



Australian Government

Department of Education, Employment and Workplace Relations

BSBFLM311C Support a workplace learning environment

Revision Number: 1

BSBFLM311C Support a workplace learning environment

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, 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. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.
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Application of the Unit

Application of the unit	Frontline managers have a prominent role in encouraging and supporting the development of a learning environment in which work and learning come together. At this level, work will normally be carried out within known routines, methods and procedures, and may also involve a number of complex or non-routine activities that require some discretion and judgement. This unit is related to BSBLED401A Develop teams and individuals.
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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

Elements describe the essential outcomes of a unit of competency.	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.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
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 access to, and participation in, learning opportunities 1.5. Liaise effectively with training and development specialists to contribute to learning opportunities which enhance individual, team and organisational performance
2. Encourage and promote learning of 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. Record, document and report learning outcomes in accordance with the organisation's systems and procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- coaching and mentoring skills to support learning
- communication skills to:
 - gain the trust and confidence of colleagues
 - deal with people openly and fairly
 - use consultation skills effectively
- culturally appropriate communication skills to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- functional literacy skills to access and use workplace information
- skills in facilitating learning, including:
 - identifying learning needs
 - developing learning plans
 - selecting and using work activities to create learning opportunities
 - establishing a workplace conducive to learning
 - negotiating learning arrangements with training and development specialists
 - encouraging colleagues to share their knowledge and skills
 - evaluating the effectiveness of learning

Required knowledge

- principles and techniques of:
 - adult learning
 - a learning environment and learning culture
 - work based learning
 - structuring learning
 - coaching and mentoring
- relevant legislation from all levels of government that may affect business operation, especially in regard to:
 - occupational health and safety
 - environmental issues
 - equal opportunity and anti-discrimination
 - industrial relations

Evidence Guide

EVIDENCE GUIDE

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.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- liaising with stakeholders, especially members of the work team, to develop, promote and maintain a workplace learning environment
- developing learning plans and arranging learning opportunities in line with identified needs
- compiling and interpreting data about learning arrangements and outcomes in accordance with organisational requirements.

Context of and specific resources for assessment

Assessment must ensure:

- access to appropriate documentation and resources normally used in the workplace.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- oral or written questioning to assess knowledge and understanding of workplace learning principles and organisational procedures and policies for applying learning systems
- presentation of examples of actions taken by the candidate to support a workplace learning environment
- review of materials developed for coaching, mentoring and training.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- BSBCUS301A Deliver and monitor a service to customers
- BSBFLM305C Support operational plan
- BSBFLM312C Contribute to team effectiveness

EVIDENCE GUIDE

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| | <ul style="list-style-type: none">• BSBCMN311B Maintain workplace safety• BSBWOR301A Organise personal work priorities and development. |
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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.

<i>Learning opportunities</i> may include:	• action learning • coaching • exchange/rotation • induction • mentoring • shadowing • short courses • structured learning activities conducted outside and within the workplace such as: • accredited training through an independent organisation such as a State OHS authority • training through an RTO leading to a nationally recognised Australian Qualifications Framework (AQF) qualification or Statement of Attainment, for example through a traineeship or Australian Apprenticeship • workplace learning activities, that may also contribute to a recognised credential, such as: • workshops.
<i>Learning plans</i> may include:	• codes of conduct • key performance indicators (KPI) • negotiated agreement with individual • OHS requirements • performance standards • team competencies • team roles and responsibilities • work outputs and process.
<i>Diversity of needs</i> may include:	• different learning needs that relate to social, cultural and other types of workplace diversity, such as the need for varied communication styles and approaches.
<i>Training and development</i>	• internal or external.

RANGE STATEMENT	
<i>specialists</i> may be:	
<i>Promoting a learning culture</i> may include:	• encouraging learning and sharing of skills and knowledge across the work team and the wider organisation in order to develop competencies of team members and the team • informally supporting and recognising learning achievements and sharing success stories • promoting participation and learning opportunities • using formal processes to reward training participation in line with organisational processes • utilising workplace activities as opportunities for learning.
<i>Coaching and mentoring</i> may refer to:	• providing assistance with problem solving • providing feedback, support and encouragement on a range of matters • teaching another member of the team, usually focusing on a specific work task or skill.
<i>Learning and development needs</i> may include:	• developmental learning, for example the learning required to progress through an organisation and take on new tasks and roles • gaps between the competencies held by the employee and the skills and knowledge required to effectively undertake workplace tasks.
<i>Workplace achievement</i> may refer to:	• achievements of set goals and performance outcomes by the work team and/or individuals.

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Management and Leadership - Frontline Management
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Co-requisite units

Co-requisite units		