee is made aware of the type of learning activity by noting the learning activity type displayed under the learning activity icon.

**Learning
Activity**

Research

SELF ASSESSMENT

At the end of each manual is a series of questions that the student/trainee should review and answer.

This self assessment is to ensure in the student's or trainee's mind that they have reviewed and understood the information that was presented in their manual.

The questions in the 'Self Assessment' section are questions that align with the 'Unit of Competency—Required Knowledge'.

If they are unsure of their understanding in any of the topics reviewed, they are encouraged to go back and review the information again and/or seek the assistance of their teacher or trainer.

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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.

FSKLRG004 USE SHORT AND SIMPLE STRATEGIES FOR WORK-RELATED LEARNING

ELEMENT	PERFORMANCE CRITERIA
1. Prepare to engage in learning	1.1 Identify own learning needs, with assistance 1.2 Identify preferred approaches to learning 1.3 Identify potential barriers to learning
2. Apply strategies for learning	2.1 Identify and select short term learning goals, with assistance 2.2 Identify short and simple learning strategies to support learning goals 2.3 Identify and use a limited range of learning support resources 2.4 Develop a short and simple learning plan to achieve goals
3. Review own learning progress	3.1 Check progress against learning plan 3.2 Seek feedback on learning progression 3.3 Identify areas for further learning and/or development

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Section One

Prepare to Engage in Learning

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USE SHORT AND SIMPLE STRATEGIES FOR WORK-RELATED LEARNING

SECTION ONE—PREPARE TO ENGAGE IN LEARNING

INTRODUCTION

There is a saying..."You never stop learning!".

This is very true especially as you enter the workforce and build on your career.

This unit of training looks at how you can start looking for ways of expanding your knowledge at work through workplace learning.

SECTION LEARNING OBJECTIVES

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

- ☆ Identifying own learning needs, with assistance
- ☆ Identifying preferred approaches to learning
- ☆ Identifying potential barriers to learning



IDENTIFY OWN LEARNING NEEDS, WITH ASSISTANCE

As you enter into the job market and progress in your chosen career or line of work, you are likely to have the need to undertake some level of work-related learning.

In most cases, the need to learn at work is when you start a new job.

Every workplace has their own way of doing tasks, they have machines, tools, even office equipment that can often be different from other workplaces.

When you start a new job, you will already know what your job is and what machines or equipment, even digital technologies you would be required to use.

This means you would start to understand what your learning needs will be.

It is often suggested that as you identify your learning needs you write them down and begin the steps of setting your work-related learning goals.

Also, most workplaces will have 'policies' such as dress codes, taking leave and workplace health and safety and these you would also need to learn and understand.

Workplaces such as warehouses, or manufacturing plants use set processes and if your job is working within those processes, then you would need to learn those processes.

If you worked in a retail shop, you would need to learn about the products, pricing and how to serve a customer.

If you worked in a commercial kitchen you would need to learn how to use commercial kitchen equipment and recipes.

It is very seldom that any new employee will have all the knowledge they need to do their job without some level of learning required.

This means that personal work-related learning needs are basically what you need to learn to do the job you were hired to do.

However, work-related learning is also required to be better at your job.

Like we said in the introduction - "You never stop learning!"



SEEKING ASSISTANCE TO IDENTIFY LEARNING NEEDS

The need to learn new things at work generally starts when:

- ☆ You start a new job
- ☆ You are given a new job role at work
- ☆ You are required to use new technology such as new computers or software
- ☆ You are required to use new machines or equipment

It is not always easy to identify exactly what you should focus on learning, when identifying your learning needs in the workplace.

When you start a new job, you may have been hired as a 'trainee', meaning that you would likely have not the skills and experience to do your job and duties when hired, however your employer is willing to train you in those required skills and job knowledge.

This also means that it would be made clear what you would be needing to learn in order to be proficient at your new role.

You may already be working and you are seeking to get a better role at work.

It would be a good idea to ask your supervisor, manager, even an experienced work colleague what you would need to learn if you were to seek a new role.

It could be using new machines or equipment, it could be using new software applications and so on.

