



Australian Government

BSBFLM311 Support a workplace learning environment

Release: 1

BSBFLM311 Support a workplace learning environment

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to effectively encourage and support a learning environment. Particular emphasis is on participation in processes to facilitate and promote learning and to monitor and improve learning performance.

It applies to individuals who use initiative and well-developed planning and communication skills in their role. At this level, work will normally be carried out within known routines, methods and procedures, and may also involve complex or non-routine activities that require some discretion and judgement.

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

Unit Sector

Management and Leadership – Frontline Management

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 Encourage a learning environment	1.1 Encourage and support workplace learning opportunities 1.2 Implement learning plans as an integral part of individual and team performance plans 1.3 Implement learning plans to reflect diversity of needs and learning opportunities 1.4 Encourage individual and team to access and participate in learning opportunities 1.5 Liaise effectively with training and development specialists to contribute to learning opportunities which enhance individual,

ELEMENT	PERFORMANCE CRITERIA
	team and organisational performance
2 Encourage and promote learning for team and individuals	2.1 Promote a learning culture within the team and organisation 2.2 Support coaching and mentoring for the development of workplace knowledge, skills and attitudes 2.3 Encourage team members to assess own competencies, and to identify own learning and development needs 2.4 Share the benefits of learning with others in the team and organisation 2.5 Provide recognition and feedback for workplace achievement in a timely and appropriate manner
3 Identify opportunities for improvement	3.1 Monitor the performance of individuals and teams to determine the type and extent of required work-based support 3.2 Gather feedback from individuals and teams to identify opportunities for improving future learning arrangements 3.3 Negotiate adjustments with training and development specialists to improve the efficiency and effectiveness of learning 3.4 Document and report learning outcomes in accordance with the organisation's systems and procedures

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
Learning	1.1, 1.2, 2.1, 3.2	- Plans and implements learning processes - Encourages learning outcomes in a team environment
Reading	1.2, 1.3, 3.2, 3.4	Interprets information from a range of familiar texts including everyday workplace documentation
Writing	1.2, 1.3, 2.5, 3.4	Uses appropriate vocabulary, grammatical structures and conventions to communicate information, matching style to purpose and audience
Oral Communication	1.1, 1.4, 1.5, 2.1-2.5, 3.2-3.4	- Presents ideas and seeks feedback from others using appropriate vocabulary and non-verbal features - Participates in open discussions to elicit the views of

		others by asking questions and listening to responses
Navigate the world of work	3.4	Adheres to organisational policies and procedures
Interact with others	1.1, 1.4, 1.5, 2.1-2.5, 3.2, 3.3	- Varies content and style of interactions to suit the needs of various audiences and to achieve a desired outcomes - Uses effective interpersonal skills to support and encourage workplace learning and sharing of knowledge and skills
Get the work done	1.2, 1.3, 2.5, 3.1, 3.2	Takes personal responsibility for planning and organising tasks required to achieve required outcomes

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBFLM311 Support a workplace learning environment	BSBFLM311C Support a workplace learning environment	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBFLM311 Support a workplace learning environment

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Performance Evidence

Evidence of the ability to:

- liaise with workplace personnel to develop, implement and support learning in the workplace
- identify learning needs, develop learning plans and arrange learning opportunities
- compile and interpret data about learning arrangements and outcomes in accordance with organisational requirements.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- summarise important considerations in an adult learning environment
- explain the differences and similarities between coaching and mentoring
- outline workplace learning principles and the organisational policies and procedures for applying learning systems.
- describe different types of learning opportunities that could be provided the workplace.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management field of work and include access to:

- relevant workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

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