



Australian Government

Department of Education, Employment and Workplace Relations

BSBLED702A Lead learning strategy implementation

Revision Number: 1

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Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to provide professional leadership in improving organisational learning, and the quality of training and assessment products and services.</p> <p>The unit also covers leading strategy formation; designing, developing and implementing an organisational learning strategy; and reviewing and improving overall organisational learning and development.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to senior leaders or managers working in an enterprise where learning is used to build capabilities.</p> <p>The unit may relate to leadership of a small to medium sized organisation or a significant unit of activity in a large organisation.</p> <p>Effective leadership requires the professional respect of colleagues, contacts, clients and the community. When applied to the development of organisational learning strategies this involves contributing to organisational strategies, business plans, goals, values and the bottom line by providing learning related services either directly, through partnerships or by using external providers.</p> <p>Learning leaders must be able to collaboratively implement relevant organisational strategies to ensure learning has a strategic role among the ever changing context and complex influences that affect learners, employees, and business and learning processes.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

<p>Elements describe the essential outcomes of a unit of competency.</p>	<p>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.</p>
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Provide leadership to learning strategy formation	1.1. Evaluate approaches to learning and workplace training against organisational strategic requirements 1.2. Analyse and confirm with key stakeholders the contribution of organisational learning to competitiveness 1.3. Examine and review options relating to deploying quality policies and processes in organisational learning 1.4. Analyse and plan requirements for an organisational learning strategy to support organisational strategic and policy requirements 1.5. Analyse and plan technological and systems requirements relating to an organisational learning strategy 1.6. Analyse and align organisational learning strategy with human resources and learning requirements and plans
2. Design and develop organisational learning strategy	2.1. Design organisational learning strategy to achieve instructor, learner and organisational strategic requirements 2.2. Include relevant units of competency, modules from accredited courses or non-accredited training specifications in organisational learning strategy 2.3. Develop flexible organisational learning strategies to permit and promote responsiveness of the organisation to changed circumstances and priorities 2.4. Design and develop learning and assessment strategies to support organisational strategic requirements 2.5. Establish processes and procedures for allocating and managing resources and staff, required to implement organisational learning strategy 2.6. Structure compliant assessment and recognition policies and processes appropriate to organisational strategic requirements 2.7. Structure procurement and supply policies and processes appropriate to organisational strategic requirements
3. Implement organisational	3.1. Implement organisational learning strategy appropriate to organisational requirements

ELEMENT	PERFORMANCE CRITERIA
learning strategy	<p>3.2. Validate organisational <i>assessment methods</i> and <i>assessment tools</i> consistent with learning and <i>wider operational needs</i></p> <p>3.3. Source <i>learning resources</i> compliant with specific international, national, industry and workplace needs</p> <p>3.4. Review policies and procedures for continuing relevance, operational effectiveness and to identify any gaps</p> <p>3.5. Systematically evaluate strategic outcomes attained through organisational learning strategy and update policies and procedures accordingly</p>
4. Review organisational learning and development	<p>4.1. Develop procedures to systematically liaise with educators, learners and others to monitor how well learning strategies and learning resources achieve organisational learning targets</p> <p>4.2. Monitor and incorporate national policy and system changes into organisational learning and development strategies and practices</p> <p>4.3. Modify or design learning strategies and learning resources to support the implementation of improved learning policies and procedures</p>
5. Improve organisational learning strategy formation	<p>5.1. Evaluate <i>end-to-end implementation</i> of organisational learning strategy</p> <p>5.2. Review performance of resources and people supporting organisational learning strategy implementation</p> <p>5.3. Construct and present plans for improving organisational learning strategy formation</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication and teamwork skills to:
 - communicate ideas, policies and procedures of an organisation
 - encourage participation across all levels of personnel and clients
 - seek opinions and elicit feedback from a range of stakeholders
- planning and organising skills to:
 - develop, implement and review organisational learning strategy
 - establish rules and procedures to ensure the effective implementation of organisational learning strategy
 - allocate and assess performance of resources relating to organisational learning strategy
- problem-solving, initiative and enterprise skills to:
 - complete research and analyse findings
 - research and analyse organisational learning theory and procedures
 - strategically evaluate outcomes of an organisational learning strategy
 - design and create systems and processes to support learning
- self-management and learning skills to:
 - evaluate personal effectiveness and professional competence
 - lead the way in occupational health and safety (OHS) practice, ethical standards, legislative requirements and corporate governance.