The advantages of seeking assistance when identifying workplace learning needs includes:

- ☆ You show your employer some initiative to do better at work
- ☆ You learn whether the learning requirements for the new role is within your own capabilities
- ☆ You understand what is required so that you do not waste time on learning something irrelevant to the job

Other persons you could seek assistance from can include:

- ☆ Career counsellors or advisors
- ☆ Family and friends
- ☆ Attending career events such as seminars, tradeshow and so on



Work-Related Learning Goals

SETTING LEARNING GOALS

Once you have a fair idea what your learning needs are, you should consider setting some personal learning goals.

Setting learning goals will focus your efforts, while working toward achieving those goals.

When you have work-related learning goals, you immediately become far more motivated to achieve your work-related learning goals.

Setting learning goals shows others, especially your supervisor or managers that you are serious about learning and become better at your job.

It is very important however, that you set work-related learning goals that you can actually achieve.

You should never set learning goals that you know will be too hard because you will become frustrated and your learning efforts will suffer.

For example, if you have never used a pallet wrapping machine in a warehouse, you cannot expect to learn how to use the machine in a day.

Instead, your goal may be to have learned to use the machine by the end of the week.

Or, if your new job is to answer the telephone at work, but you have never used a multi line business telephone system, then your goal to learn how to use the telephone system properly should be within what most would think a reasonable period of time.

Your goals should have a specific time in which you believe you can reach those goals.

For example, your goal is to learn how to use PowerPoint, however you have not determined by when, then very likely it will not happen.

However, if you set your goal to learn how to use PowerPoint within 30 days, then all your efforts will be focussed on achieving that 30 day goal.

**Learning
Activity****Question****LEARNING ACTIVITY ONE**

- 1) What does setting realistic work-related learning goals show that you have?

- 2) When setting work-related goals, what two things must you take into account?

- 3) What were the three advantage of seeking assistance to identify workplace learning needs as we outlined in this Section?

TEACHER/TRAINER GUIDANCE NOTES

- 1) It shows your commitment to learn to be better at your job.
- 2) You must set work-related learning goals that are achievable and that you have set realistic times in which you will achieve those goals.
- 3)
 1. You show your employer some initiative to do better at work
 2. You learn whether the learning requirements for the new role is within your own capabilities
 3. You understand what is required so that you do not waste time on learning something irrelevant to the job



IDENTIFY PREFERRED APPROACHES TO LEARNING

It is a known fact that all people prefer different ways of learning.

There are three types of approaches to learning that would apply to most people.

They are:

- ☆ **Behaviour approach** - in simple terms this refers to a 'learner' who is taught by having him or her to do something new over and over again until they are good at it.

These types of learners learn best with a person coaching them along with encouragement and immediately correcting any mistakes along the way.

- ☆ **Social approach** - these learners learn best when learning with others such as in a group, work team or being taught face-to-face by experienced work colleagues.

They learn by watching others and then doing the same themselves.

- ☆ **Cognitive learning approach** - this approach is the most common, where the learner is provided information by a teacher or trainer (or a supervisor) and then is expected to use that information to learn a new skill.

It relies on the learner to memorise new information and then apply this information later.

Although these terms may sound complicated, they are quite simple to understand when you think about yourself.

- ☆ For example, do you find yourself learning something if you are able to do it over and over again? (Behavioural)
- ☆ Do you learn something new by watching others do it and then doing it yourself? (Social)
- ☆ Do you learn something new by going to a class and the teacher gives you information that you use later? (Cognitive)



LEARNING STYLES

Aside from preferred learning approaches, many persons also have preferred learning styles.

These styles work closely with a person's preferred learning approach.

Information enters your brain three main ways: sight, hearing and touch.

The common learning styles are based on those three information gathering processes.

The three main learning styles are:

- ☆ **Visual learning style** - Visual learners absorb information primarily by seeing it, or by visualising it mentally.

In other words, to learn something new they need to see it being done.
- ☆ **Auditory learning style** - Auditory learners absorb information primarily by hearing it.

They learn best by getting verbal instructions and follow them through.
- ☆ **Kinaesthetic learning style** - Kinaesthetic learners are 'hands on' learners.

They learn best by actually doing something and get frustrated by sitting and listening to information.

**Learning
Activity****Task****LEARNING ACTIVITY TWO**

There are three types of learning styles:

Visual - you learn the best by watching

Auditory - you learn better by listening to someone explaining how to do something

Kinaesthetic - you learn better by doing it yourself

In this activity we want you to take a quick test to see what your learning style is.

