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Before you begin

This learner guide is based on the unit of competency *FSKLRG08 Use simple 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: www.aspirelr.com.au/help . 
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.

Words to remember

As you read the learner guide, use this section to write down words that you need to remember.

There is a space for you to write the word and a space for you to write down what the word means.

This will help you to learn the words.

Word	What it means

Your story

You have been working at Millie's Flower Shop as a Shop Assistant for one year. You have been doing basic tasks such as wrapping cut flowers to sell to customers. Customers are the people who come into the flower shop to buy flowers.

You like working at Millie's Flower Shop and would like to become a floral designer. A floral designer is the person who makes flower arrangements. To be a floral designer, you need to do training in floristry.

You need to talk to Millie about what kind of training you need to do.

Day 2

Today when you go to work, you decide to talk to Millie about what you would like to learn. You would like to do a training course to learn how to make flower arrangements.

When you talk to Millie, she thinks it is a great idea and asks you to find training that you can do.



A learning goal

A learning goal is when you aim to learn something and work towards learning it.

If you want to learn how parts of your body work, that is your learning goal.

When you learn how the lungs work, then learn how the heart works, you are working toward your learning goal of knowing how the parts of your body work.

To set a learning goal, you need to know what it is you want to learn. At Millie's Flower Shop, you have set a learning goal of wanting to know how to make basic flower arrangements. When you start training, you are working towards your goal.




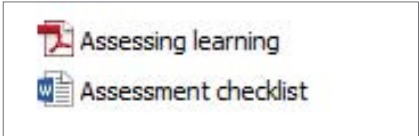
Organise and save information

Keeping the learning information organised is another strategy to help you learn. When information is organised, it is easy to find.

If you are organising printed information, you may use folders to keep the same kind of material together. If you are saving information on your computer, save the information with a name you can easily recognise.

Put all the same information into one folder.

Here is an example of a folder called 'assessment_info' with assessment files saved inside the folder.

Folder name 'assessment_info'	Files inside the folder
	

Use a checklist

Using a checklist is another strategy to help you learn. Checklists can be used help you plan what you need to learn. A checklist can also help organise the information you are trying to learn.

A checklist organises information into short sentences and small blocks of information. When the information is in smaller amounts, it is easy to read and remember.

Here is an example of a learning checklist.

Design floristry products				
Element	Topic	Notes		
1	Design ideas	Read information		
		Anything I don't understand	Need to ask trainer about: Function of the design	✓
		Assessment started	Need to check with trainer that I understand the assessment Assessment due: 17 April	✓
		Assessment finished	Finished! 15 April	✓

Use a dictionary

A dictionary is an important learning resource. A dictionary is a collection of words that are arranged in alphabetical order, such as A, B, C, D.

A dictionary has a description of what each word means, how to say the word and how to use the word. When you are learning, use a dictionary to find the meaning of the words you do not understand.

Word list

Bouquet
Contrast
Proportion
Texture
Topiary

Use a word list

As you are learning, you may use a word list to write down the words you do not understand or that you are unsure about. To check your understanding of a word, you can:

- write down the word
- write down what you think the word means
- ask someone to check if you understand the word correctly.

Learning resources required

Learning resources are the things you need to help you reach your learning goal. To understand the resources you need, think about what will help you reach your learning goal and what will be a barrier to your learning goal.

You can use your strengths to help you reach your learning goal.

Barriers to your learning goal are your weaknesses.

Here are some examples.

Learning goal	Strengths (May help me achieve my learning goal)	Weaknesses (May be a barrier to reach my learning goal)
To be able to make flower arrangements	The course is 18 months part time, so I can work part time while studying	I won't have much spare time
To be able to manage a flower shop	The course is one I can study online or in a classroom I can get government help to pay the fees	I need to buy a better computer so I can do the course online
To be able to manage a small business	There is a university nearby where I can study I can get government help to pay the fees	The course will take 3 years to complete

Once the weaknesses are identified, you can think of the resources you need that will help you reach the learning goal.

What has happened on Day 2

On your second day working at Millie's Flower Shop, you have learned about:

- a learning goal
- strategies to achieve a learning goal
- support resources for learning
- a learning plan.

Checkpoint: Day 2

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

1. To select a workplace learning goal you need to know:
 - what you need to learn about.
 - how to set a personal learning goal.
 - how to set a learning goal that can be achieved at work.

2. Accessing information about a learning goal means:
 - finding the information.
 - writing the information.
 - using a learning plan.

3. A strategy to achieve a learning goal is:
 - using prior knowledge.
 - learning independently.
 - working in a team.

4. Which of the following will help you learn:
 - A barrier
 - A support resource
 - A time constraint

5. Your learning needs are:
 - a gap in your skills
 - your prior knowledge
 - learning strategies.

What you have learned

Well done. While working at Millie's Flower Shop, you have learned about:

- work-related learning goals
- your own learning needs
- ways to learn
- different learning styles
- barriers that could stop you from learning
- solutions to barriers
- a learning goal
- strategies to achieve a learning goal
- support resources for learning
- a learning plan
- checking your progress against the learning plan
- feedback
- what you still need to learn.

You are now ready for the Final Assessment.

Final assessment

How to work through this final assessment

This final assessment is for the unit *FSKLRG08 Use simple 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.

Final assessment tasks

Part A – Questioning

Purpose	You will demonstrate a sound knowledge of the unit requirements in your responses.
Instructions to the learner	<p>All questions must be answered satisfactorily for Part A to be completed satisfactorily.</p> <p>There is no limit to the length of your responses. There is no time limit to completing the assessment.</p> <p>You may ask your assessor for advice and support.</p> <p>For all questions, place a tick ✓ in the box in front of the correct answer.</p>
Resources required	The question responses section below is the only resource required for this questioning assessment to be completed.
Reasonable adjustment	If you do not wish to respond to the questions in writing, discuss using verbal responses with your assessor.

Question 1: Work-related learning goals are:

Answer:

- learning goals that you do in a short time.
- learning goals that take a long to time achieve
- goals that are about learning at work.

Marking: Satisfactory Unsatisfactory

Question 2: When you check your progress against a learning plan, you can:

Answer:

- tell if you are meeting time lines.
- use this information to make another learning plan.
- change your learning pathway.

Marking: Satisfactory Unsatisfactory

Solutions to Checkpoints

Checkpoint: Day 1

1. The learner must place a tick next to 'in a classroom situation'.
2. The learner must place a tick next to 'If you can reach it quickly.'
3. The learner must place a tick next to 'Practical learning'.
4. The learner must place a tick next to 'Not having money to buy books'.

Checkpoint: Day 2

1. The learner must place a tick next to 'how to set a learning goal that can be achieved at work.'
2. The learner must place a tick next to 'finding the information.'
3. The learner must place a tick next to 'using prior knowledge.'
4. The learner must place a tick next to 'A support resource'.
5. The learner must place a tick next to 'a gap in your skills'.

Checkpoint: Day 3

1. The learner must place a tick next to 'your progress.'
2. The learner must place a tick next to 'informal feedback.'
3. The learner must place a tick next to 'a part of your learning where you do not feel confident.'