

# Study Guide



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## Introduction

When you study, you devote your time and attention to gaining knowledge and skills in a subject area. This often requires discipline where you need to do research, reading, identification of important information from various sources including unit of competency details, unit learner guide, assessment documents, and note taking for the purpose of increasing your knowledge and skills in the topic.

Through learning and assessment, you are able to practically apply what you have understood, obtained during assessment effectively and perform competently certain tasks you have learnt.

Committing to study often occurs before employment, at the commencement of employment or during a break from a person’s usual work. With the right study tips and process, you can juggle study loads, normal work and family routine.

Learning how to study effectively is an important skill. When it is difficult to balance commitments, students can feel stressed and worn out from their life, work and course requirements and often end up struggling with learning, not completing or submitting late assessments, or ultimately dropping out of a qualification, course or a work-related training program.

The purpose of this guide is to help you organise how you study best and study tips that you can use to be successful in the course you are undertaking. The following sections provide a general understanding on the processes involved in effective studying that you can apply; particularly in a vocational education and training (VET) environment, where applying skills and performing tasks is as critical as knowledge of a subject area.

In Vocational Education and Training (VET), the learning and assessment activities are using industry units of competency and Australian Qualifications Framework (<https://www.aqf.edu.au>) as the benchmark for all learning, assessments, and unit outcomes.

Skills and knowledge within the units of competency are reflecting industry needs, skills and knowledge required at the workplace. Therefore, it is important to be aware of each unit of competency and its content and requirements. Details of units of competency and qualifications are available on <https://training.gov.au/Home/Tga>.

Training.gov.au is the national register of vocational education and training (VET).

## Effective Study Skills

Studying is a skill that you can acquire through proper discipline. Here are some practical study skills for success.

Time management	<ul style="list-style-type: none"> <li>• Schedule a certain time of the week devoted mainly for studying. Make sure that your space for studying is uncluttered and free from any distractions. You may choose a corner of your house or room mainly for this purpose.</li> <li>• Make a weekly list over the subject/unit areas that you need to study. A planner or a calendar is helpful. Do not forget to note/mark the due dates for assessment or other required activities on your planner/calendar.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Prioritise subjects/units that are challenging for you and allocate more time on these.</li> <li>• Initiate to form a study group with your classmates or participate in a study group if this is available. – other’s viewpoints will give you a fresh perspective when studying. Plus studying with others can be motivating!</li> </ul>
Plan ahead	<ul style="list-style-type: none"> <li>• Make a list of your priorities and when you draft your schedule, make sure not to draft it too tight! Make room for emergencies because you will never know when they might happen. At least you are prepared in case something happens.</li> <li>• Socialising is important but make sure to keep it minimal, especially if you have a tight schedule. You can meet your friends or do your not-so-important-activities after you have done your important tasks.</li> </ul>
Find your rhythm	<ul style="list-style-type: none"> <li>• It is important to find your rhythm when you study. You will also gain better focus if your body and mind are in unity. It would be hard to concentrate if your body keeps doing other activities (such as checking your mobile phone) as your mind tries to focus on studying.</li> <li>• Your body and mind should be doing things that can help you study better.</li> </ul>
Practice healthy habits and lifestyle	<ul style="list-style-type: none"> <li>• You need to give your body the right sustenance it needs to stay fit and healthy. You need to rest when it is time to rest.</li> <li>• Don’t stay up late! You need to be asleep at a reasonable time such as 10.30pm. As you sleep, your brain is busy converting all the information you gathered for the day into long term memory.</li> </ul>
Reading and comprehension	<ul style="list-style-type: none"> <li>• Online documents: <b>Get yourself familiar</b> with the RTO online system, procedures, passwords, Helpline contacts etc.</li> <li>• Online training and assessments: Ensure that your computer, laptops, smart phones etc are capable and compatible with the RTO servers for downloading and uploading.</li> <li>• <b>What are available to read:</b> It is important to know what you need to read for the purpose of learning and assessment. The source of documents may include units of competency details, Learner Guide, Assessment document, other learning materials or sources such as webpages, samples etc.</li> <li>• <b>Select, Scan and Skim</b> - Start by clarifying your purpose when reading material. Ask yourself what you are reading for learning and assessment today? This will ‘set the tone’ for your reading and comprehension. Skim the title, summary, and main points of the chapter. The headings and subheadings of the document content will highlight the key points in the text such as unit of competency title, outcomes of assessment, types of questions, assessment activities such as research, roleplays, actual performance etc.</li> <li>• <b>Link</b> what you read such as items in the unit details, assessment questions/tasks/activities and topics of the content in the Learner Guide and the Assessment document etc. This would help you to recognise the links between various documents which are given to you at the beginning of your course.</li> <li>• Read - <b>Budget your time</b> over how many minutes you will devote for each chapter or section.</li> <li>• <b>Recite or visualise.</b> For some topics, these approaches are helpful for retention and memorisation. Take time off from reading and recite key points or ideas</li> </ul>