It is a website and the link is below.

<https://www.how-to-study.com/learning-style-assessment/>

Once you have taken the test tell us below what your learning style is.

Learning Style _____

TEACHER/TRAINER GUIDANCE NOTES

Most students or trainees are surprised at what their preferred style of learning might be.

Of course this may not be totally accurate and you as the teacher or trainer may advise them that most people have more than one learning style and many will use a different learning style, depending on what they are learning.



Learning Barriers

IDENTIFY POTENTIAL BARRIERS TO LEARNING

Many people will experience personal barriers to work-related learning. The more common barriers include:

- ☆ Self confidence
- ☆ Learning disabilities
- ☆ Reading or numeracy limitations
- ☆ Low English speaking skills

In some cases work-related learning may be away from the workplace requiring you to travel to a location such as a training centre after hours, or on weekends.

This may cause issues such as:

- ☆ Family commitments
- ☆ Travel time and costs
- ☆ Training costs (if not provided by your employer)

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

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

Doing so you are now in control and those barriers can be overcome.

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 or manager. Family members and friends may also assist.

It will surprise you that when you take the time to analyse those barriers, seek some advice or assistance and work out how to overcome those barriers and then those barriers to your learning goals will often disappear.

**Learning
Activity****Question****LEARNING ACTIVITY THREE**

What were those seven examples of work-related learning barriers we mentioned in this Section?

TEACHER/TRAINER GUIDANCE NOTES

- 1) Self confidence
- 2) Learning disabilities
- 3) Reading or numeracy limitations
- 4) Low English speaking skills
- 5) Family commitments
- 6) Travel time and costs
- 7) Training costs

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**Learning
Activity****Question****LEARNING ACTIVITY FOUR**

What were the three steps you should consider when addressing possible work-related learning barriers?

TEACHER/TRAINER GUIDANCE NOTES

- 1) The first step in overcoming learning barriers is looking at the barriers not as 'problems', but 'challenges'.
- 2) List out the barriers and see what the most immediate solutions are that may come to mind, then write them down.
- 3) Seek assistance from others.

PLEASE NOTE

This training unit relates to you learning how to develop strategies for work-related learning.

This training unit was designed for existing workers and/or persons preparing for employment through vocational education and training.

For those working in a workplace environment, then it will be your supervisor or manager who will be the ones observing you doing the following assessment tasks that you will need to complete in order to successfully complete this unit of training.

For those taking this in a training environment, then your teacher or trainer will be the ones observing you doing the following assessment tasks in a simulated workplace that you will need to complete to successfully complete this unit of training.

The two main assessment requirements that you will need to successfully complete are:

- 1) Identify at least two learning goals and develop a short and simple personal or vocational learning plan to support goal achievement***
- 2) Check and review learning plan with guidance and assistance from expert, or mentor on at least one occasion.***

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Section Two

Apply Strategies for Learning

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USE SHORT AND SIMPLE STRATEGIES FOR WORK-RELATED LEARNING

SECTION TWO—APPLY STRATEGIES FOR LEARNING

INTRODUCTION

In this section of the training manual you will be required to select a specific short term learning goal and eventually develop your own basic learning plan.

We look at some of those common steps that should be done which lead to the need of developing a learning plan.

SECTION LEARNING OBJECTIVES

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

- ☆ Identifying and selecting short term learning goals, with assistance
- ☆ Identifying short and simple learning strategies to support learning goals
- ☆ Identifying and using a limited range of learning support resources
- ☆ Developing a short and simple learning plan to achieve goals

SAMPLE



IDENTIFY AND SELECT SHORT TERM LEARNING GOALS, WITH ASSISTANCE

To successfully complete this unit, your teacher or trainer will require you to take a short-term work-related learning goal and then assess what level of learning you require to achieve this short-term work-related learning goal.

You should understand what a short-term goal is.

A 'short-term goal' is a goal you want to achieve, or want to do in the near future.

This could mean today, this week, this month, or even this year.

So in simple terms, a short-term goal is something you want to accomplish soon.

Short-term goals that are planned to be achieved in a day or week are often referred to as 'immediate' goals.

Once you have picked a short-term work-related learning goal, you would work out what you already know or what skills you have and this will determine what your work-related learning needs are.

