

FSKLRG011

Use routine strategies for work-related learning

Release 1

Learner guide

Aspire Version 1.1



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FSKLRG008 Use simple strategies for work-related learning, Release 1

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First published February 2020

Cover design: Anne-Marie Reeves Design
Printer: Doculink Australia Pty Ltd, 1d/28 Rogers Street, Port Melbourne VIC 3207

eISBN 978-1-76075-568-3 (PDF version)
ISBN 978-1-76075-567-6

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Before you begin

This learner guide is based on the unit of competency *FSKLRG011 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 do not understand something, 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 . 
Learning checkpoints	Complete learning checkpoints to make sure you understand what you have read. Your trainer will tell you which activities to do.
What you have learnt	At the end of the learner guide, there is a list of what you have learnt. You can use this to check if you are ready for the final assessment.

Words to remember

As you read the learner guide, use this section to write down words 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 work at Hillsberry Hospital in the outpatients department.

A patient is someone who is in the hospital when they are sick or hurt. Patients who come to the hospital for appointments and care but do not stay overnight are called outpatients.

The outpatients department is very busy and many different people visit it.

You work at the front desk. This means that a lot of people ask you questions. Your supervisor's name is Janice. You need to talk to Janice when you are unsure what to do or need help with something.

In the outpatients department, you do many different tasks. Tasks are things you do as part of your job.

Watch this video about your tasks.



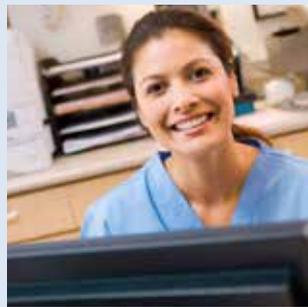
Your tasks

Learn about your tasks below.



Answering the phone

- Answering calls
- Taking messages
- Transferring calls



Entering information into patient files

Putting information into patients' files using the patient information program



Answering questions from people who come into the hospital

- Telling people where they need to go
- Helping people find things they need



Making appointments for patients

- Making appointments for patients using the booking program



Day 1

Today the outpatients department is very busy. Many people are asking you questions. There are a lot of phone 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.

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 could set a goal to learn how to use the booking program on your computer. Once you learn how to use it, you will reach your goal.

Watch this video about working in the outpatients department at Hillsberry Hospital.



Work-related learning goals

A work-related learning goal is a goal that will help you do your job better. These goals may be short-term or long-term.

Short-term goals are goals you can reach quickly, like learning how to transfer calls to another phone or completing a one-day course.

Long-term goals take a long time to reach, like learning another language or completing a business course.

Here are some learning goals you may have when working in the outpatients department.

Work-related goal	Short-term goal or long-term goal?	What I need to reach the goal
To learn how to use the patient information program	Short-term	Training and experience
To learn more about the services the hospital offers and where they are located	Short-term	Training
To learn how to use the booking program	Short-term	Training and experience
To complete Certificate III in Business Administration (Medical)	Long-term	Formal education

To identify your work-related learning goals, think about what you want to learn for work. You need to decide if they are short-term learning goals or long-term learning goals.

Formal and informal learning pathways

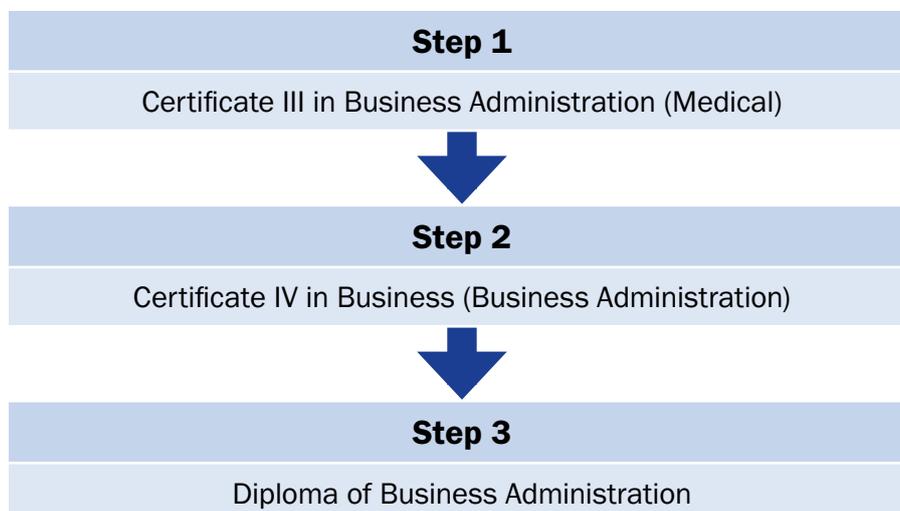
A learning pathway is a way of going from one part of learning to another. It is made up of a number of steps. Each step builds on the one before it.