	<p>that you remember. For practical skills, visualise a person performing the task or job correctly – what is the person doing at each point to make sure the task is successfully completed?</p> <ul style="list-style-type: none"> <li>• <b>Review.</b> Read summary sections of the material where available or note your own summaries – these will be useful when reviewing the section in future for assessment.</li> </ul> <p>Remember that reading and comprehension are two and different things. So is understanding and memorising. It is important that you comprehend what you have read and what you take as notes as this will be retained in the long run.</p>
Note taking	<ul style="list-style-type: none"> <li>• If you are attending a face to face or a virtual class online, pay attention to your trainer/assessor lecture.</li> <li>• When note taking, write down only the most important points or key words, and elaborate them in your own words. This aids in developing your understanding of the topic. However, be careful to retain technical words, jargon or acronyms as they are given.</li> <li>• Date all notes and use proper headings to assist in your review of the notes at a later date.</li> <li>• Never crowd your notes. Focus on keywords that are important. Unnecessary information will just confuse you.</li> <li>• Using different colours for note taking can help to retain the most important aspects of your notes.</li> <li>• Review notes within 24 hours of taking them – this will assist in your recall of the information in future.</li> </ul>
Ask for help	<ul style="list-style-type: none"> <li>• If there is something that's bothering you or something is not clear to you, then it is fine to ask for help. You can ask your trainer/assessor, friend, classmate, or family to help you out, especially if you can't find a clear answer from your Learner Guide or the net.</li> <li>• Instead of wasting too much time trying to find the elusive answer to your questions; it is best to ask!</li> </ul>
Preparing for assessments	<ul style="list-style-type: none"> <li>• Make sure your trainer/assessor is the main source of advice, guidance on training and assessment activities.</li> <li>• Make sure to use and refer to the Learner Guide at its best as it is reflecting the unit content and requirements.</li> <li>• Make sure you know what the requirements of the assessment are in advance, and also any options that might be available to you. Knowing this by carefully reading the Assessment document. The Learner Guide may also give you some examples or samples of the performance or templates to complete etc.</li> <li>• Preparation for assessment would include what evidence, portfolio of works to be collected/obtained and when all assessment activities are due or submitted. Submission by handing to trainer-assessor or online submission.</li> <li>• Identify areas of weakness in your skills or knowledge/understanding so that you can devote your time more on subjects, questions or required activities you are not familiar with.</li> <li>• It is not ideal to 'cram' before an assessment (to do many things in a short period of time). The most effective approach is to review topics progressively</li> </ul>

	<p>until you have comprehended, memorised all key information and knew where the information, answers are coming from.</p> <ul style="list-style-type: none"> <li>• In VET, unit of competency is comprising of skills and knowledge. Therefore, the assessment will also cover both aspects of the unit using various assessment tools i.e. questions and answers, roleplays, questioning during roleplays, observations, research, portfolio, performance demonstration etc.</li> <li>• In most VET assessment activities, the questions and answers or theory/knowledge parts are mostly recommended to be completed first prior to any practical assessment/performance demonstration. However, follow instructions/advice from your trainer/assessor and details in the Assessment document.</li> <li>• In VET, with practical performance demonstration, it is important knowing what you need to perform, how to perform, when, where and with whom etc. You would need to practice by yourself or with your classmates, work colleagues etc prior to final performance assessment. Check with your trainer/assessor in advance to confirm of these requirements.</li> </ul>
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The following sections provide further detail on key study strategies that might assist you.

## Motivating Yourself to Study

Motivation is helpful for our daily lives to achieve positive results in any activity. This includes with studying. A motivated student finds it easier to reach the extra mile and all the necessary steps that are needed to be successful. Greater motivation will assist you to learn and study more with focus and concentration.

Procrastination is a number one enemy!

Here are some tips on how to study with motivation and beat procrastination.

