

FSK - Foundation Skills Training Package

Foundation Skills Units



Unit
FSKLRG01

Prepare to participate in a learning environment

This is a SAMPLE document

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May not be a complete document

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.

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.

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.

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
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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.

SAMPLE ONLY

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

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

SAMPLE ONLY

TEACHER/TRAINER GUIDANCE NOTES

- 1) Economics
- 2) Languages
- 3) Home economics
- 4) Mathematics

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

SAMPLE ONLY

TEACHER/TRAINER GUIDANCE NOTES

Storeperson

- 1) Computer studies
- 2) Mathematics

Fast Food Cook

- 1) Home economics

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

TEACHER/TRAINER GUIDANCE NOTES

Activity One and Two and this activity is designed to have the student or trainee think about what the most important areas may be to focus their most immediate work-related learning goals. This could be an ideal classroom activity if you had computers and projectors where students or trainees name occupations and as a classroom, you look up the 'Study Requirements' for each.

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 ?

TEACHER/TRAINER GUIDANCE NOTES

You need to make them realistic, relevant and achievable.

SAMPLE ONLY

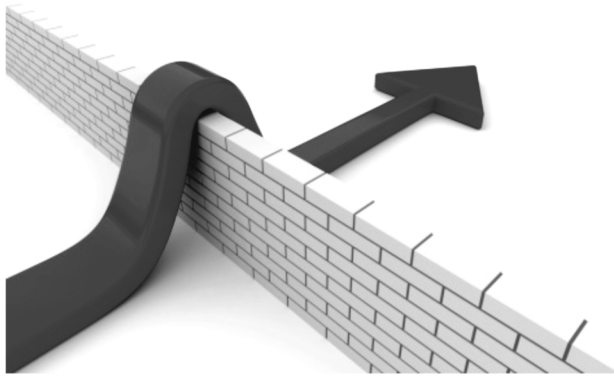
IDENTIFY BARRIERS TO ACHIEVING GOALS

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

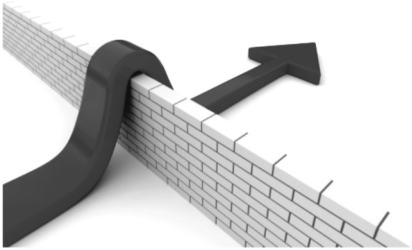
Some of these barriers are real and others perceived. The common barriers include:

- ☆ **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.

**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.

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

TEACHER/TRAINER GUIDANCE NOTES

- 1) The barriers could be Tim's English speaking skill and the access to a restaurant or café that would be offering high school students work experience. The possible solutions would be to have Tim take some after hours English speaking courses and look for any type of work experience (whether it be in hospitality or not) to build up his workplace communication skills, as well as his confidence in the workplace.
- 2) The barriers could be transportation and also conflicting priorities over the next few months with work and school commitments. The possible solution is to work on the weekends until end of school using a family vehicle, taking a bus or having a friend or family member give him rides.
- 3) The barriers could be the lack of assistance and/or support from her current employer, the cost of the TAFE course and the training schedule. The possible solutions are accessing training fee assistance from various State and Federal government departments, ask for a change in her work schedule to align with the TAFE timetable and if this is not possible seek another job, hopefully in a hospitality environment.

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.



- ☆ **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.

**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?

TEACHER/TRAINER GUIDANCE NOTES

- 1) Parties or organisations funding the learning activities
- 2) Persons that are assisting in the learning activities
- 3) Persons or organisations that are providing the training
- 4) Persons or organisations that are supporting your work-related learning goals

SAMPLE ONLY

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

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

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 network and organisations
- 5) Timelines
- 6) Milestones

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.

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NOTES

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