A learning pathway may be formal or informal.

Formal learning pathways

A formal learning pathway is when learning is structured and organised. When you have completed it, you will receive a certificate, diploma or degree.

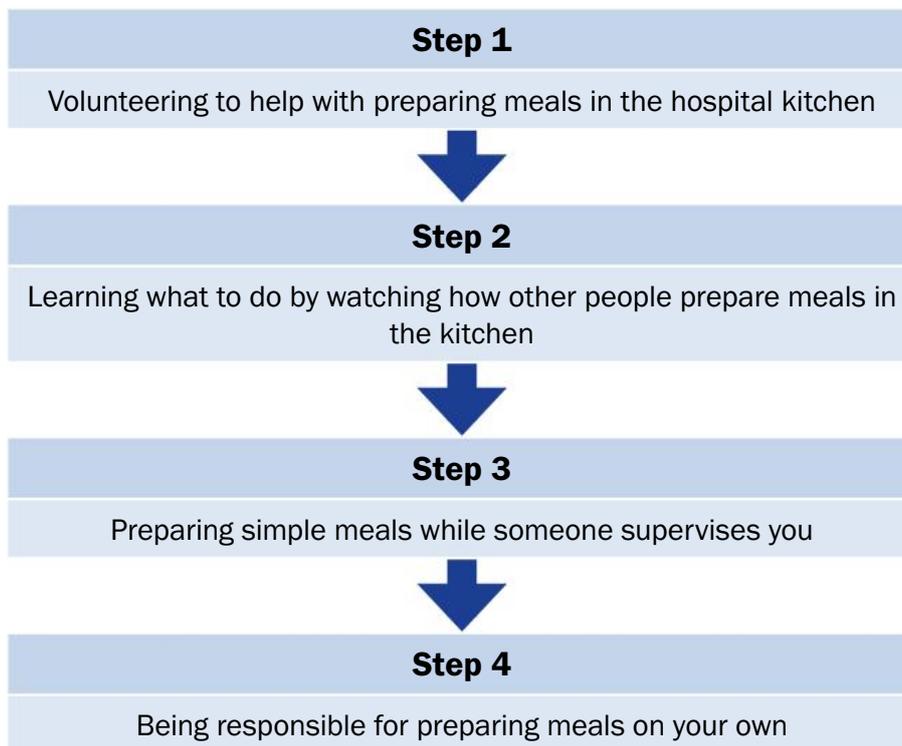
Here is an example of a formal learning pathway.



Informal learning pathways

An informal learning pathway is less organised and less structured than a formal learning pathway. You will not get a certificate after you have learnt something informally.

Here is an example of an informal learning pathway.



Watch this video about informal learning in the workplace.



Training requirements

Before you start a training course, make sure you have the skills and knowledge you need to get the most out of it.

For example, you may not succeed in completing the Diploma of Business Administration if you have never studied or worked in a business before. It may be better to do the Certificate III or IV in Business before enrolling in the diploma.

Some training courses have entry requirements. These outline the skills and knowledge you need before you begin a course. You may need to do another course first, or study specific subjects.

Training providers should make sure you meet the entry requirements before you enrol in a course.

If you are doing informal training, make sure you have the skills and knowledge you need to get the most out of your learning. For example, you wouldn't have the skills and knowledge to help with preparing meals in the hospital kitchen if you have never done any cooking before.

Learning styles

People learn in different ways. Some people like to hear information. Some people learn best by looking at charts and diagrams. Others learn best by doing the task, which is sometimes called hands-on learning.

Here are examples of different learning styles.

