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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>
<p>Training packages</p> <p>Training packages are developed and endorsed in accordance with the national Standards for</p>	<p>Aspire resources have been developed with full coverage of unit of competency and assessment requirements in mind.</p>

Section 2: Unit of competency information

2.1 Unit of competency

BSBADM307 Organise schedules

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 manage appointments and diaries for personnel within an organisation, using manual and electronic diaries, schedules and other appointment systems.

It applies to individuals employed in a range of work environments who provide administrative support to teams and individuals.

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

Unit Sector

Administration – General Administration

2.2 Unit of competency assessment requirements

Assessment Requirements for BSBADM307 Organise schedules

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"> appropriately manage the schedules of various individuals through a process of careful planning and negotiation. <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"> identify the key provisions of relevant legislation, standards and codes that affect aspects of business operations or the achievement of team goals describe organisational requirements for managing appointments for personnel within the organisation summarise the range of appointment systems that could be used outline important considerations when managing the schedules of others.
Assessment Conditions	<p>Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the general administration field of work and include access to:</p> <ul style="list-style-type: none"> office equipment and resources a range of diaries, planners and calendars to record and schedule appointments. <p>Assessors must satisfy NVR/AQTF assessor requirements.</p>
Links	<p>Companion volumes available from the IBSA website: http://www.ibsa.org.au/companion_volumes - http://www.ibsa.org.au/companion_volumes</p>

3.2 Delivery plans

The following sample delivery plans can be used to deliver *BSBADM307 Organise schedules*. 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: Establish schedule requirements	
<p>Suggested time allocation: 15 hours</p> <p>Suggested resources:</p> <ul style="list-style-type: none"> • Recommended reading • Slide presentation software 	<p>Slide nos: 2–15</p>
<p>Recommended reading</p> <p>Aspire learner guide <i>BSBADM307 Organise schedules</i>, Release 1</p> <p>Topic 1: Establish schedule requirements</p>	<p>Terminology checklist</p> <ul style="list-style-type: none"> • Anti-discrimination legislation • Ethical principles • Codes of practice • Privacy laws • Work health and safety (WHS) • Confidentiality and privacy • Internal/external • Status • Limits • Appointment technology • Planning tools • Manual planners • Calendars – electronic and paper-based • Desk diaries and appointment books • Recurring meetings • Meetings with external clients • Meetings with internal personnel • Unplanned meetings • Information sessions, seminars or conferences • Staff commitments
<p>Suggested training strategies</p> <ul style="list-style-type: none"> • Commence facilitation of this unit of competency by introducing learners to the Aspire learner guide for <i>BSBADM307 Organise schedules</i>. You may wish to discuss recognition of prior learning processes with learners at this stage. 	

3.3 Learning mapping

BSBADM307 Organise schedules, Release 1

Unit of competency	Content	Practice tasks	Learning checkpoint
Element 1: Establish schedule requirements			
1.1 Identify organisational requirements and protocols for diaries and staff planning tools	1A Identify organisational requirements and protocols for diaries and staff planning tools	1	LC 1: Part A 1, 2, 3
1.2 Identify organisational procedures for different types of appointments	1B Identify organisational procedures for different types of appointments	2	LC 1: Part A 1 Part B 1, 2, 3
1.3 Determine personal requirements for diary and schedule items for individual personnel	1C Determine personal requirements for diary and schedule items for individual personnel	3	LC 1: Part B 1, 2, 3
1.4 Establish appointment priorities and clarify in discussion with individual personnel	1D Establish appointment priorities and clarify in discussion with individual personnel	4	LC 1: Part C
Element 2: Manage schedules			
2.1 Identify recurring appointments and deadlines, and schedule these in accordance with individual and organisational requirements	2A Schedule appointments in accordance with individual and organisational requirements	5	LC 2: Part A 1, 2
2.2 Establish availability of attendees, and schedule new appointments in accordance with required timelines and diary commitments	2B Schedule new appointments in accordance with required timelines and diary commitments	6	LC 2: Part A 2
2.3 Negotiate alternative arrangements and confirm when established appointments are changed	2C Negotiate alternative arrangements and confirm when established appointments are changed	7	LC 2: Part B

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.