- **Create a goal.**  
Goals and objectives are very powerful motivation setters. These can either be short-term goals or long-term goals. They will keep you on track and stay positive to reach your goals.
- **Start studying now.**  
This may sound cliché, but difficulty in studying has a lot of causes. These includes watching TV, social networking, being distracted by friends, and more. Stop wasting time!  
Therefore, to start studying, is just to *start studying* itself. *Boost* yourself to get started, or you might *force* yourself to study for now and eventually learn the basics. It is all worth it!
- **A comfortable environment.**  
This is vital. Even if you are well motivated, if you are in a crowded and noisy place, your concentration level will drop. It adds to your motivation when your environment is relaxed, quiet and conducive to study.
- **Reward yourself!**  
Celebrate when you achieve a goal or finish a difficult topic. Rewarding yourself for small achievements on an ongoing basis will assist with motivation and support your hard work.

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Your enthusiasm will overcome the initial hindrance and obstacles to motivate yourself.

## Managing Study Time

There are a number of different strategies that you can use to manage your time effectively and allocate study time.

It is useful to consider how you spend your time every day. You can jot down your activities and try to eliminate the things that you find unnecessary. You might find it challenging to manage study time at first until a routine is established.

### Prepare a Schedule

Once you have your course schedule, you can prepare your overall weekly schedule to follow. When preparing a schedule, start with all your fixed commitments. From there, it is easier to consider study time and free time.

Your schedule might look like this:

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
6am	Breakfast – Get ready for work					Sleep	
7am	Work	Work	Work	Work	Work	Free time	Free time
8am	Work	Work	Work	Work	Work	Free time	Free time
9am	Work	Work	Work	Work	Work	Free time	Free time
10am	Work	Work	Work	<b>Training</b>	Work	Free time	Free time
11am	Work	Work	Work	<b>Training</b>	Work	Free time	<b>Study</b>
12pm	Lunch	Lunch	Lunch	Lunch	Lunch	Free time	<b>Study</b>
1pm	Work	Work	Work	Work	Work	Lunch	Lunch
2pm	Work	Work	Work	Work	Work	Free time	<b>Study</b>
3pm	Work	Work	Work	Work	Work	Free time	<b>Study</b>
4pm	Work	Work	Work	Work	Work	Free time	Free time
5pm	Free time	Free time	Free time	Free time	Free time	Free time	Free time
6pm	Free time	Free time	Free time	Free time	Free time	Free time	Free time
7pm	Dinner	Dinner	Dinner	Dinner	Dinner	Free time	Free time
8pm	Free time	Free time	Free time	Free time	Free time	Free time	Free time
9pm	Free time	Free time	Free time	Free time	Free time	Free time	Free time
10pm – 6am	Sleep						

While your schedule might look quite different, depending on your family commitments, work commitments, course study mode and personal preferences, the key is to ensure that your schedule is balanced, with study time and free time scheduled around your other key commitments at times that are conducive to successful study whilst also enjoying life!

You need to plot your course schedule first, and you can put your study time and other important things that you need to do in the blank blocks. Make sure you prioritise well when plotting your schedule, and don't forget to plot your breaks, including lunch and dinner!

### Look for the ideal study spaces.

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In each location where you study – such as at home, work or at the course provider, look for the most ideal spot to study. This should be free from distraction. You also need to refrain from using your phone and other gadgets while you are in that area. Your goal is to maximise your concentration. It is also advisable to have a back-up space in case your ideal study space won't be able to serve its purpose at a certain time.

**Review your notes and readings.**

Before the class or event starts, it is best to review your readings, your Learner Guide, Assessment document and your notes so you can ask your trainer/assessor if something is unclear to you. This will also demonstrate that you are interested to learn more.

You also need to review your notes and materials soon after an event concludes. The first 24 hours of covering fresh information is critical – this is the time where information is held in your short-term memory and further review is needed to assist in memorising the information for the longer term.

**Sometimes, do the most difficult task first by preparation!!!!**

When studying, your mind works at its best if you are full of energy. Make it a point to do the most difficult task first when you still have ample amount of energy. However, you need to determine which assessment activity/task is most difficult or most comfortable for you and start with that activity/task first. However, check with your trainer-assessor for best advice.

**Use your free time wisely.**

You might need to devote your free time searching for other resources that can help you with your study. Don't make room for other activities, which are not important, until your work is done. Keep in mind that it is easier to enjoy fun moments if you don't need to worry about overdue course or study matters.