There is a term you may hear from time to time and that is 'knowledge and skill gaps'

What this means is that it is often the case that what you know, or what you can do is less than what you need to know, or be able to do at work.

For example, you have used a Windows PC many times and have used Word and Excel as well.

However, your new job requires you to use an Apple MAC computer and the latest version of Word and Excel.

This means your knowledge and skills 'gap' is the ability to use a MAC computer and use the latest versions of Word and Excel.

That means you have clearly identified your work-related learning needs and this starts the process of developing a learning plan.



SELECTING SHORT TERM LEARNING GOALS WITH ASSISTANCE

It is important, especially for those working, to seek assistance in selecting short term goals.

What you believe to be an appropriate short term goal, could be one that your employer may point out as being one that would not lead to developing those skills or knowledge you would need in the short term.

For example, you are working towards being the receptionist in a large manufacturing plant.

You decide that your short term learning goal is to learn how to use the multiline telephone system.

However, your supervisor or manager points out that it is better to first learn about the many departments in the company and who the managers are first, because telephone calls into the company would need to be re-directed to those managers.

Another example, could be that it is your short term goal to learn how to produce the company's newsletter sent to the customers.

However, the supervisor points out that the newsletter requires photographs to be taken of products and edited before they can be used in the newsletter.

So he or she suggests that the short term goals should be to first learn how to use the company's digital camera and use the image editing software.

It is important to remember that short term goals are stepping stones in accomplishing something bigger down the track.

These smaller, manageable goals help you make continuous progress toward those career changing goals that you want to reach.

Asking for assistance will help you stay on track and maintain that progress.

**Learning
Activity****Task****LEARNING ACTIVITY ONE**

To successfully complete this unit of training you are required to *'identify at least two learning goals and develop a short and simple learning plan to support goal achievement'*.

These two learning goals should be 'work-related' and something that your employer sees as being relevant work-related learning goals.

If you are not currently employed, then your teacher or trainer will create a simulated workplace scenario in which you can complete this activity.

On the next couple of pages, we want you to describe each short term work-related learning goal.

If you have identified any barriers to achieving these short term goals, explain what they are and what the proposed solutions to those barriers may be.

Before submitting this activity, have your supervisor or manager take a look at it and make any suggested changes.

Once those changes have been made (if there are any), re-present this activity to your supervisor or manager for approval.

Once approved, then submit this activity to your teacher or trainer.

TEACHER/TRAINER GUIDANCE NOTES

The assessment requirements for this 'Unit of Competency' states:

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- ☆ identify at least two learning goals and develop a short and simple personal or vocational learning plan to support goal achievement

The 'Performance Criteria' suggests that the student or trainee identify those two short term work-related learning goals with some 'assistance'.

This activity asks the student or trainee to seek approval for this activity submission, which would have the employer play a part in identifying those two short term goals.

Also some assessment requirements relate to specific 'Performance Criteria' such as one in Section One:

"Identify potential barriers to learning"

We have built in some questions into this activity to assist the student or trainee to address this assessment requirement.

Description of short term work-related learning goal ONE

What barriers to the achievement of this goal did you identify?

What solutions to those barriers were identified?

Description of short term work-related learning goal TWO

What barriers to the achievement of this goal did you identify?

What solutions to those barriers were identified?

Learning Strategy



IDENTIFY SHORT AND SIMPLE LEARNING STRATEGIES TO SUPPORT LEARNING GOALS AND IDENTIFY AND USE A LIMITED RANGE OF LEARNING SUPPORT RESOURCES

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

There are many things and people that need to be considered as you start working out how to start and complete your work-related learning.

For example, there are likely numerous people who need to be aware of and at times approve your work-related learning activities.

Some of those people may include:

- ☆ Those who may need to pay for your learning activities
- ☆ Persons that are assisting you in the learning activities
- ☆ Those that are providing the training
- ☆ Those that are supporting your work-related learning goals

Your work-related learning activities may require reasonable resources such as people you work with, tools, equipment, time off and so on.

This means they may need to know how you plan on doing your work-related learning.

Those paying for your training such as the government, your employer and even family or friends would need know about your proposed work-related learning strategies.