	<p>Visual</p> <p>Learning by seeing and looking</p> <p>Visual learners learn best by:</p> <ul style="list-style-type: none">• Looking at images, charts and diagrams• Reading written words• Using colour to highlight or group information
	<p>Auditory</p> <p>Learning by hearing and listening</p> <p>Auditory learners learn best by:</p> <ul style="list-style-type: none">• Listening to people speak• Repeating information out loud• Talking to others
	<p>Physical/kinaesthetic</p> <p>Learning by touching, feeling and doing</p> <p>Physical learners learn best by:</p> <ul style="list-style-type: none">• Handling and using objects• Exploring• Doing tasks

Different approaches to learning

There are many different approaches to learning.

Different approaches to learning include:

- Formal or informal learning
- Face-to-face or online learning
- Individual or group learning
- Independent or supported learning

Learning formally or informally

Depending on where you work and what your learning goals are, you may choose to learn formally or informally.

Formal learning usually takes place in a school, a training institute or a university, but it can also happen in the workplace.

In the workplace, you may learn formally by:

- Attending workshops or courses
- Being a trainee
- Being an apprentice

If you successfully complete formal training, you will receive a certificate, diploma or degree.

For example, if you enrol in the Certificate III in Business Administration (Medical), your learning will be formal. When you complete your studies, you will receive a certificate. This is a formal qualification.

Informal learning can happen anywhere and at any time. You can learn by reading, watching, hearing, seeing or doing something.

In the workplace, you may learn informally by:

- Having someone show you how to do a task
- Watching someone do a task
- Reading instructions
- Asking questions
- Working with a more experienced person

Learning face-to-face or online

Face-to-face learning is when you learn in the same physical location as your teacher or trainer. This kind of learning usually takes place in a classroom.

Online learning is when you use the internet to learn something or study a course. This kind of learning allows you to learn from anywhere using a computer, tablet or smartphone.

Your learning goals and style may help you choose whether to learn face-to-face or online.



Learning independently, in a group or with support

Independent learners prefer to learn on their own with limited help from teachers or trainers.

Some people learn better in a group. They learn by working with others. When you are in a group, you can talk to others and see how they do things. You can learn from them, and they can learn from you.

Some people learn best with support from a teacher, trainer or mentor. A mentor is someone who has more knowledge and experience in a certain area, such as a supervisor or a more experienced colleague. You can ask your mentor how to do tasks or to explain new information.



Strengths and limitations of different learning approaches

Each of the approaches to learning has strengths and limitations.

Learning approach	Strengths	Limitations
Formal learning	<ul style="list-style-type: none"> • Learning is structured and organised • You know what is expected of you and when you have to learn something • You usually get a certificate, diploma or degree when you have successfully completed the training 	<ul style="list-style-type: none"> • You have little say in what you learn or when you learn
Informal learning	<ul style="list-style-type: none"> • You can learn what you want when you want 	<ul style="list-style-type: none"> • It can be hard to stay motivated
Face-to-face learning	<ul style="list-style-type: none"> • The teacher or trainer tells you what to do and when to do it • You can ask the teacher if you don't understand something or have a question • Going to a class can be easier than making time to work online • Having other people in the class can be motivating, and you can learn from them 	<ul style="list-style-type: none"> • You have to keep up with the teacher and the rest of the class • You may feel silly asking questions in front of other learners • The class times may not suit you

Learning approach	Strengths	Limitations
Online learning	<ul style="list-style-type: none"> You can learn when you want You can take as much time as you need to go over the material You can ask the teacher a question online, in a private message or via email 	<ul style="list-style-type: none"> It takes longer to ask the teacher a question and get a reply It can be hard to stay motivated on your own
Independent learning	<ul style="list-style-type: none"> You can take responsibility for your own learning You can learn at your own speed 	<ul style="list-style-type: none"> It's not as easy to ask the teacher a question It's hard to stay motivated on your own It can be easy to get distracted
Learning in a group	<ul style="list-style-type: none"> You can discuss the information and issues with other learners You can learn from watching and listening to others You can help other learners 	<ul style="list-style-type: none"> You may get distracted by other people and talk about things not related to learning You may feel self-conscious learning around others You need to work around the group's schedule
Learning with support	<ul style="list-style-type: none"> You can easily ask for help from someone who has more knowledge and experience than you You can get more support and encouragement 	<ul style="list-style-type: none"> None – everyone needs support sometimes

Barriers to learning

Things that stop you from learning are called barriers.