**Conduct weekly reviews.**

Weekly reviews can help you remember and refresh the things that you have learned so you won't forget them. And it will also assist you monitor your own progress and keep you on track. It is important to determine the best time to do your weekly review and learn to turn it into a useful habit.

Choose the best study time strategy that works for you. Remember that no two people are exactly alike. A certain study strategy might work for your friend, but not for you and vice versa. You need to find the best study time for yourself and stick to it.

## Taking Notes

Taking notes is a skill that must be learned by every student who wants to succeed. Writing down the important concepts will assist your learning. Taking your own notes forces you to listen closely during a class or event and also allows you to put the concepts in your own terms, which makes the subject area easier to understand. This particularly valuable note taking skill will stay and travel with you even into your working and after-working life!

There is no such thing as a right or wrong way when it comes to taking notes as you can develop your own style that you find most effective. However, adopting certain techniques will enhance your note taking skills, give you a sense of organisation, and improve your performance.

Here are some tips that will help you take down notes effectively.

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**Be a good listener.**

Listening intently throughout a class or event is the first key to taking effective notes. Give your full focus on the trainer/assessor and try not to be distracted by other students or sounds you may hear. Make sure that your mobile phone is either in silent mode or turned off.

**Focus on key points.**

There is no need for you to write down everything that is being said by a trainer/assessor. Taking notes also requires good judgement as you should identify the important and relevant points that need to be written down. When your trainer/assessor stresses a key point, it must be important, so jot it down! It is also recommended that you pay close attention to any documents or charts that are presented. Any unfamiliar words or facts should also be jotted down on your notes so you can investigate these in your review.

**Note taking methods.**

You have to develop a method of taking notes that fits your learning style and is most helpful to you. You may colour code your notes, using different coloured pens to identify important terms. Or you may find the use of flash cards more effective in memory recall. As trainer/assessors tend to speak fast and keeping up is hard to do, you may use abbreviations when writing instead of trying to write the entire sentence.

**Edit and organise your notes.**

Review your notes and make any modifications that you find necessary. It is ideal to do this within 24 hours of the event so that it is still fresh in your mind. As you take notes during an event, there can be a tendency for notes to be disorganised, especially when the trainer/assessor changes or inserts a different topic and later goes back to the original discussion. It is helpful to rewrite your notes in a more organised manner. Placing dates and chapter references on your notes will make it easier for you to look up relevant information later when you study or complete the assessment activities.

And remember – if you take notes on your laptop or device, it is best to keep a backup file!

## Thinking Techniques

Logical thinking or sometimes called critical thinking is defined as the way in which you think, view, assess, and create a structure in order to deepen the comprehension and analysis of your study. A range of thinking techniques below may assist in your study.

**Mnemonics** Mnemonics are used as a memory device that will help you recall the numerous pieces of information, as it requires to memorise lists, names, characteristics, parts of a process, stages and phases. This is used to increase recall. Some of the ways in which you could use mnemonics would be associating information with letters of the alphabet, music or names.

**Analysing Skills** Some subjects need deeper analysis. There is a need to know how to analyse concepts and ideas before you can properly explain them.

Take the most important part of the subject and write your ideas on the right-hand side of your notes. Next, draw relationships by placing arrows or lines on topics in which you think are related.

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**Brainstorming** Brainstorming is a technique to boost your mind’s creativity. If you are using this for problem solving or for group work, all you have to do is to list down as many ideas as possible. There is no such thing as a right or wrong idea so go ahead and list everything. Once all ideas have been noted, look for the most appropriate idea or common threads. This will assist to achieve the task or solve the problem.

**Questioning Skills** Questions are great ways in which you can hone your thinking skills. It will also promote a spirit of questioning. You can prepare questions that you think will be asked, then provide your answers from your readings or notes.

**Interpretation Skills** This is your ability to analyse and communicate what you have understood and feedback this to others. You use your readings, observations and inference skills to make a good interpretation of what you have studied and explain your understandings to others. Ideally the people you select are aware of the topic and can discuss their understanding and views also to provide you with feedback.

Remember your thinking ability will be aided by sleep, exercise, a balanced diet, quiet music, water and most of all giving yourself rest periods so that your brain will be able to function well!

## Assessments

Please note that, it is important to check and ensure with your trainer/assessor all assessment activity requirements including comments/feedback as well as allowable repeating assessment activity if not yet competent or unsatisfactory performance. Keep a copy of your completed assessments.

