



CATAPULT

BSBHRM523

Coordinate the learning and development of teams and individuals

Table of Contents (Extract)

NOTE: This is a sample only. This cover page is not included in Catapult Smallprint's printed books.

This Table of Contents extract is taken from Catapult Smallprint's full hardcopy Trainer/Assessor Guide for the unit BSBHRM523.

For more information, including using our enhanced online version of this unit in Catapult LMS, or to purchase the Learner or Trainer printed books, please see this unit on our website by clicking this link:

<https://catapultlearning.com.au/product/BSBHRM523/>

Trainer/assessor guide

BSBHRM523

Coordinate the learning and development of teams and individuals

Welcome to this unit of study

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.

It may be undertaken as:

- » part of a formal qualification nationally recognised through the Australian Qualifications Framework (AQF)
- » a stand alone unit
- » part of a formal skill set

Contents

About this trainer/assessor guide	4
Learning resource.....	5
Topic 1: Coordinate creation of learning opportunities	5
Identify formal and informal learning opportunities	5
Identify learning requirements of teams and individuals	8
Coordinate implementation of learning plans	10
Ensure procedures support access to learning opportunities	14
Consult with training specialists about learning opportunities	16
Check your understanding	19
Topic 2: Coordinate learning.....	21
Coordinate strategies to support participation in workplace learning opportunities	21
Encourage team members to assess their own competencies and identify their own learning and development needs	25
Communicate the benefits of learning within the organisation	27
Recognise workplace achievement	29
Check your understanding	33
Topic 3: Monitor and improve learning effectiveness	35
Monitor learning performance	35
Use feedback to identify improvements to learning arrangements	37
Suggest adjustments for improvements to learning.....	39
Record and report learning and development	41
Check your understanding	43
References.....	45
Assessment workbook	47
Unit information	49
What is competency-based assessment?.....	50
How will my competency be assessed?.....	51
Assessment agreement.....	52
Foundation skills checklist.....	53
Skills recognition.....	54
Topic 1: Coordinate creation of learning opportunities	55
Topic 2: Coordinate learning.....	56
Topic 3: Monitor and improve learning effectiveness	57
Knowledge questions	58
Topic 1: Coordinate creation of learning opportunities	59
Topic 2: Coordinate learning.....	66
Topic 3: Monitor and improve learning effectiveness	73
Performance tasks.....	78
Third party evidence collection agreement	79
Topic 1: Coordinate creation of learning opportunities	80
Topic 2: Coordinate learning.....	82
Topic 3: Monitor and improve learning effectiveness	84

Completion record..... 86
Unit mapping..... 87
Trainer/ assessor user instructions..... 89

About this trainer/assessor guide

Learning resource

The learning resource is divided into the following topics:

- » Coordinate creation of learning opportunities
- » Coordinate learning
- » Monitor and improve learning effectiveness

Each topic provides information to help you gain the skills and knowledge required to perform the work tasks to which they refer. Read the information and practise the skills described. You should also take the opportunity to undertake additional independent research. Your trainer/assessor may also provide supplementary information including interpretation of the contents of this resource.

At the end of each topic is:

- » a set of true or false questions
- » a set of multiple choice questions

These questions provide an opportunity to check your understanding and progress. They are self-marking and do not form part of the assessment for the unit.

Assessment workbook

To have this unit recognised as a formal qualification you need to have your skills and knowledge assessed. The assessment workbook provides:

- » information on competency-based assessment
- » instructions on how you will be assessed
- » assessment tools to assess your competence
- » instructions on how to complete the assessment tasks within each assessment tool

To be assessed as competent you need to provide evidence that you have the skills and knowledge to undertake the requirements of this unit. This assessment of competency is made by a qualified trainer/assessor from a registered training organisation. You must complete all the assessments as directed by your trainer/assessor to the required standard. It is not necessary to work through the guide in the order in which it is written. However this is at the discretion of your trainer/assessor.

Disclaimer

Information contained in this resource is drawn from sources believed to be reliable. The firm, its employees, agents and contractors do not warrant the correctness of the sources used and accept no responsibility to any person for any errors or omissions or for any loss or damage howsoever caused from the use of this resource.