Barriers may include:

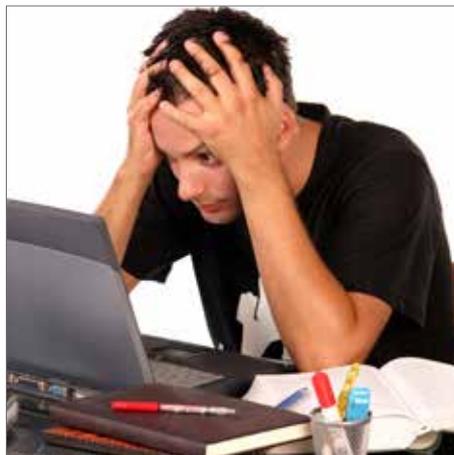
- Lack of confidence
- Difficulty reading, writing or doing maths
- Not having enough money to get to training
- Not having enough time to learn
- Not having the books or tools you need
- Not having the basic skills or knowledge you need (these are also called learning gaps)

Lack of confidence

If you are confident about learning, you believe you can learn. If you are not confident, you are unsure if you can learn.

Being unsure about your ability to learn may make you worried.

For example, if the person teaching you a new computer program used words you do not understand, you might feel confused and worried that you will not be able to learn how to use the program. If this happens, it means you are not confident in your ability to learn.



Reading, writing and maths

If you have trouble reading, writing or doing maths, it may make it hard for you to learn.

For example, if your long-term learning goal is to do a business course that includes bookkeeping, you will need to do calculations that involve money. This means you will need to be confident that when you add and subtract sums of money, you calculate the right amount.

Money and time

Not having enough money may make it hard for you to do training.

For example, you may need to go to another place for training, but you may not have enough money for transport. You might also need books as part of your course, but you may not have enough money to buy them.

You may be busy and not have enough time to learn. You might need to work fewer hours or ask someone for help with babysitting so you have more time to learn.



Lack of support

Lack of support may make it hard for you to learn. You may need help and support from others at home or at work. When no one is available to help you, it is called lack of support.

Lack of support may mean you don't have help to:

- Buy your books
- Get to training
- Look after your children so you can study or attend a class

Gaps in your learning

A gap in your learning means you need to know something you haven't learnt yet.

You might know a little about a subject but need to know more.

If you know a little about a subject, it makes it easier to learn more.

For example, you already know how to use some programs on the computer. Knowing how to use these computer programs will help you learn how to use other computer programs.



Overcoming learning barriers

When you have identified a barrier to learning, you need to find a solution.

Here are some ways to break down barriers to learning.

Barrier	What it means	How to overcome it
You lack confidence	<ul style="list-style-type: none"> You are unsure whether you can learn You may have had a bad experience with learning in the past 	<ul style="list-style-type: none"> Ask your supervisor if you can have a mentor to support you and help with your learning Ask your supervisor if you can do the learning in smaller steps
You have difficulty with reading, writing or maths	<ul style="list-style-type: none"> You have trouble reading your course material You have trouble taking notes or writing things down You have trouble adding and subtracting amounts 	<ul style="list-style-type: none"> Ask your supervisor where you can get help with reading and writing Find a place where you can get help with reading and writing, such as a community centre or training organisation
You do not have enough money	<ul style="list-style-type: none"> You can't afford to buy books You can't pay for transport to attend training You can't afford a babysitter 	<ul style="list-style-type: none"> Ask your supervisor if your workplace can cover your costs Check if you can get government assistance
You have gaps in your learning	<ul style="list-style-type: none"> You may not have enough basic knowledge You may not have the basic skills You may not meet the entry requirements for your course 	<ul style="list-style-type: none"> Find out what basic training you can do Use the basic training as a stepping stone to do more training

What has happened on Day 1

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

- Work-related learning goals
- Formal and informal learning pathways
- Learning styles
- Different approaches to learning
- Barriers to learning and how to overcome them

