



Australian Government

BSBLED501 Develop a workplace learning environment

Release: 1

BSBLED501 Develop 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 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.

It applies to individuals who 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.

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

Unit Sector

Workforce Development – Learning and Development

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. 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

ELEMENT	PERFORMANCE CRITERIA
	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 Work Health and Safety (WHS) 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 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

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance	Description
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	Criteria	
Learning	1.1, 1.2, 1.3, 1.4, 2.1, 2.4, 3.1, 3.2	- Develops strategies to develop learning plans of self and others to meet a diversity of needs within organisational constraints - Transfers skills and knowledge to a variety of learning development contexts
Reading	1.1-1.5, 2.1, 2.2, 2.5, 3.1-3.4	Interprets textual information obtained from a range of sources and determines how content may be applied to individuals and to organisational requirements
Writing	1.3, 1.4, 2.1, 2.2, 2.3, 2.5, 3.3, 3.4	- Uses information from a range of sources to develop and document plans, strategies and feedback in accordance with organisational requirements - Maintains records using correct technical and organisational vocabulary
Oral Communication	1.6, 2.4, 2.5, 3.2, 3.3	- 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
Navigate the world of work	1.5, 2.2, 2.3, 3.1, 3.4	- Recognises and responds to both explicit and implicit organisational procedures and protocols and legislative/regulatory requirements - Understands how own role meshes with others and contributes to broader goals
Interact with others	1.6, 2.1, 2.3 -2.5, 3.2, 3.3	- 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
Get the work done	1.1, 1.2, 1.3, 1.4, 2.1, 2.5, 3.1, 3.4	- 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 - Evaluates outcomes of decisions to identify opportunities for improvement - Uses digital tools to organise, store, integrate and share relevant information

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBLED501 Develop a workplace learning environment	BSBLED501A Develop 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 BSBLED501 Develop a workplace learning environment

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Performance Evidence

Evidence of the ability to:

- collaboratively review performance development needs of individuals and teams
- plan professional development for individuals and teams that enhances organisational performance
- develop and implement learning plans
- liaise with training and development specialists
- recognise workplace achievement by giving feedback, recognition and rewards
- monitor and improve workplace learning
- record and report workplace learning outcomes.

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:

- explain how management of relationships can achieve a learning environment
- identify 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.

Assessment Conditions

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

- workplace policies and procedures
- workplace equipment and resources
- case studies and, where available, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

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