Australian Government

Department of Education, Employment and Workplace Relations

BSBLED501A Develop a workplace learning environment

Release: 1

ISC INDUSTRY SKILLS COUNCILS
Creating Australia's Future

BSBLED501A Develop a workplace learning environment

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to encourage and support the development of a learning environment in which work and learning come together. Particular emphasis is on the development of strategies to facilitate and promote learning, and to monitor and improve learning performance.
	No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to managers. All managers have a prominent role in encouraging, supporting and facilitating the development of a learning environment in which work and learning come together.
	At this level work will normally be carried out within complex and diverse methods and procedures, which require the exercise of considerable discretion and judgement, using a range of problem solving and decision making strategies.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Create learning opportunities	1.1. Identify potential formal and informal *learning opportunities*
	1.2. Identify *learning needs* of individuals in relation to the needs of the team and/or enterprise, and available learning opportunities
	1.3. Develop and implement *learning plans* as an integral part of individual and team performance plans
	1.4. Develop strategies to ensure that learning plans reflect the *diversity of needs*
	1.5. Ensure organisational procedures maximise individual and team access to, and participation in, learning opportunities
	1.6. Ensure effective liaison occurs with *training and development specialists* and contributes to learning opportunities which enhance individual, team and organisational performance
2. Facilitate and promote learning	2.1. Develop strategies to ensure that workplace learning opportunities are used and that team members are encouraged to share their skills and knowledge to *encourage a learning culture* within the team
	2.2. Implement organisational procedures to ensure workplace learning opportunities contribute to the development of appropriate workplace knowledge, skills and attitudes
	2.3. Implement policies and procedures to encourage team members to assess their own competencies, and to identify their own learning and development needs
	2.4. Share the benefits of learning with others in the team and organisation
	2.5. Recognise workplace achievement by timely and appropriate recognition, feedback and rewards
3. Monitor and improve learning effectiveness	3.1. Use strategies to ensure that team and individual learning performance is monitored to determine the type and extent of any additional work-based support required, and any occupational health and safety (OHS) issues
	3.2. Use feedback from individuals and teams to identify and introduce improvements in future learning arrangements
	3.3. Make adjustments, negotiated with training and

ELEMENT	PERFORMANCE CRITERIA
	development specialists, for improvements to the efficiency and effectiveness of learning
	3.4. Use processes to ensure that records and reports of competency are documented and maintained within the organisation's systems and procedures to inform future planning

Innovation and Business Skills Australia

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.

Required skills
- communication skills to: - deal with people openly and fairly   - encourage colleagues to share their knowledge and skills   - gain the trust and confidence of colleagues   - use consultation skills effectively   - literacy skills to access and use workplace information   - planning and organisational skills to facilitate, promote and monitor learning by: - developing learning plans   - establishing a workplace which is conducive to learning   - evaluating the effectiveness of learning   - identifying learning needs   - negotiating learning arrangements with training and development specialists   - selecting and using work activities to create learning opportunities   - using coaching and mentoring to support learning.

Required knowledge
- management of relationships to achieve a learning environment   - principles and techniques involved in the management and organisation of: - adult learning   - coaching and mentoring   - consultation and communication   - improvement strategies   - leadership   - learning environment and learning culture   - monitoring and reviewing workplace learning   - problem identification and resolution   - record keeping and management methods   - structured learning   - work-based learning.

Innovation and Business Skills Australia

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • methods for reviewing performance development needs and techniques for providing feedback on those needs • models for planning professional development • options available for professional development • knowledge of relationship management required to achieve a learning environment.
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate documentation and resources normally used in the workplace.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • analysis of responses to case studies and scenarios • assessment of written reports • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of performance in role plays • observation of presentations • oral or written questioning to assess knowledge of the principles and techniques involved in the management and organisation of adult learning • review of the development and implementation of learning plans • evaluation of how workplace achievement is recognised • review of processes used to record and report competency.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

EVIDENCE GUIDE	
	• other units from the Diploma of Management.

Innovation and Business Skills Australia

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Learning opportunities may include:	• structured learning activities conducted outside and within the workplace such as: • accredited training through an independent organisation such as a state/territory OHS authority • action learning • short courses • training through a Registered Training Organisation (RTO) leading to a nationally recognised Australian Qualifications Framework (AQF) qualification or Statement of Attainment • workshops • workplace learning activities, that may also contribute to a recognised credential, such as: • coaching • exchange/rotation • induction • mentoring • shadowing
Learning needs may include:	• developmental learning, for example the learning required to progress through an organisation and take on new tasks and roles • gaps between the competencies held by the employee, and the skills and knowledge required to effectively undertake workplace tasks
Learning plans may include:	• codes of conduct • key performance indicators • negotiated agreement with individual/s • OHS requirements • performance standards • team competencies

Innovation and Business Skills Australia

RANGE STATEMENT

	• team roles and responsibilities • work outputs and processes
Diversity of needs may include:	• learning needs that relate to social, cultural and other types of workplace diversity, such as the need for varied communication styles and approaches
Training and development specialists may be:	• internal • external
Encourage a learning culture may refer to:	• encouraging learning and sharing skills and knowledge across the work team and the wider organisation to develop competencies of individual team members and the team as a whole

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Management

Co-requisite units

Co-requisite units		