



Australian Government

FSKLRG08 Use simple strategies for work-related learning

Release: 1

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Modification History

Release	Comments
Release 1	This streamlined version first released with <i>FSK Foundation Skills Training Package version 1.0</i> .

Application

This unit describes the skills and knowledge required to identify own learning goals and needs, and develop a simple learning plan to participate in a vocational or workplace learning environment.

The unit applies to individuals who need learning skills at Australian Core Skills Framework (ACSF) level 2 to undertake a vocational training pathway or workplace tasks.

This unit is designed for integration and contextualisation with vocational units to support achievement of vocational competency.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Learning

Elements and Performance Criteria

Element	Performance Criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Prepare for learning	1.1 Identify work-related learning goals 1.2 Identify own learning needs 1.3 Identify preferred approaches to learning 1.4 Identify potential barriers to own learning and propose possible solutions
2. Use strategies for learning	2.1 Select a short-term learning goal 2.2 Locate and assess information related to the learning goal 2.3 Identify simple learning strategies to achieve the learning goal 2.4 Identify and access support resources 2.5 Develop a simple learning plan which includes a learning pathway
3. Review own learning progress	3.1 Check progress against the learning plan 3.2 Seek feedback from an appropriate person 3.3 Identify areas for further learning and training

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading		<ul style="list-style-type: none"> Interprets information related to the learning goals
Oral Communication		<ul style="list-style-type: none"> Discusses learning progress with trainer or supervisor
Planning and Organising		<ul style="list-style-type: none"> Develops and follows a simple learning plan

Mapping Information

Not applicable

Links

Companion volumes from the IBSA website - <http://www.ibsa.org.au>