Learning checkpoint: Day 1

1. What learning style is best for learners who prefer to listen to information? Tick the correct answer.
 - Visual learning style
 - Auditory learning style
 - Physical/kinaesthetic learning style
2. If you prefer face-to-face learning, how do you prefer to learn? Tick the correct answer.
 - On your own
 - Online
 - In a classroom
3. What is an example of a formal learning pathway? Tick the correct answer.
 - Watching someone do the task
 - Doing a structured study program
 - Doing the task without being shown
4. Which of the following is a work-related learning goal? Tick the correct answer.
 - You want to learn to speak Spanish because you plan to travel to Spain
 - You want to learn how to grow seedlings because you want to grow your own vegetables
 - You want to learn how to use the new phone system because you need to use it for work
5. Which of the following is a barrier to learning? Tick the correct answer.
 - Working with a mentor
 - Not having enough money to buy books
 - Having confidence to learn

6. Your barrier to learning is that you lack confidence. How could you overcome that barrier? Tick the correct answer.
- Ask your supervisor for a mentor
 - Work fewer hours
 - Ask your supervisor to give you more jobs to do
7. You are going to Spain for a holiday. You want to do an advanced Spanish language course. What skills and knowledge would you need before you start the course? Tick the correct answer.
- Advanced English-speaking skills and some knowledge of Italian
 - Basic Spanish-speaking skills and knowledge
 - Advanced knowledge about Spain



Day 2

Now that you have thought about work-related learning goals, you decide to talk to your supervisor, Janice, to see if she can help you get some training.

You tell Janice that you need training in:

- How to use the patient information program
- The services the hospital offers and where they are located
- How to use the booking program

Your long-term goal

You also tell Janice about your long-term goal. You want to complete a Certificate III in Business Administration (Medical).

This certificate will help you to:

- Understand medical words
- Use the computer program to enter patients' medical information
- Update information about patients
- Perform your work tasks better

SMART goals

It is important to set goals you can reach. Knowing you can reach your goals helps you to focus on what you need to do to get there and stay motivated.

Your goals should be ‘SMART’:

- Specific
- Measurable
- Achievable
- Realistic
- Timely

Here are examples of questions you can ask yourself when you are setting your learning goals.

Specific	<ul style="list-style-type: none"> • Why do you want to do the training? • Who do you need to ask about receiving training? • Where can you go to do the training?
Measurable	<ul style="list-style-type: none"> • What do you want to accomplish? • How will you know when you have reached your goal?
Achievable	<ul style="list-style-type: none"> • Do you have the skills and knowledge you need to do the training? • Do you have enough money for the course? • Will you have time to do the training?
Realistic	<ul style="list-style-type: none"> • Is the goal possible to reach? • Are there any barriers you need to think about? • How can you overcome these barriers?
Timely	<ul style="list-style-type: none"> • When can you do the training? • When do you need to meet each goal? • What goal should you meet first? • What time frames should you set?

Your preferred approach to learning

When you are setting your learning goals, you need to think about how you like to learn.

Your preferred approach to learning may be:

- Formal or informal
- Face-to-face or online
- Independent, in a group or with support
- With support in a group

Watch this video about the different ways to learn.



Blended learning

You may prefer to use more than one approach to learn. This is called blended learning.

Here are examples of how different approaches to learning can work together.

Formal/With support	Face-to-face/Independent
You learn formally but have a mentor to help you.	You learn in a classroom, but study by yourself, with little guidance from the teacher or trainer.

Learning strategies

Learning strategies are methods you can use to improve your learning.

Here are examples of strategies you can use to learn:

- Finding, understanding and assessing information
- Using prior knowledge and experience
- Organising information
- Breaking information down into chunks or steps
- Reinforcing your learning

Finding information

Depending on what kind of information you are looking for, you may find it:

- On the intranet – an internal network that has specific information about the organisation
- In workplace procedures – documents with information on how to do a task correctly
- On the internet – a global network of computers that provide a variety of information.



Understanding information

Before you use information, make sure you understand it.

When you are reading a chart or table, for example, you need to know what the labels, colours and lines mean. If you don't know what these mean, you may interpret the information incorrectly.



Assessing information

Assessing information means to determine how useful it is.