Basic work-related learning strategies could include:

- ☆ Working with a fellow employee who is teaching you
- ☆ Learning new skills in a group training session at work
- ☆ Accessing and using training manuals
- ☆ Using training aids such as DVDs, online courses and so on
- ☆ Taking a course after hours

SUPPORT RESOURCES



Many people look for a 'mentor' when undertaking work-related learning.

A mentor is there to answer any questions, or coach through those harder parts of your learning stages.

These mentors could include:

- ☆ Fellow employee
- ☆ Supervisor
- ☆ Family member or friend
- ☆ Teacher or trainer

Other support resources may include:

- ☆ Access to computers and applications
- ☆ Access to tools to practice your new skills
- ☆ Access to equipment or machinery manuals
- ☆ Assistance to get to and from training sessions if needed

**Learning
Activity****Question****LEARNING ACTIVITY TWO**

What were the four types of people or organisations that may need to know what your work-related learning strategies are?

TEACHER/TRAINER GUIDANCE NOTES

- 1) Those who may need to pay for your learning activities
- 2) Persons that are assisting you in the learning activities
- 3) Those that are providing the training
- 4) Those that are supporting your work-related learning goals

SAMPLE

**Learning
Activity****Question****LEARNING ACTIVITY THREE**

What were the five examples of work-related learning strategies we mentioned in this Section?

TEACHER/TRAINER GUIDANCE NOTES

- 1) Working with a fellow employee who is teaching you
- 2) Learning new skills in a group training session at work
- 3) Accessing and using training manuals
- 4) Using training aids such as DVDs, online courses and so on
- 5) Taking a course after hours

**Learning
Activity****Question****LEARNING ACTIVITY FOUR**

SAMPLE

- 1) What were the four examples of mentors we mentioned in this Section?

- 2) What were the four examples of those other support resources that you may need to complete your work-related learning?

TEACHER/TRAINER GUIDANCE NOTES

- 1)
 1. Fellow employee
 2. Supervisor
 3. Family member or friend
 4. Teacher or trainer
- 2)
 1. Access to computers and applications
 2. Access to tools to practice your new skills
 3. Access to equipment or machinery manuals
 4. Assistance to get to and from training sessions if needed

SAMPLE

**Learning
Activity****Task****LEARNING ACTIVITY FIVE**

As you now know, to successfully complete this unit of training you are required to *'identify at least two learning goals and develop a short and simple learning plan to support goal achievement'*.

In Activity One, you described those two work-related short term learning goals.

As a continuation of the assessment requirements for this training unit, we want you now to tell us first what learning strategies you have come up with for each short term work-related learning goal and then list out what learning support resources you decide you will need to access and use.

We have provided some space on the next couple of pages for you to complete this activity.

Before submitting this activity, have your supervisor or manager have a look at it and make any suggested changes.

Once those changes have been made (if there are any), re-present this activity to your supervisor or manager for approval.

Once approved, then submit this activity to your teacher or trainer.

TEACHER/TRAINER GUIDANCE NOTES

The assessment requirements for this 'Unit of Competency' states:

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- ☆ identify at least two learning goals and develop a short and simple personal or vocational learning plan to support goal achievement

Again, this activity asks the student or trainee to seek approval for this activity submission, which would have the employer play a part in supporting those two short term goals.

Also some assessment requirements relate to specific 'Performance Criteria' and in this case there are two being:

“Identify short and simple learning strategies to support learning goals”
“Identify and use a limited range of learning support resources”

Description of the learning strategies for short term work-related learning goal ONE**List of learning support resources you will be accessing and using for work-related learning goal ONE**

SAMPLE

Description of the learning strategies for short term work-related learning goal TWO

List of learning support resources you will be accessing and using for work-related learning goal TWO

SAMPLE



My Learning Plan

DEVELOP A SHORT AND SIMPLE LEARNING PLAN TO ACHIEVE GOALS

Learning plans are generally recommended and in some cases required, especially if your work-related learning is being paid for by the government.

Having set your work-related learning goals, settled on your preferred approach to work-related learning, addressed all potential barriers and had all your learning strategy proposals reviewed, the next and very important step is to put your work related goals and strategies into a written learning 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 steps that would lead you to the achievement of your learning goals.

- ☆ **Support people 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.

- ☆ **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** - this shows what would have been achieved as well as when, after various tasks and activities have been successfully completed in your plan.