Short answer questions	Note that the Learner Guide and other information such as trainer-assessor lectures, notes are significant important sources of the answers for most of these questions. Look for the correlation between the Learner Guide and the Short answer question part of the Assessment document.
Projects and reports	<p>When preparing to complete a project or report, consider the scope and limitation of your work. The scope and limitation will be identified/highlighted in that activity. Plan a working outline of information that will be included. This might include:</p> <ul style="list-style-type: none"> <li>✓ Title page, which would normally include the title, your name and date.</li> <li>✓ Acknowledgements when it is necessary.</li> <li>✓ Table of Contents, which are in numbered form that states the corresponding pages.</li> <li>✓ Introduction: The overview of your topic.</li> <li>✓ Main content: Where the sections of the report or project are completed.</li> <li>✓ Summary.</li> <li>✓ References would be the list of authors and sources you used.</li> </ul> <p>Remember to write in a simple and clear form.</p> <p>Check the Learner Guide or ask the trainer/assessor for any templates, samples or examples of reports and projects.</p>

<p>Roleplays</p>	<p>Through roleplays, skills and knowledge can be demonstrated. Therefore:</p> <ul style="list-style-type: none"> <li>✓ Read the roleplay scenarios carefully.</li> <li>✓ What and who will be your role in the plays? How many members in the roleplays?</li> <li>✓ How long will it take?</li> <li>✓ Will the roleplays/performance demonstration be recorded for submission?</li> <li>✓ Who will observe and comment on your roles?</li> <li>✓ What type of questions may be asked during roleplays?</li> <li>✓ What skills need to be demonstrated, performed?</li> <li>✓ When can the group (if there is) be together for preparation? Who will organise?</li> </ul> <p>Remember, your trainer/assessor is the source of advice on all assessment activities.</p>
<p>Performance demonstration or observation</p>	<p>Sometimes, your skills and knowledge competence can be demonstrated through your daily work activities, and they can be assessed through observation. If this is the case,</p> <ul style="list-style-type: none"> <li>✓ Check and ensure when this observation is on.</li> <li>✓ How many performance demonstrations are required for the unit/s?</li> <li>✓ How long is the demonstration? With some units or a cluster of units, it may cover a lot of tasks and functions, processes etc and it may take more than 3 or 4 hours. Be prepared!</li> <li>✓ Who is the observer, assessor? This person may be your supervisor or your trainer/assessor or someone who is designated to observe your performance.</li> <li>✓ Check the performance requirements on the performance checklist of the observer. Normally, the observation requirement checklist is in your Assessment document.</li> </ul>
<p>Questioning, quizzes, interviews, questioning during performance or exams</p>	<p>Preparing for questioning assessments involves intellectual, emotional, and physical preparation.</p> <p><i>Intellectual Preparation</i></p> <ul style="list-style-type: none"> <li>✓ Give yourself ample time for study. Don't resort to cramming at the last minute. Do your reading days ahead of the day of assessment. This will give you time to be familiar with the notes you are reading.</li> <li>✓ Ask what type of assessment you will be taking. Short answer questions, essay writing or other activities may require different study techniques.</li> <li>✓ Practise on old assessments if these are available. This is useful, most especially when you are familiar with the techniques used in the assessment and also reinforces the subject matter.</li> <li>✓ Organise your notes. This is when your note-taking papers are put to good use. Because you took down notes in your own words, it is easy to memorise them come examination time.</li> <li>✓ Use charts and diagrams. These will assist with your recall – particularly with more complex concepts.</li> </ul> <p><i>Emotional Preparation</i></p> <ul style="list-style-type: none"> <li>✓ Listening to relaxing music will not only boost your mood, but it will encourage the cells of your brain to function well.</li> </ul>

	<ul style="list-style-type: none"> <li>✓ Plan your assessment day well. Make sure you have everything you need. Forgetting items you need may leave you worried and frazzled, which will not help you in gaining the momentum you need to answer questions.</li> <li>✓ Group reviews are a great way of bonding with your friends, but will also lift up your mood. It will also leave you more motivated to study because you will share the burden of studying with friends.</li> <li>✓ Have a positive attitude! Negativity will cloud your mind and your judgment.</li> </ul> <p><i>Physical Preparation</i></p> <ul style="list-style-type: none"> <li>✓ There is no better preparation than a good night's sleep on the eve of your assessment. This will allow your brain to recover and the rest will assist your memory.</li> <li>✓ You might like to eat so called 'brain foods' such as nuts, fish, berries, yoghurt and choicest fruits.</li> <li>✓ Drink plenty of water and eat nutritious food before and during assessments. Never skip your meals.</li> </ul>
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## Referencing

Referencing is an important part of any written assessment work you complete.

