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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 *FSKLRG11 Use routine 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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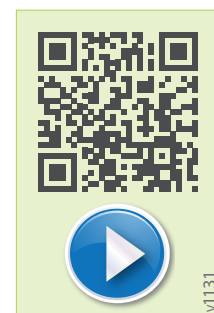
## Your story

You work at Hillsberry Hospital in the Outpatients Department. A patient is someone who is in the hospital when they are sick or hurt.

The Outpatients Department is the place where people come to the hospital but do not stay very long. They come to the hospital for care, and then go home. They are a patient, but they are out of the hospital, so they are called outpatients.

Many different people come to the Outpatients Department. It is very busy. Your supervisor's name is Janice. You talk to Janice when you are unsure what to do or need help with something.

You work at the front desk. This means that a lot of people ask you questions. You do many different tasks. Tasks are things you do, to do your job.



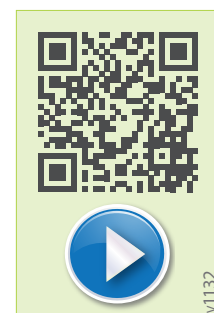
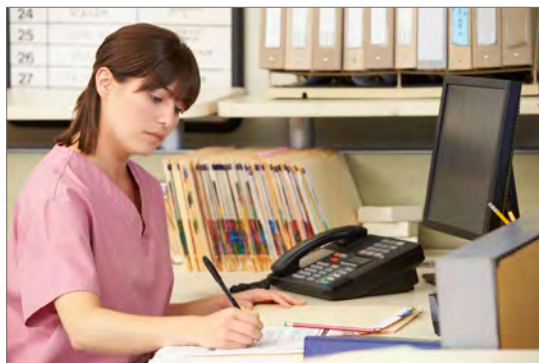
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## Day 1

Today the Outpatients Department is very busy. Many people are asking you questions. There are a lot of telephone calls to answer. It is so busy that the people you work with do not have much time to show you how to do things. Sometimes you do not have time to find the information you need.

You have been thinking about things you could learn that would help you do your job better. You decide to write down some ideas. You can use the ideas to help you set learning goals.

A goal is something you work towards. For example, you have set a goal to learn how to use the Appointment and Booking program on your computer. When you have learned how to use it, you will have reached your goal.



## Formal and informal learning pathways

A learning pathway is when one step of learning leads to another step of learning.

A learning pathway may be formal. This means the learning is structured and organised.

Here is an example of one step of learning formally leading to another step of learning. The steps create a learning pathway.

### Learning steps

1. Certificate III in Business Administration (Medical)
2. Certificate IV in Business (Business Administration)
3. Diploma of Business Administration

A learning pathway may be informal. You may start a learning experience by volunteering in a workplace. This will give you informal experience in that workplace.

Here is an example of one step of learning informally leading to another step of learning. The steps create a learning pathway.

### Learning steps




1. Volunteer to help with cooking in the hospital kitchen.
2. Learn what to do by watching how other people cook foods in the kitchen.
3. Cook simple meals while someone supervises you.
4. Be responsible for cooking foods on your own.

## Learning styles

The way you learn is called a learning style. People learn in different ways. Some people like to hear information read out loud. Some people learn the best when they see information in charts and diagrams. Others learn the best by doing something hands-on. Hands-on learning means that something is learned through experience (by doing).

You need to identify the best way for you to learn. When you learn using a style that best suits you, learning will be easier for you.

Here are three examples of learning styles.

	What it means	How you will learn best
<b>Visual</b>	Learning by seeing and looking 	You will learn the best through seeing: <ul style="list-style-type: none"> <li>• colour</li> <li>• images</li> <li>• written words</li> <li>• diagrams.</li> </ul>
<b>Auditory</b>	Learning by hearing and listening 	You will learn the best by: <ul style="list-style-type: none"> <li>• listening to speech</li> <li>• repeating the information out loud.</li> </ul>
<b>Physical/ Kinaesthetic</b>	Learning by physical action (touching, feeling and doing) 	You will learn the best by: <ul style="list-style-type: none"> <li>• touching</li> <li>• using objects</li> <li>• exploring.</li> </ul>



## What has happened on Day 1

On your first day work at Hillsberry Hospital, you have learned about:

- work-related learning goals
- formal and informal learning pathways
- learning styles
- ways to learn
- barriers to learning.

## Checkpoint: Day 1

Read the questions. Place a tick ✓ in the box in front of the correct answer.

1. What learning style is best for learners who prefer to hear and listen?  
☐ Visual learning style  
☐ Auditory learning style  
☐ Physical learning style
2. If you prefer face-to-face learning, it means that you prefer to learn:  
☐ on your own.  
☐ online.  
☐ in a classroom situation.
3. A formal learning pathway is when you learn while:  
☐ watching someone do the task.  
☐ doing a structured study program.  
☐ someone shows you how to do the task.
4. How do you know if a goal is a short-term goal?  
☐ If you can reach it quickly  
☐ If it takes a long time to achieve  
☐ If you can do it independently
5. Which of the following is a barrier to learning?  
☐ Working with a mentor  
☐ Not having money to buy books  
☐ Having confidence to learn

## Strategies for addressing learning barriers

You may have decided to do work-related learning but you realise there are some barriers that could stop you from learning. You need a plan or strategy to address the barrier.

