

Contents

About this guide	5
Section 1: Meeting VET sector requirements	7
1.1 How Aspire's resources assist in meeting requirements	7
1.2 Resource quality assurance processes	16
Section 2: Unit of competency information	17
2.1 Unit of competency	17
2.2 Unit of competency assessment requirements	21
2.3 Aspire resources available for this unit	23
2.4 Target groups	25
Section 3: Training requirements	27
3.1 Delivery approach	27
3.2 Delivery plans	28
3.3 Learning mapping	37
3.4 Solutions – general guidance	48
3.5 Solutions to practice tasks	49
3.6 Solutions to learning checkpoints	59
Section 4: Assessment	86
4.1 Assessment approach	86
4.2 Assessment procedures	87
4.3 Assessment mapping	93
4.4 Assessment solutions and marking guidance	100
4.5 Completing the record of outcome	113
Section 5: Forms	115
Section 6: Glossary of VET terminology	116

Section 1: Meeting VET sector requirements

Training organisations have a range of requirements that they must meet in developing and implementing quality training and assessment strategies and practices for course programs. As a trainer, you also have a range of requirements that must be considered when implementing programs for your specific group of learners.

1.1 How Aspire's resources assist in meeting requirements

The following section outlines a range of VET sector requirements and how Aspire's resources may assist you and your training organisation in implementing a quality learning experience.

VET sector requirement	Aspire's approach
<p>Australian Qualifications Framework</p> <p>The Australian Qualifications Framework is the national policy for regulated qualifications in the Australian education and training system. The AQF incorporates the quality assured qualifications from each education and training sector into a single comprehensive national qualifications framework.</p> <p>You and your training organisation must be aware of the requirements of the relevant AQF qualification or course requirements, from the endorsed training package, as you implement course delivery.</p>	<p>Aspire's learning resources, practice tasks and learning checkpoints have been pitched at a level suitable for the unit of competency and the qualifications for which it is relevant, based on the specifications in the Australian Qualifications Framework (AQF) (Second edition, January 2013). For more information regarding these specifications, and to download the Australian Qualifications Framework, visit the AQF website at: www.aqf.edu.au.</p>
<p>Volume of learning</p> <p>When developing training and assessment strategies for this unit and the qualification for which it is relevant, you and your training organisation must take into account the volume of learning requirements as defined by the Australian Qualifications Framework. An explanation of volume of learning can be accessed at: www.aqf.edu.au/wp-content/uploads/2013/06/Volume-of-Learning-Explanation.pdf</p>	<p>The sample delivery plans provided in section 3.2 include suggested time allocations. You may need to adjust these allocations when planning delivery in the context of a whole qualification to meet volume of learning requirements and learner needs.</p>

Section 2: Unit of competency information

2.1 Unit of competency

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>

2.2 Unit of competency assessment requirements

Assessment Requirements for 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

Performance Evidence	<p>Evidence of the ability to:</p> <ul style="list-style-type: none"> • 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. <p>Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.</p>
Knowledge Evidence	<p>To complete the unit requirements safely and effectively, the individual must:</p> <ul style="list-style-type: none"> • explain how management of relationships can achieve a learning environment • identify principles and techniques involved in the management and organisation of: <ul style="list-style-type: none"> • 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.

3.2 Delivery plans

The following sample delivery plans can be used to deliver *BSBLED501 Develop a workplace learning environment*. These plans, including the time allocations, are suggestions only. You may need to add to them, change them or substitute your own activities according to the interest level, experience of the learners and the specific situation. Remember, it is your responsibility as the trainer to use the most appropriate strategies for your learners.

The delivery plans have been developed for use in a face-to-face delivery environment. However, certain features of the delivery plans can be adapted to be used for individual/online learners, particularly for those parts of the learning content that necessitate some form of group interaction or communication.

Topic 1: Create learning opportunities	
Suggested time allocation: Suggested resources: <ul style="list-style-type: none"> Recommended reading Slide presentation software 	Slide nos: 2–12
Recommended reading	Terminology checklist
Aspire learner guide <i>BSBLED501 Develop a workplace learning environment</i> , Release 1 Topic 1: Create learning opportunities	<ul style="list-style-type: none"> Formal and informal learning Australian accredited qualifications and statements of attainment Coaching Mentoring Shadowing Anti-discrimination Succession plans Training needs analysis (TNA) Benchmarks/standards WHS requirements KPIs Continuous improvement cycle Indigenous Australians Mature learners People with disabilities Scoping document Internal and external providers
Suggested training strategies	
<ul style="list-style-type: none"> Commence facilitation of this unit of competency by introducing learners to the Aspire learner guide for <i>BSBLED501 Develop a workplace learning environment</i>. You may wish to discuss recognition of prior learning processes with learners at this stage. 	
<ul style="list-style-type: none"> Discuss with learners the importance of identifying the foundation skills that they develop as they progress through this unit. The preliminary pages of the learner guide include useful information regarding the foundation skills relevant for this unit. 	