Referencing is a consistent method of acknowledging or citing another person's ideas, which you have used, in your own assessment.

Referencing has several important purposes:

- To uphold intellectual honesty (avoiding plagiarism)
- To attribute prior or unoriginal work and ideas to the correct persons or sources; and
- To allow the reader of the assessment to determine independently whether the referenced information supports the position or argument put forward in the assessment.

There are generally two parts to referencing: the note within the text of your assessment where the information appears or within the reference list provided with your assessment.

For example, a common referencing approach is the 'author-date' system as outlined below.

Note in the text of the assessment consists of the author(s) name and year of publication given wholly or partly in round brackets. Generally, you should use only the surname of the author(s) and the year of publication. Include page, chapter or section numbers, preceded by a comma, if you need to be specific.

For example: (House and Willis, 2006, 56 – 67).

The full details of the source information should then be provided in a reference list at the end of your assessment. The reference list contains all the information that someone would need to follow up your source.

For example:

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House, J., and Willis, P. 2006. *Management fundamentals: a practical guide*. 3<sup>rd</sup> edition. Melbourne: Knowles Publishing.

This full referencing provides author names and publication details including year, title, edition, location and name of the publisher.

## Plagiarism

Cheating is the act of attempting to circumvent the assessment practices in an unethical or illegal manner. Plagiarism is a form of cheating. Plagiarism is the practice of claiming or implying original authorship of (or incorporating material from) someone else's written or creative work, in whole or in part, into one's own without adequate acknowledgement.

The following list outlines some of the activities considered plagiarism:

- Presenting any work by another individual as one's own intentionally.
- Handing in assessments markedly similar to or copied from another student.
- Presenting the work of another individual or group as their own work.
- Handing in assessments without the adequate acknowledgement of sources used, including assessments taken totally or in part from the internet.

Cheating and plagiarism are serious acts and may result in a student being excluded from a unit, module or a course overall. Where a student has any doubts about including the work of other authors in their assessments, they should consult with their trainer/assessor before handing in their assessment.

## Success in Online Learning

There is a difference between online learning and the traditional learning format where students attend classes at an institution i.e., face to face. With the virtual format of studying, you have the ability to study in your own time.

This flexibility has many advantages but, unfortunately, too much flexibility and freedom can also be the cause of failing to complete the course requirements on schedule. Taking a course online is not as easy as it sounds, especially if you do not know how to handle responsibilities or you lack self-discipline.

If you are interested in online learning or you are enrolled in an online course, following these tips can help you to be a successful online learner.

### 1. Checking computer system capability and compatibility.

Making sure that your PC or laptop, smartphones, or tablets and or printer, scanner, recording devices etc. are available, capable, and compatible with the RTO system requirements. Check with your RTO online help desk staff to ensure and get familiar with all requirements including login passwords, storage, download and submission format, limitations, steps and portals etc. Keep the help desk and other details handy.

It is advisable to keep a copy of your submissions.

### 2. Establish a consistent study schedule.

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The lack of class schedules can always lead to procrastination. You may be tempted to delay your time for learning for another day that can negatively affect your studies. You have to create an effective working schedule for your online course and strictly adhere to it. Establishing a consistent study schedule is very important when you are taking online classes.

**3. Note schedules of online meetings, forums, lecturing, group work etc. as well as due dates for assessment activities.**

**4. Communicate with your trainer/assessor, RTO student coordinator, your workplace supervisor.**

It is important to communicate regularly with your trainer/assessor and ask questions where certain topics, assessment activities are not clear to you. Usually, you can communicate by email or phone, through the online learning system such as discussion forums or chat rooms, or through a web conferencing system. When asking a question, make it clear and concise so your trainer/assessor, RTO student coordinator understands your query.

In vocational education and training, sometimes, evidence of your assessment competence may also be obtained from the workplace, supervisor etc. Let them know what you are studying, your allocated study time, required practical assessment performance, and assistance required when needed.

**5. Connect with fellow online/offline students.**

Having a connection with your fellow online/offline students can have many advantages. You can even form your own study group online. You might use social media such as Facebook or Microsoft Teams to communicate with other students, or your provider might have other web-based solutions to provide this service.

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Owner	Academy Green Learning	Reviewed	24042024
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