Check that information is:

- Accurate – is it correct?
- Up to date – is it the most recent information?
- Reliable – is the person who wrote the information qualified?
- Objective – is the information based on fact or opinion?

Using knowledge and experience to help you learn

Prior knowledge is what you already know.

When you use prior knowledge and experience to learn, you make a connection between the information you know, what you have done in the past and new things you are learning.

For example, if you already know how to use the hospital computer, you have prior knowledge of how it works. This prior knowledge will help you learn how to use the patient information program.



Organising information

Organising information is another strategy that will help you to learn.

If you have a lot of information in hard copy, you could organise it into physical folders. If your information is electronic, you can organise it into different folders on the computer. You could arrange these folders:

- Alphabetically, by author name
- By category or topic
- In order of importance

Breaking information into chunks or steps

Some information is easier to understand when it is organised into chunks. This means breaking a large piece of information into smaller sections. If the information contains instructions for how to do a task, breaking it into steps can help you learn it.

Here is an example of instructions that are written as 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 single-sided printing. Choose the paper size and push the ‘Start’ button.’

Here is the same information written as a clear set of steps, so it is easier to understand:

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

Reinforcing learning

When you reinforce what you have just learned, you do something to help you remember it. To reinforce your learning, you could:

- Draw images
- Make charts or diagrams
- Colour-code information or tasks
- Make up songs or poems
- Write notes
- Practise a skill or task
- Summarise information

Depending on the information you are trying to learn, you may need to reinforce your learning several times.



Support resources

When you are learning, you may want to use resources for support.

Here are some resources that can support your learning.

Asking your supervisor for help	Your supervisor is more experienced and can help you by answering your questions and showing you how to do tasks.
Working with a mentor	A mentor can help you by answering your questions, showing you how to do new tasks and checking your work. They can also encourage you and help you monitor your progress.
Using a dictionary or a wordlist	If you don't know a word, you can check its meaning using a dictionary. Online dictionaries often let you hear the word. Wordlists are lists of words you need to remember. You may write them down because you want to learn how to spell them or remember their meaning.
Using a calculator	Calculators can be a great help. Most people have a calculator on their phone, and there is usually a calculator on a computer.
Using a spellchecker and thesaurus	Most word-processor programs come with a spellchecker and a thesaurus. Spellcheckers are great for people who have problems with spelling, and you can use a thesaurus to find a better word to express your idea.
Using the library or going to a learning centre	A learning centre or a library may have computers you can use. A library may also have books about what you are learning.
Asking for support from your trainer	When you go to training, you can ask your trainer for support and assistance. You may need help understanding the training materials and how to use them. You may also need help to understand what you need to do.

Not all support resources are suitable for everyone. The most appropriate support resources for you will depend on:

- Your learning style (visual, auditory or physical/kinaesthetic)
- The learning approach you are using (such as face-to-face or online)
- What you are learning

If you ask someone for support, make sure they have the knowledge and experience to provide you with the correct information. For example, you may want to ask your neighbour for help with a work task, but if they have never done the task before, they may not be a reliable resource.

Talk to your supervisor or trainer about the resources that would best help you achieve your learning goals.

Writing a learning plan

A learning plan is an outline of how and when you will reach your learning goals.

To create a learning plan, you need to think about:

- Your learning needs and goals
- What you need to do to meet your learning goals
- Your time frame
- How you will know you have achieved your learning goals

Features of a learning plan

This is an example of a typical learning plan.

Learning needs & goals	How I can reach my goal	Time frame	Evidence of learning	Progress	Complete	Notes/ follow-up
					<input type="checkbox"/>	
					<input type="checkbox"/>	
					<input type="checkbox"/>	
					<input type="checkbox"/>	

This provides an outline of the type of information that should go in each column.

Learning needs & goals	Think about what you want to learn and identify any gaps in your skills or knowledge.
How I can reach my goal	This could include how you will overcome any barriers, a list of the available support resources and the kind of training you will do.
Time frame	This is when you intend to do each of the things you need to in order to reach your goal.
Evidence of learning	This is how you will know when you have achieved your goal.
Progress	If you haven't yet achieved the goal, make a note of what progress you have made towards reaching it.
Completed	Give yourself a tick when you have completed the goal.
Notes/follow-up	Even if you have achieved your goal, you might want to make further notes about whether you feel confident now or if you need further training.