Required knowledge

- authoritative responsibilities and parameters within the organisation
- consultation and communication processes to support and encourage organisational input into policies and procedures development processes
- contemporary approaches to assessment instrument and strategy design
- contemporary organisational learning strategy design and development
- continuous improvement processes associated with organisational learning strategy
- implementation processes and their impact on an organisation
- locations, types and sources of relevant organisational documentation
- organisational evaluation strategies
- organisational learning theory
- quality management compliance requirements as it relates to organisational learning
- range of international e-learning compliance regimes
- relevant authority compliance requirements and obligations, for example under the

REQUIRED SKILLS AND KNOWLEDGE

Australian Quality Training Framework (AQTF) Standards for Registered Training Organisations (where applicable)

- relevant policy, legislation, codes of practice and national standards including commonwealth and state/territory legislation as it relates to the job role
- technology and systems requirements to support an organisational learning strategy.

Evidence Guide

EVIDENCE GUIDE	
<p>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.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • demonstrated capacity to research and evaluate models and approaches to organisational learning • developing consultation and communication processes to support and encourage personnel input into design, implementation and review of organisational learning strategy • initiating and implementing learning program partnerships in line with relevant regulatory, employment and organisational requirements • sourcing, and if required modifying, learning resources or assessment tools to meet the requirements of organisational learning strategies • knowledge of relevant authority compliance requirements and obligations.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • competence is consistently demonstrated over time, and over a range and variety of complex tasks/projects and situations • access to required assessment facilities and resources.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of applied projects or learning activities, such as planning and implementing training and assessment, designing organisation's approach to training and assessment services, reviewing AQTF compliance and integration with organisational systems and learning frameworks, learning system compliance, and policy development and review • observation of contextual application of knowledge and skills

EVIDENCE GUIDE	
	<ul style="list-style-type: none"> oral or written questioning to assess knowledge of organisational learning theory.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> BSBINN801A Lead innovative thinking and practice BSBLED701A Lead personal and strategic transformation BSBLED704A Review enterprise e-learning systems and solutions implementation BSBLED710A Develop human capital BSBREL701A Develop and cultivate collaborative partnerships and relationships PSPHR616A Manage performance management system PSPMNGT614A Facilitate knowledge management.

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.

<p><i>Organisational strategic requirements</i> may include:</p>	<ul style="list-style-type: none"> • access and equity principles and practices • available technology and learning systems • business and performance plans • collaborative or partnership arrangements • confidentiality requirements • defined resource parameters • efficiency and effectiveness of supply arrangements with third party suppliers (i.e. procurement arrangements) • ethical standards • existing technology and systems in place to manage performance, customer service, decision support, suppliers, learning, compliance and related activities • goals, objectives, plans, systems and processes at corporate, strategic, operational and other levels of planning • legal and organisational policies, guidelines and requirements • OHS policies, procedures and programs • quality and continuous improvement processes and standards • quality assurance and procedures manuals • recording and reporting procedures
<p><i>Key stakeholders</i> may include:</p>	<ul style="list-style-type: none"> • customers • learners • instructional designers • instructors • management and staff • peers • public • public agencies, especially regulators • suppliers and learning partners