- ☆ **Evidence** - you will want to include evidence, such as certificates of completion in some training courses, work experience reports, letters of reference from employers, volunteer organisations and so on.



There is no set method of creating a work-related learning plan.

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.

There are often templates available to assist those needing to create a work-related learning plan.

In any case, although there seems to be a lot of details required, they should be simple and concise, meaning only having the required and relevant information.

In many cases, a simple learning plan is only one to two pages.

**Learning
Activity****Question****LEARNING ACTIVITY SIX**

What were the seven components of a personal work-related learning plan that we outlined in this Section?

TEACHER/TRAINER GUIDANCE NOTES

- 1) Work-related learning goals
- 2) An overview of current skills, knowledge and experience
- 3) Your learning steps and activities
- 4) Support people and organisations
- 5) Timelines
- 6) Milestones
- 7) Evidence

**Learning
Activity****Task****LEARNING ACTIVITY SEVEN**

In this unit of training you are required to *'identify at least two learning goals and develop a short and simple learning plan to support goal achievement'*.

As a continuation of the assessment requirements for this training unit, you are now required to develop a work-related learning plan that takes into account those two short term work-related learning goals.

As we mentioned in this Section, there are no prescribed learning plan formats, so your teacher or trainer will likely provide you with a template, or give you some guidance as to how to layout out your learning planning document.

Once you have developed your work-related learning planning document, have your supervisor or manager take a look at it and make any suggested changes or additions to the planning document.

Once those changes have been made (if there are any), re-present the planning document to your supervisor or manager for approval.

Once approved, then submit the planning document to your teacher or trainer for their records.

TEACHER/TRAINER GUIDANCE NOTES

The assessment requirements for this 'Unit of Competency' states:

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- ☆ identify at least two learning goals and develop a short and simple personal or vocational learning plan to support goal achievement

Again, this activity asks the student or trainee to seek approval of the work-related learning plan document, which would have the employer play a part in supporting the learning plan.

Also some assessment requirements relate to specific 'Performance Criteria' and in this case it is:

“Develop a short and simple learning plan to achieve goals”

Section Three

Review Own Learning Progress

SAMPLE

USE SHORT AND SIMPLE STRATEGIES FOR WORK-RELATED LEARNING

SECTION THREE—REVIEW OWN LEARNING PROGRESS

INTRODUCTION

In Section Two we learned about developing a basic work-related learning plan.

One of the most important needs for a basic work-related learning plan is to track how your learning stages are going.

In this final section we learn how this is done, as well as seeking feedback from others to find out if they think your work-related learning is on track.

SECTION LEARNING OBJECTIVES

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

- ☆ Checking progress against learning plan
- ☆ Seeking feedback on learning progression
- ☆ Identifying areas for further learning and/or development



**CHECK PROGRESS AGAINST LEARNING PLAN
AND
SEEK FEEDBACK ON LEARNING PROGRESSION
AND
IDENTIFY AREAS FOR FURTHER LEARNING AND/OR DEVELOPMENT**

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

Once your work-related learning begins, there should be regular checking of your learning progress using your learning plan.

- ☆ Are you achieving what you expected from the plan?
- ☆ Is the plan on schedule?
- ☆ Should I be looking at some changes to the plan?
- ☆ Are there any other learning opportunities that should be included?

You should be checking your progress personally and taking a serious look at what areas need to be adjusted, or changed if required.

If something is not going to plan it needs to be addressed, or your learning goals will not be achieved.

You should also get some feedback on how others think your work-related learning plan is progressing.

Feedback could be sought from:

- ☆ Your careers counsellor, or VET teacher
- ☆ Other trainers
- ☆ Your employer, work colleagues or supervisors
- ☆ Your coach or mentor
- ☆ Friends and family



TYPES OF FEEDBACK AND USING FEEDBACK

You will need to remember that not all feedback will be positive.

But also remember not all negative feedback is bad.

Negative feedback can be from someone you may trust suggesting you could do better on what you may have done, or are doing and in most cases this type of feedback is good.

Feedback can be asked for and should be requested on a regular basis.

Feedback can also be given even when you have not asked for it.

Request for and/or receiving feedback from others can happen in a few ways.