Your learning plan

You have created the following learning plan. You haven't yet filled in the last three columns, as you are still planning your learning. You will fill in the last three columns as you work towards achieving your goals and completing your learning plan.

Learning needs & goals	How I can reach my goal	Time frame	Evidence of learning	Progress	Complete	Notes/ follow-up
To learn how to use the patient information program	<ul style="list-style-type: none"> • Training and time to practise using the program • A mentor 	2 weeks	When I can use the patient information program correctly			
To learn more about the services the hospital offers and where they are located	<ul style="list-style-type: none"> • Training • Someone to show me around the hospital • A booklet with the service information 	1 week	When I can answer patients' questions correctly			
To use the booking program correctly	<ul style="list-style-type: none"> • Training and time to practise using the program • A mentor 	1 month	When I can use the booking program correctly			
To complete Certificate III in Business Administration (Medical)	<ul style="list-style-type: none"> • Formal education – Certificate III in Business Administration (Medical) • Money to pay the course fees • Time to study 	18 months	When I receive Certificate III in Business Administration (Medical)			

What has happened on Day 2

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

- Achieving work-related learning goals
- Your preferred approach to learning
- Learning strategies
- Support resources
- Writing a learning plan

Learning checkpoint: Day 2

1. If you prefer to use more than one way to learn, what is this called? Tick the correct answer.
 - Independent learning
 - Blended learning
 - Face-to-face learning
2. What are strategies for achieving a learning goal? There are **two (2)** correct answers. Tick all the correct answers.
 - Using prior knowledge
 - Writing a learning plan
 - Asking someone to do a task for you
3. What information should you include in a learning plan? There are **three (3)** correct answers. Tick all the correct answers.
 - Your learning goals
 - When you need to learn something by
 - Your learning notes
 - Your trainer's name
 - Evidence of learning
4. Ivan has just started work in the outpatients department with you. His tasks are to make appointments for patients, to answer the phone and to transfer phone calls to other staff. He is having difficulty transferring calls.
What work-related task should Ivan do training in? Tick the correct answer.
 - How to answer the phones politely
 - How to use the phone system correctly
 - Learning the names of the staff members

5. Ivan is keen to do his job well. What is his work-related learning goal? Tick the correct answer.
- Work in the hospital kitchen
 - Speak politely to patients
 - Use the phone system correctly
6. What support resources can help Ivan with his learning? Tick the correct answer.
- Asking his supervisor for help
 - Asking patients for help
 - Stop answering the phone



Day 3

You have decided what your learning goals are and developed a learning plan. You show your learning plan to Janice. Janice talks to you about the plan and explains why you should keep track of your learning progress.

Janice also explains that you will get feedback from her about how you are going. If you do some training, you will also get feedback from your trainer and assessor.

Monitoring your progress

Regularly check your progress against your learning plan. This will help you think about how you are going and how you could improve. You can also discuss your progress with your supervisor or trainer. Their comments may help you to monitor your learning and your progress.

Here is an example of how you can use a learning plan to monitor your learning.

Learning needs & goals	How I can reach my goal	Time frame	Evidence of learning	Progress	Complete	Notes/ follow-up
Learn to use the patient information program	<ul style="list-style-type: none"> • Training and time to practise using the program • A mentor 	2 weeks	When I can use the patient information program correctly	Booked in to training course	<input type="checkbox"/>	
Learn more about the services the hospital offers	<ul style="list-style-type: none"> • Training • Someone to show me around the hospital • A booklet with the service information 	1 week	When I can answer patients' questions correctly	I was shown around the hospital and did some training	<input checked="" type="checkbox"/>	I feel confident answering patients' questions
Learn to use the booking program	<ul style="list-style-type: none"> • Training and time to practise using the program • A mentor 	1 month	When I can use the booking program correctly		<input type="checkbox"/>	Will book in to do a training course after I can use the patient information correctly

Learning needs & goals	How I can reach my goal	Time frame	Evidence of learning	Progress	Complete	Notes/ follow-up
To complete Certificate III in Business Administration (Medical)	<ul style="list-style-type: none"> Formal education – Certificate III in Business Administration (Medical) Money to pay the course fees Time to study 	18 months	When I receive the Certificate III in Business Administration (Medical)		<input type="checkbox"/>	Need to find out who runs the course

You may like to use a diary to note down what you have done and what you still need to do.