RANGE STATEMENT	
<p><i>Organisational learning strategy</i> may include:</p>	<ul style="list-style-type: none"> • identification of personnel responsible for the implementation of the organisational learning strategy • integrated strategic activity or multiple related activities or strategies being conducted for one defined organisation or entity • mechanisms for involving personnel in the decision making and implementation • mechanisms for the introduction of new or modified policies and procedures for an organisation or client • mechanisms to facilitate continuous improvement processes • quality procedures or workflow associated with implementation of learning and assessment strategies
<p><i>Technological and systems requirements</i> may include:</p>	<ul style="list-style-type: none"> • authoring tools • learning environments • learning management systems • mode and format of content developed by the organisation and its suppliers • mode of teaching (mix of face-to-face and online, blended, computer-based learning, distance) • networks and bandwidth • numbers of users, including concurrent system users • storage and presentation systems including learning content management systems and learning object repositories
<p><i>Human resources and learning requirements</i> may include:</p>	<ul style="list-style-type: none"> • consistency in training and/or assessment services provided • framework for consultation processes with industry for development of training and/or assessment services • framework under which the provision of training and/or assessment services is conducted • identification of roles and responsibilities of key personnel in an organisation • mechanisms to facilitate continuous improvement within the training and/or assessment organisation

RANGE STATEMENT	
	<ul style="list-style-type: none"> transparency of the training and/or assessment organisation's approach to training and/or assessment services
<i>Accredited courses</i> may include:	<ul style="list-style-type: none"> courses accredited by a state/territory course accrediting body, which meet the requirements of the AQTF Guidelines for Course Developers courses resulting in credentials issued by a recognised higher education institution
<i>Compliant learning resources and systems</i> in the context of organisational learning strategy development may include:	<ul style="list-style-type: none"> accessibility and diversity needs (i.e. W3C) AQTF Standards for Registered Training Organisations content storage, discovery, management and access standards and reference models (i.e. ADL Registry, CORDRA, S1000D) international e-learning standards, specifications and reference models (i.e. SCORM, IEEE, IMS, AICC) industry standards/benchmarks OHS requirements training and/or assessment organisation standards
<i>Assessment methods</i> may include:	<ul style="list-style-type: none"> analysing portfolios and evidence compiled by the candidate questioning (for example, computer, oral and written questions) real work, real time activities (for example, direct observation and third party reports) reviewing evidence regarding recognition of current competence/skills recognition structured activities (for example, simulation exercises, demonstration and activity sheets)
<i>Assessment tools</i> may include:	<ul style="list-style-type: none"> instruments for recording summative assessment outcomes against the requirements of a unit of competency procedures, information and instructions for the assessor or candidate on use of assessment instruments and assessment conditions tools for use in assessments such as: <ul style="list-style-type: none"> evidence or observation checklists templates, proformas profile of acceptable performance measures

RANGE STATEMENT	
	<ul style="list-style-type: none"> • specific questions or activities • checklists for the evaluation of work samples • candidate self-assessment materials
<i>Wider operational needs</i> may include:	<ul style="list-style-type: none"> • managing assessment and reporting of outcomes relating to: <ul style="list-style-type: none"> • compliance • human capital • knowledge • performance • service standards • talent
<i>Learning resources</i> may include:	<ul style="list-style-type: none"> • learning resources and learning materials developed under the Workplace English Language and Literacy (WELL) program • manuals • organisational learning resources • published, commercially available support materials for Training Packages or accredited courses • record or log books • references and texts • National Quality Council 'noted' Training Package support materials such as: <ul style="list-style-type: none"> • learner or user guides • trainer and facilitator guides • example training programs • case studies • professional development materials • assessment materials • videos, CDs and audio tapes
<i>End-to-end implementation of organisational learning strategy</i> includes:	<ul style="list-style-type: none"> • assessment • delivery • design • development • presentation • reporting and managing activities that span the full supply chain such as quality, procurement, record keeping and administration

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Workforce Development - Learning and Development
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Co-requisite units

Co-requisite units		