Here are some ways to address the barriers to your learning.

Barrier	What it may mean	What you can do
You are afraid	<ul style="list-style-type: none"> <li>You do not have confidence to learn.</li> <li>You are unsure whether you can learn.</li> <li>You may remember a time when you have had a bad experience with learning.</li> </ul>	<ul style="list-style-type: none"> <li>Ask your supervisor if you can have a mentor. A mentor will help you with your learning, check how you are doing and give you encouragement.</li> <li>Ask your supervisor if you can do the learning in smaller steps.</li> </ul>
You have trouble reading or writing	<ul style="list-style-type: none"> <li>You have trouble reading words that you do not know.</li> <li>You have trouble understanding what sentences mean.</li> <li>You have trouble writing things down.</li> </ul>	<ul style="list-style-type: none"> <li>Ask your supervisor where you can get help with reading and writing.</li> <li>Find a place where you can go to help you with reading and writing, such as a community centre or training organisation.</li> </ul>
You do not have enough money You do not have the books or tools you need	<ul style="list-style-type: none"> <li>You are not able to buy books.</li> <li>You are not able to go to where the training is.</li> <li>You cannot pay for a babysitter so you cannot attend training.</li> </ul>	<ul style="list-style-type: none"> <li>Ask your supervisor if the training can be funded by your workplace.</li> <li>Check if you are able to get government assistance for your study.</li> </ul>
You do not have a basic understanding of what you need to learn	<ul style="list-style-type: none"> <li>You may not have enough basic knowledge. For example, you want to learn how to use the Patient Information program, but you do not have typing skills.</li> </ul>	<ul style="list-style-type: none"> <li>Find out what basic training you can do.</li> <li>Use the basic training, as a stepping stone to do more training.</li> </ul>

## Use steps

Some information can be learned easier when it is organised into steps. Information that works well using steps are:

- procedures that tell you how to do something
- instructions that tell you how to use something.

Here is an example of instructions that are written in a block of text:

How to use the photocopier. Place the document face down on the glass screen. Lower the lid. Choose how many copies you need. Choose double-sided or one-sided printing. Choose paper size and push the Start button.

Here is the same information written as a clear set of steps. When this information is organised in steps this way, it is easier to understand.

### How to use the photocopier

1. Place the document face down on the glass the screen.
2. Lower the lid.
3. Choose how many copies you need.
4. Choose double-sided or one-sided printing.
5. Choose the paper size.
6. Push the Start button.

## Writing a learning plan

A learning plan is used to develop an outline of how you will learn. To create a learning plan, you need to think about:

- your learning needs
- your learning goals
- what you need to do to meet your learning goal
- your time frame
- how you will know you have completed your learning goal.

You create the following learning plan.

<b>My learning goals and why I need to learn them</b>	<b>How I can learn it and what I need</b>	<b>When I can learn this by</b>	<b>Evidence of learning</b>
To use the Patient Information program efficiently and accurately so I can use it to complete more tasks	<ul style="list-style-type: none"> <li>• Training and time to practise using the program</li> <li>• A mentor</li> </ul>	Within two weeks	When I can use the Patient Information program efficiently and accurately
To learn more about the services the hospital offers, services that patients can use, and where the services are located so I can be more helpful when patients ask questions	<ul style="list-style-type: none"> <li>• Training</li> <li>• Someone to show me around the hospital</li> <li>• A booklet with the service information</li> </ul>	Within one week	When I can answer patients questions efficiently and accurately

## Feedback about your learning

Feedback is when people who know how to do the task let you know how well you do the task and how you can do it better. Feedback is used to help you improve at your tasks. Feedback is also used to encourage you when you are doing your job well.

Depending on where you work, you may receive feedback from different people.

**Supervisor** Janice

**Mentor** The person who helps you, such as a work colleague.

**Group leader** A person who looks after a group of staff.

**Coordinator** A coordinator is someone who helps plan what needs to be done. For example, the person who organises the staff at Hillsberry Hospital.

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## What you have learned

Well done. Since you started working at Hillsberry Hospital you have learned about:

- work-related learning goals
- formal and informal learning pathways
- learning styles
- ways to learn
- barriers to learning
- achieving work-related learning goals
- your preferred way to reach goals
- strategies for addressing learning barriers
- learning strategies
- writing a learning plan
- monitoring your progress
- feedback about your learning
- further learning.

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 *FSKLRG11 Use routine 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 4:** When you monitor your learning progress against a learning plan, you:

**Answer:**

- ☐ review and record your learning.
- ☐ reinforce your learning.
- ☐ include general information.

**Marking:** ☐ Satisfactory ☐ Unsatisfactory

**Question 5:** If you would like feedback on how you do a task, you should ask:

**Answer:**

- ☐ someone who does the task for you.
- ☐ someone who sees you do the task.
- ☐ someone who does not know how to do the task.

**Marking:** ☐ Satisfactory ☐ Unsatisfactory

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# Solutions to Checkpoints

## Checkpoint: Day 1

1. The learner must have placed a tick beside 'Auditory learning style'.
2. The learner must have placed a tick beside 'in a classroom situation'.
3. The learner must have placed a tick beside 'doing a structured study program'.
4. The learner must have placed a tick beside 'If you can reach it quickly'.
5. The learner must have placed a tick beside 'Not having money to buy books'.