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**Please complete this form with your details.**

**Learner to complete:**

Your details	
Name:	
Contact number:	
Email:	
Start date:	

**If you are working, write the following information:**

Place of work	
Company name:	
Address:	
Postal address (if different):	
Workplace supervisor name:	
Phone number:	
Fax:	
Email:	

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# Before you begin

This learner guide is based on the unit of competency *FSKLRG04 Use basic strategies for work-related learning*, Release 1.

## How to work through this learner guide

Your trainer or assessor will tell you which parts of the learner guide you need to read, and which activities you need to finish. The learner guide has the following parts.

Part	How you use it
Learning content	Read each topic. If you cannot understand it, talk to your trainer.
Examples	This learner guide has examples of completed documents that may be used in a workplace.
Video clips	Where you see a QR code, you can use a smartphone or tablet to access video clips about the content. For information about how to download an app that will read the QR code or for more help, please visit our website: <a href="http://www.aspirelr.com.au/help">www.aspirelr.com.au/help</a> . 
Checkpoints	Checkpoints help you make sure you understand what you have read. Your trainer will tell you which activities to do.
What you have learned	At the end of the learner guide, there is a list of what you have learned. You can use this to check you are ready for the final assessment.
Final assessment	Your assessor may ask you to do the final assessment tasks. The assessment tasks allow you to show the assessor what you have learned.

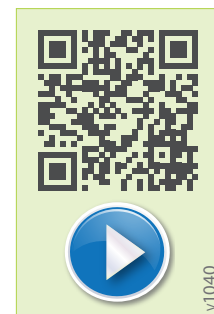
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## Your story

You work at High Hill Community Centre. This is a place for young people to meet.

You have worked there for 2 months and have been doing tasks such as typing information into the computer, answering the telephone and filing.

This week your job has changed and you are going to do new tasks. Tasks are what you do, to do your job.



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## Day 1

Today is your first day thinking about your new tasks.

Your supervisor, Lee, has asked you to write letters, update documents, send group emails and answer questions from the people who drop into the centre.

You ask Lee how you can learn to do the new tasks. He asks you to use the next 2 days to write down:

- what you are able to do now
- what you think you need to learn.

On Day 3, Lee will help you make a learning plan.

## What do I need to learn?

You have been thinking about the things you need to learn so you can do the new tasks.

You need to learn how to:

- write letters the right way
- update documents on the computer
- send group emails
- answer questions people ask about the High Hill Community Centre.

When you know what you need to learn, you can set your work goals.



## What is the best way for me to learn?

Once you know what your goals are, you can plan how reach them. You may need to learn new things to reach your goals.

Some ways to learn are:

- with a mentor
- in a group or a team
- using technology and equipment.

### Learning with a mentor

A mentor may help you and can answer your questions. A mentor can help you learn how to do your new tasks and check your work.

Lee says he will be your mentor. He is a good mentor because he has been at the High Hill Community Centre for a long time and has worked at many jobs.

He can use what he knows to help you learn new tasks.





## Learning in a group or team

You may learn better if you are in a group. If you are with other people who are learning, you can learn from their experience.

People do things in different ways. People also learn things in different ways.

When you are in a group, you can see how other people do things and learn from them.

Lee says that he will meet with you, together with Sally and Mary, every week.

Sally knows how to write letters, so she can help you.

Mary knows a lot about the High Hill Community Centre and can help you learn more about the centre.



## What things can stop me from learning?

Sometimes there are things that stop you from learning. Here are some examples.

You may:

- be afraid
- have trouble reading or writing
- need to go somewhere and not have the money to get there
- not have the books or tools you need
- not have a basic understanding of what you need to learn.



## What has happened on Day 1

On your first day thinking about your new tasks at High Hill Community Centre, you have learned about:

- different ways of learning
- personal work goals
- things that can stop you from learning
- what lack of support means
- what gaps in your learning means.

## Checkpoint: Day 1

1. Place a tick ✓ in the box beside each goal that is a personal work goal.
  - ☐ To learn how to save a letter on the computer
  - ☐ To learn how to use spellcheck
  - ☐ To learn how to swim
  - ☐ To learn to use the right words
2. Place a tick ✓ in the box beside the correct answer.

One way to find out what you need to learn is to list the things you don't know how to do.

  - ☐ True
  - ☐ False
3. Here is a list of ways to learn. Place a tick ✓ in the box beside the learning that takes place with one person helping you.
  - ☐ Learning with technology
  - ☐ Learning with a mentor
  - ☐ Learning in a group
4. Place a tick ✓ in the box beside all the things that could stop you from learning.
  - ☐ Not having confidence
  - ☐ Asking too many questions
  - ☐ Going to training
  - ☐ Not understanding words
  - ☐ Not having support

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## What you have learned

Well done. Since you started thinking about your new tasks at the High Hill Community Centre, you have learned about:

- different ways of learning
- personal work goals
- things that can stop you from learning
- what lack of support means
- what gaps in your learning means
- short-term goals
- knowledge and skills
- finding information
- organising information
- following instructions
- going to training
- writing things down
- the learning plan:
  - writing the plan
  - setting the plan
- checking your learning
- feedback about your learning
- what you need to learn next.

You are now ready for the Final Assessment.

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# Final assessment

## How to work through this final assessment

This final assessment is for the unit *FSKLRG04 Use basic strategies for work-related learning*, Release 1.

An assessor will look at the tasks you complete and decide if you are competent for this unit. Your assessor may be your trainer or your workplace supervisor.

This assessment has six sections.

Section	Explanation
1. Assessment information	This section has information about who the assessment is for and the aims of the final assessment.
2. Are you ready for assessment?	This section is for you to check that you are ready to do the assessment.
3. Final assessment overview	This section explains the assessment tasks you will do.
4. Assessment plan	You will complete a form with your assessor. Your assessor will talk to you about the assessment tasks. You will need to sign the form to say that you have understood what has been discussed.
5. Final assessment tasks	This section has the tasks for you to do.
6. Record of outcome	Your assessor will use the work that you do to make a decision on your competence. They will discuss your work to give you feedback and tell you about their decision.

**Question 1:** Place a tick ✓ in the box in front of the correct answer.

Is this a list of personal work goals?

- Learning how to answer questions about the centre
- Learning how to use the correct words when typing letters
- Learning how to use the computer program

**Answer:**

☐ Yes

☐ No

**Marking:** ☐ Satisfactory ☐ Unsatisfactory

**Question 2:** Place a tick ✓ in the box in front of the things you need to know to write letters in the right way. You may choose more than one.

**Answer:**

☐ Use the right words.

☐ Check what I write.

☐ Open a document on the computer.

**Marking:** ☐ Satisfactory ☐ Unsatisfactory

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# Solutions to Checkpoints

## Checkpoint: Day 1

1. The learner should have placed a tick in the box beside:
  - To learn how to save a letter on the computer
  - To learn how to use spellcheck
  - To learn to use the right words
2. The learner should have chosen 'Yes' as the correct answer.
3. The learner should have chosen 'Learning with a mentor' as the correct answer.
4. The learner should have placed a tick in the box beside:
  - Not having confidence
  - Not understanding words
  - Not having support