



Australian Government

BSBLED803 Implement improved learning practice

Release: 1

BSBLED803 Implement improved learning practice

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 initiate and implement advanced learning practice that supports improvement of learning strategies in an organisational context.

The unit also covers evaluating ways to improve learning practice, managing and monitoring means to improve learning, and analysing and advancing adoption of improved learning practice.

It applies to leaders or individuals who use learning to build organisational capabilities. It focuses on using research, theoretical analysis and professional investigation to identify ways of improving learning practice and implementing appropriate pedagogy.

Methods for improving learning practice include developing individual staff members from the perspective of the organisation's needs and imperatives, and enhancing outcomes for learners and candidates.

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. Evaluate ways to improve learning practice	1.1 Review advances in learning practice within a given vocational, training, educational or content area 1.2 Review and challenge existing learning practice to develop and test improved approaches

ELEMENT	PERFORMANCE CRITERIA
	1.3 Analyse interests, abilities, relationships and contextual needs of relevant individuals when promoting improved learning practice 1.4 Research how a range of appropriate learning theories and instructional design principles can improve learning practice 1.5 Ensure learning practice reflects qualification requirements for nominated qualification/s
2. Manage and monitor means to improve learning	2.1 Observe and assess learner styles with respect to appropriateness of current vocational, training and educational learning strategies 2.2 Evaluate role and impact of new technologies on learners and training techniques 2.3 Plan improved learning practice based on how learners currently learn 2.4 Plan improved learning practice based on experience and personal interests of learner
3. Analyse and advance adoption of improved learning practice	3.1 Develop improved vocational, training and educational learning practice appropriate to learner characteristics 3.2 Advocate for improved vocational, training and educational learning practice 3.3 Initiate research into improved learning practice 3.4 Design and test improved learning practice in real-world situations 3.5 Mentor colleagues to promote improved learning practice

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	3.4, 3.5	Reviews existing learning practices and actively designs and manages processes to improve and promote own training and learning knowledge and skills
Reading	1.1-1.4, 2.1-2.4, 3.1,	Interprets textual information obtained from a range of sources and determines how content may be applied to

	3.3, 3.4	develop and implement improved learning practices
Writing	1.1-1.5, 2.1-2.4, 3.1, 3.3, 3.4	Integrates information and ideas from a range of sources, utilising appropriate support materials to manage and develop improved learning practices
Oral Communication	1.2, 1.3, 3.2, 3.4, 3.5	- Presents information and encourages discussions using language and features appropriate to audience - Uses listening and questioning techniques when testing or discussing improved learning practices
Interact with others	1.2, 1.3, 3.2, 3.4, 3.5	Tailors communication to achieve its purpose, demonstrating understanding of the needs, interests, issues and priorities of each audience
Get the work done	1.1, 1.3, 2.1-2.4, 3.1, 3.3, 3.4	- Uses logical planning processes and an increasingly intuitive understanding of context to plan, implement and monitor learning practices and strategies - Systematically gathers and analyses relevant information and evaluates options to make informed decisions - Considers strategic and operational potential of digital trends to achieve work goals and enhance work processes - Evaluates outcomes of decisions to identify opportunities for improvement - Takes responsibility for planning and organising own workload, identifying ways of sequencing and combining elements for greater efficiency - Evaluates learning strategy implementation, considering results from a range of perspectives, and identifying key concepts and principles that may be adaptable in future

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBLED803 Implement improved learning practice	BSBLED703A Implement improved learning practice	Updated to meet Standards for Training Packages Recoded to meet AQF Standards	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 BSBLED803 Implement improved learning practice

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Performance Evidence

Evidence of the ability to:

- evaluate and test approaches to learning practices including:
 - reviewing advances in learning practices
 - determining contextual needs of relevant individuals
 - ensuring qualification requirements are met
- integrate current learning pedagogies including:
 - learning styles
 - learning strategies
- develop and research improved learning practices including:
 - awareness of learner characteristics
 - trialling new practices
 - implementing a mentoring strategy.

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:

- describe contemporary policy and approaches to vocational learning and assessment
- outline relevant concepts relating to pedagogical theory and practice, learner interests and changing learning styles
- • list different learning styles and explain how different training approaches may suit different learning styles
- outline adult learning principles
- outline how instructional design principles can improve learning practice
- list a range of appropriate learning strategies, and teaching and assessment methods

- explain how information and communication technology can be used in learning and teaching
- explain training techniques that can be used to enhance learning and when to use them
- explain the similarities and differences between mentoring and coaching
- outline requirements for relevant delivery and assessment strategies
- identify sources and availability of relevant learning resources and learning materials.

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:

- information on current trends in learning and assessment requirements and practices
- office equipment and resources
- case studies and, where available, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

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