You may write notes in your diary such as:

- ‘This week I am going to learn ...’
- ‘This week I have learnt ...’

If you do formal training, you may write down the units in a journal, logbook or portfolio. When you complete a unit, you can mark it off, so you can see your accomplishments and how you are progressing.

Feedback

Feedback is given when people tell you how well you do a task and how you can do it better. Feedback will usually be given by someone with more experience than you who knows how to do the task well. You can use feedback to help you improve at your tasks. Positive feedback can be encouraging as it tells you when you are doing your job well.

Feedback also helps you think about:

- What you have learnt
- How you have progressed
- What you still have to learn or need more training in

Feedback could be given by the following people.

Supervisor	Someone with more skills and experience in the workplace who oversees your work
Mentor	A more experienced person who gives you advice and support you, such as a colleague
Team leader	Someone who looks after a team of staff
Coordinator	Someone who helps plan what needs to be done
Trainer	Someone who shows you how to do a task and gives you the information you need
Assessor	Someone who assesses your learning, such as your trainer or supervisor

Types of feedback

There are many types of feedback. You may receive feedback:

- Formally
- Informally
- By using a self-evaluation checklist

Formal feedback

Formal feedback is structured and organised. It happens at set times, and it is often given in writing.

At work, your supervisor may give you formal feedback every six months or once a year.

When you are studying, your trainer or assessor may give you formal feedback after you complete a learning task or at set times throughout the course.

Informal feedback

When your supervisor or trainer talks to you about a task you are currently doing, they are giving you informal feedback. Informal feedback can be given at any time and isn't written down. Informal feedback may come from your supervisor or other people you work with.

Informal feedback:

- Can be given immediately
- Does not take very long
- Is specific and relevant to what you are currently doing

Self-evaluation checklist

Self-evaluation means checking your own work or learning progress. You can use a self-evaluation checklist to check how well you are meeting your learning goals.

Here is an example of a self-evaluation checklist.

Self-evaluation checklist			
What have I learned?	Do I feel I do it well?		Comments
	Yes	No	
How to use the patient information database	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> I need to get faster at entering patient information. I have enrolled in a training course in medical administration to learn more about record-keeping.
How to answer patient questions on the phone	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> I am getting better at knowing the answers to their questions.

Using feedback

Feedback helps you learn how to do your job better. After you get feedback, you can talk with your trainer or supervisor about how you could improve. This might include doing further training or getting extra support.

Feedback can also be encouraging, because your supervisor or trainer can tell you what you are doing well and what you have already achieved.

Further learning

Your learning pathway doesn't end when you reach your goals. When you review your achievements, you may identify areas you want to learn more about, or areas you do not feel confident in yet. You may need to do further learning to stay up to date in your workplace, or if you decide to change your job. Learning is a lifelong process, and further education and training can lead to new opportunities.



What has happened on Day 3

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

- Monitoring your progress
- Feedback
- Further learning

Learning checkpoint: Day 3

1. What are you doing when you are monitoring your learning?
Tick the correct answer.
 - Keeping track of your progress
 - Keeping track of what you want to learn
 - Keeping track of feedback

2. When you are checking your own work and learning progress, what are you doing? Tick the correct answer.
 - Receiving formal feedback
 - Receiving informal feedback
 - Completing a self-evaluation

3. How can you identify areas for further learning? Tick the correct answer.
 - Thinking about areas you do not feel confident in
 - Thinking about things you have already learnt
 - Thinking about your prior knowledge and experience

4. Why should you monitor your learning progress? Tick the correct answer.
 - To help you identify your work tasks
 - To help you identify how you could improve
 - To help you do your work better

5. What sort of feedback would you receive from your trainer?
Tick the correct answer.
 - Your learning progress
 - How well you are doing at work
 - Learning barriers

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
- Approaches to learning
- Barriers to learning and how to overcome them
- Learning strategies
- Support resources
- Writing a learning plan
- Monitoring your progress
- Feedback
- Further learning

You are now ready for the final assessment.