Reasonable adjustment

It is important that you take meaningful, transparent and reasonable steps to consult, consider and implement reasonable adjustments for candidates with disabilities or other individual needs. Where candidates have disabilities, you should spend time with them learning about what modifications may need to be made to the assessment resources or approach to make them more accessible for the individual needs of each candidate.

Information for candidates

Before candidates commence their final assessment tasks, they should have been directed to review the information on assessment provided by your training organisation. Information that must be provided to candidates includes important information on the following:

- What is competency?
- The assessment process
- What is your assessor looking for?
- Workplace requirements
- Can I adjust the assessment?
- What is RPL?
- Third-party reports
- Appeals and re-assessments.

Candidates should not commence final assessment tasks until they have read and understood this information.

Ensuring readiness for assessment complete

Before candidates begin to undertake final assessment tasks for the unit, it is important to ensure that they are comfortable and ready to begin the assessment process.

The final assessment provided contains a self-assessment checklist that candidates should complete to confirm that they feel they hold the skills and knowledge required for the unit, and that they feel ready to undertake a successful assessment process.

Once the candidate has completed and is comfortable with their self-assessment, they are then ready to proceed to the final assessment tasks.

Final assessment tasks and recommended options

The final assessment provided in Aspire's print learner guide or online resource includes an overview that is laid out as follows (or similar):

To demonstrate your competency using this final assessment you must successfully complete three assessment tasks.

Complete the following task	Part A – Questioning You will demonstrate a sound knowledge of the unit requirements in your responses.
Select and complete one of the following	Part B – Project: Organising schedules at BizOps Enterprises You will demonstrate your skills and knowledge by completing a project using a case study or simulated environment. OR Part C – Project: Organising schedules at work You will demonstrate your skills and knowledge by completing a project in your workplace.
Select and complete one of the following	Part D – Observation Your work performance will be documented while being observed by an assessor. OR Part E – Third-party report Your work performance will be documented using a third-party report completed by a relevant supervisor.

Negotiating assessment tasks

It is critical that candidates understand the assessment tasks and expectations of their performance, as well as any options that may be available. Aspire's learner guides include a range of options for assessment (as outlined), depending on the unit being assessed and the characteristics of the candidate.

For example, a candidate completing assessment in a workplace (their own or via a work placement) may rely on a third-party report assessment. However, candidates completing assessment after a workshop-based program may require assessor observations in a simulated workplace task.

Candidates may also typically have the option of a verbal interview with their assessor or a written assessment (written questions) to demonstrate their knowledge of the unit being assessed. It should be noted that, even where only a written assessment option is provided, assessors may undertake this assessment in a verbal interview mode if suitable for the unit content, as a reasonable adjustment strategy.

4.3 Assessment mapping

BSBADM307 Organise schedules, 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: Establish schedule requirements					
1.1 Identify organisational requirements and protocols for diaries and staff planning tools	Q1, Q10				
1.2 Identify organisational procedures for different types of appointments	Q2, Q6, Q7	P2	P2		
1.3 Determine personal requirements for diary and schedule items for individual personnel	Q4, Q8	P4	P4		
1.4 Establish appointment priorities and clarify in discussion with individual personnel	Q9				
Element 2: Manage schedules					
2.1 Identify recurring appointments and deadlines, and schedule these in accordance with individual and organisational requirements		P6	P6		
2.2 Establish availability of attendees, and schedule new appointments in accordance with required timelines and diary commitments		P7	P7		
2.3 Negotiate alternative arrangements and confirm when established appointments are changed		P8	P8		

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:	<i>BSBADM307 Organise schedules, Release 1</i>	
Assessor name:		
Assessor email:		
Assessor phone number:		
Assessment tasks:		Satisfactorily completed
	Part A – Questioning	<input type="checkbox"/>
	<input type="checkbox"/> Part B – Project: Organising schedules at BizOps Enterprises OR <input type="checkbox"/> Part C – Project: Organising schedules at work	<input type="checkbox"/>
	<input type="checkbox"/> Part D – Observation OR <input type="checkbox"/> Part E – Third-party report	<input type="checkbox"/>
Declaration:	<p>In completing this assessment, I confirm that the candidate has demonstrated all unit outcomes through consistent and repeated application of skills and knowledge with competent performance demonstrated in multiple instances over a period of time.</p> <p>Evidence collected has been confirmed as:</p>	