



Australian Government

BSBHRM523 Coordinate the learning and development of teams and individuals

Release: 1

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Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills and knowledge required to coordinate the learning and development of teams and individuals. Particular emphasis is on the coordination of strategies to facilitate and promote learning and to monitor and improve learning performance.

The unit applies to individuals who have a role in coordinating 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.

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

Unit Sector

Technical Skills – Human Resources

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. Coordinate creation of learning opportunities	1.1 Identify potential formal and informal learning opportunities 1.2 Identify learning requirements of teams and individuals according to requirements of organisation and available learning opportunities 1.3 Coordinate implementation of learning plans and ensure that learning plans reflect diversity of needs 1.4 Review relevant organisational procedures and ensure they support individual and team access to learning opportunities,

ELEMENT	PERFORMANCE CRITERIA
	where required 1.5 Consult with training and development specialists and use their advice to contribute to learning opportunities
2. Coordinate learning	2.1 Coordinate strategies to ensure workplace learning opportunities are used by teams and individuals 2.2 Coordinate implementation of policies and procedures to encourage team members to assess their own competencies and identify their own learning and development needs 2.3 Communicate benefits of learning with others in the team and organisation 2.4 Recognise workplace achievement by relevant recognition, feedback and rewards
3. Monitor and improve learning effectiveness	3.1 Monitor team and individual learning performance to determine type and extent of any additional work-based support required 3.2 Use feedback from individuals and teams to identify and recommend improvements in future learning arrangements 3.3 Suggest adjustments, negotiated with training and development specialists, for improvements to learning 3.4 Record and report learning and development of teams and individuals

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

SKILL	DESCRIPTION
Reading	Interprets textual information obtained from a range of sources and determines how content may be applied to individuals and to organisational requirements
Writing	- Uses information from a range of sources to develop and document plans, strategies and feedback according to organisational requirements - Maintains records using correct technical and organisational vocabulary
Oral Communication	- Present information and opinions using language and features appropriate to the audience and context - Uses questioning and listening techniques to identify learning needs and obtain feedback
Initiative and enterprise	- Recognises and responds to both explicit and implicit organisational procedures and protocols and legislative and regulatory requirements - Understands how own role meshes with others and contributes to

SKILL	DESCRIPTION
	broader goals
Teamwork	• Selects the appropriate form, channel and mode of communication for a specific purpose relevant to own role • Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective group interaction, influencing direction and taking a leadership role on occasion • Recognises the importance of building rapport to establish effective working relationships • Applies a range of communication strategies to encourage others to share their knowledge and skills and reflect on the effectiveness of the interaction
Problem solving	• Uses logical processes to plan, implement and monitor learning in the workplace • Systematically gathers and analyses relevant information and evaluates options to make informed decisions
Technology	• Uses digital tools to organise, store, integrate and share relevant information

Unit Mapping Information

No equivalent unit. Supersedes but is not equivalent to BSBLED501 Develop a workplace learning environment.

Links

Companion Volume Implementation Guide is found on VETNet -

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