3.3 Learning mapping

BSBLED501 Develop a workplace learning environment, Release 1

Unit of competency	Content	Practice tasks	Learning checkpoint
Element 1: Create learning opportunities			
1.1 Identify potential formal and informal learning opportunities	1A Identify potential formal and informal learning opportunities	1	LC 1: Part A 1, 4, 5, 6
1.2 Identify learning needs of individuals in relation to the needs of the team and/or enterprise and available learning opportunities	1B Identify learning needs of individuals in relation to the needs of the team and the organisation	2	LC 1: Part A 2, 3, 9
1.3 Develop and implement learning plans as an integral part of individual and team performance plans	1C Develop and implement learning plans	3	LC 1: Part B 4, 6, 7
1.4 Develop strategies to ensure that learning plans reflect the diversity of needs	1D Develop strategies to ensure that learning plans reflect the diversity of needs	4	LC 1: Part A 7, 8
1.5 Ensure organisational procedures maximise individual and team access to, and participation in, learning opportunities	1E Ensure organisational procedures maximise individual and team participation in learning opportunities	5	LC 1: Part B 5, 6, 7
1.6 Ensure effective liaison occurs with training and development specialists and contributes to learning opportunities which enhance individual, team and organisational performance	1F Ensure effective liaison with training and development specialists	6, 7	LC 1: Part B 5, 6, 7 LC 2: Part A 1, 7
Element 2: Facilitate and promote learning			

3.4 Solutions – general guidance

Practice tasks and learning checkpoints within Aspire's learner guides are designed for formative assessment only; that is, for the purpose of determining how well a learner is progressing in their learning. These activities are not designed for use in summative (final) assessments.

The solutions to practice tasks and learning checkpoints presented in sections 3.5 and 3.6 should serve as a reliable guide to the type of information that should be included in the learner's response. Refer to the learning checkpoints when evaluating learner responses.

The answers provided by the learner will vary due to a number of factors, including the:

- learner's own experiences
- learner's workplace experiences
- training situations and strategies presented by the trainer
- interpretation of the activity by the learner/trainer
- type of organisation, work practices, processes and systems encountered by the learner.

The nature and variety of the tasks presented means that, in some cases, there will be numerous correct responses and the solutions provided cannot cater for all contexts and eventualities.

In general terms:

- For questions with a single answer, Aspire has provided the correct answer.
- For questions that do not have a single answer, it is understood that answers will vary within certain parameters.
- For questions where the candidate has to list a certain number of items, Aspire has provided a more comprehensive listing from which candidate responses may be drawn. However, this list may not in all cases be definitive, and trainers should account for other possible correct responses.
- For activities that involve responding to a case study, Aspire has provided an example of how the learner may respond. Depending on the question, the terminology used will indicate either what the learner should have included in their response, or may have included. However, trainers should take into account different phrasing used by the learner, or different responses that may be equally correct.
- For activities that take place in the workplace or involve workplace documentation, Aspire can only provide an example response. Trainers should consider whether the learner has achieved the intent of the activity, taking into account the learner's workplace context.
- For activities that involve writing reports or completing documentation provided, Aspire can only provide an example response. Trainers should again consider whether the learner's response is appropriate to the task within the context of the learner's training and/or workplace.

How to use the assessment plan

Once assessment tasks and options have been discussed with the candidate, required and preferred tasks should be selected and documented in the assessment plan. An example of the assessment plan is provided here.

Assessment plan	
Training organisation name:	
Candidate name:	
Phone number:	
Date:	
Email:	
Assessor name:	
Unit of competency:	BSBLED501 Develop a workplace learning environment, Release 1
Assessment tasks selected:	<p>Part A – Questioning</p> <p>Select and complete one of the following:</p> <p><input type="checkbox"/> Part B – Project: Developing a workplace learning environment at BizOps Enterprises OR</p> <p><input type="checkbox"/> Part C – Project: Developing a workplace learning environment at work</p> <p>Select and complete one of the following:</p> <p><input type="checkbox"/> Part D – Observation OR</p> <p><input type="checkbox"/> Part E – Third-party report</p>

4.3 Assessment mapping

BSBLED501 Develop a workplace learning environment, Release 1

Unit of competency	Part A – Questioning	Part B – Project: Scenario	Part C – Project: At work	Part D – Observation	Part E – Third-party report
Element 1: Create learning opportunities					
1.1 Identify potential formal and informal learning opportunities		P1	P1		
1.2 Identify learning needs of individuals in relation to the needs of the team and/or enterprise and available learning opportunities		P4	P4		
1.3 Develop and implement learning plans as an integral part of individual and team performance plans		P8	P8		
1.4 Develop strategies to ensure that learning plans reflect the diversity of needs		P6	P6		
1.5 Ensure organisational procedures maximise individual and team access to, and participation in, learning opportunities		P10	P10		
1.6 Ensure effective liaison occurs with training and development specialists and contributes to learning opportunities which enhance individual, team and organisational performance	Q7			O3	O3
Element 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		P12	P12		

4.5 Completing the record of outcome

Once all required assessment tasks and options have been completed satisfactorily by the candidate, the final assessment record of outcome form must be completed.

This must be submitted to your training organisation's records administration as soon as possible after the final assessment tasks are completed and marked. An example is provided here.

Record of outcome

Training organisation name:		
Candidate name:		
Unit code and title:	BSBLED501 Develop a workplace learning environment, Release 1	
Assessor name:		
Assessor email:		
Assessor phone number:		
Assessment tasks:		Satisfactorily completed
	Part A – Questioning	<input type="checkbox"/>
	<input type="checkbox"/> Part B – Project: Developing a workplace learning environment at BizOps Enterprises	<input type="checkbox"/>
	OR	
	<input type="checkbox"/> Part C – Project: Developing a workplace learning environment at work	
	<input type="checkbox"/> Part D – Observation	<input type="checkbox"/>
	OR	
	<input type="checkbox"/> Part E – Third-party report	