The first and most common way is to casually ask the appropriate persons about what they feel about the progress you are making with activities, tasks and goals related to your work-related learning plan.

You could be more formal and request a meeting with your mentor, supervisor or trainer and discuss your work-related learning progress.

What you want to look for is the feedback that seems to be consistent, in other words feedback that seems to be the same, but from several different people.

This feedback is important to consider as it may lead to making some serious adjustments, modifications or changes to your learning plan.



FURTHER LEARNING OPPORTUNITIES

As you progress thorough your work-related learning plan, there will be times you see further learning opportunities that should be considered.

Looking at other learning opportunities may be a result of some feedback.

For example, you may be a part time kitchen hand in a commercial kitchen and the chef suggests you look at taking a patisserie course.

His feedback to you was that you were a good worker in the kitchen and that he/she the chef was always on the lookout for a trainee pastry chef.

Or, you may be working in a retail store and the store owner is always struggling with setting up effective displays, so you ask if the store owner would pay for a course so that you could learn to design and set up retail product displays.

There are many, many examples of when further work-related learning opportunities may arise and in most cases, they should be seriously considered.

Learning opportunities may be as simple as learning how to do another task at work, or as extensive as learning a formal skill to get you a far better job.

It is always good to remember the saying:

“You never stop learning.”

**Learning
Activity****Question****LEARNING ACTIVITY ONE**

- 1) Who were the five persons suggested to you who can be looked to for feedback regarding how they think you are progressing with your learning plan?

- 2) What type of feedback should you be on the look out for and why?

- 3) Why do you think that everyone should be open to other learning opportunities?

TEACHER/TRAINER GUIDANCE NOTES

- 1)
 1. Your careers counsellor, or VET teacher
 2. Other trainers
 3. Your employer, work colleagues or supervisors
 4. Your coach or mentor
 5. Friends and family
- 2) What you want to look for is the feedback that seems to be consistent, in other words feedback that seems to be the same, but from several different people. This feedback is important to consider, as it may lead to making some serious changes to your learning plan.
- 3) Learning opportunities may be as simple as learning how to do another task at work, or as extensive as learning a formal skill to get you a far better job.

**Learning
Activity****Task****LEARNING ACTIVITY TWO**

In this unit of training you are required to *‘check and review learning plan with guidance and assistance from expert or mentor on at least one occasion’*.

To meet this assessment requirement for this training unit, you are required at some point as you progress through your work-related learning plan to have someone check and review your progress on at least one occasion.

This review (if employed) would need to be done by your supervisor, manager or a nominated workplace mentor.

Your teacher or trainer will provide your supervisor, manager or a nominated workplace mentor with the required assessment evidence forms that relate to this assessment requirement.

They would need to fill out these forms, sign them and then submit them to your teacher or trainer for their records and for your assessment evidence portfolio.

If you are undertaking this training unit in a training facility, then your teacher or trainer will be your assessor for this unit of training assessment requirement.

TEACHER/TRAINER GUIDANCE NOTES

The assessment requirements for this ‘Unit of Competency’ states:

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- ☆ check and review learning plan with guidance and assistance from expert or mentor on at least one occasion

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.

- ☆ This training unit had three sections each focussing on topics relating to workplace learning. After reviewing the information in Section One, are you confident that you understand and could:
 - 1) Identify own learning needs, with assistance?
 - 2) Identify preferred approaches to learning?
 - 3) Identify potential barriers to learning?
- ☆ After reviewing the information in Section Two, are you confident that you understand and could:
 - 1) Identify and select short term learning goals, with assistance?
 - 2) Identify short and simple learning strategies to support learning goals?
 - 3) Identify and use a limited range of learning support resources?
 - 4) Develop a short and simple learning plan to achieve goals?
- ☆ After reviewing the information in Section Three, are you confident that you understand and could:
 - 1) Check progress against learning plan?
 - 2) Seek feedback on learning progression?
 - 3) Identify areas for further learning and/or development?

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.

POWERPOINT SLIDE PRESENTATION MAPPING

This training manual is accompanied with a PowerPoint slide presentation, titled the same as this training manual.

The following listing is a 'mapping cross-reference' between the Slide Number and the corresponding page number in the 'Student Manual'.

<i>Slide Numbers</i>	<i>Student Manual Page Number</i>
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SAMPLE