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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
<b>Australian Qualifications Framework</b> 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. 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.	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: <a href="http://www.aqf.edu.au">www.aqf.edu.au</a> .
<b>Volume of learning</b> 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: <a href="http://www.aqf.edu.au/wp-content/uploads/2013/06/Volume-of-Learning-Explanation.pdf">www.aqf.edu.au/wp-content/uploads/2013/06/Volume-of-Learning-Explanation.pdf</a>	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.

## Section 2: Unit of competency information

### 2.1 Unit of competency

#### BSBADM405 Organise meetings

##### 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 organise meetings including making arrangements, liaising with participants, and developing and distributing meeting related documentation.

It applies to individuals employed in a range of work environments who are required to organise a variety of meetings. They may provide administrative support within an enterprise, or have responsibility for these tasks in the context of a particular team, workgroup or project.

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 BSBADM405 Organise meetings

#### Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

<b>Performance Evidence</b>	<p>Evidence of the ability to:</p> <ul style="list-style-type: none"> <li>organise a meeting and advise participants accordingly</li> <li>prepare and distribute all documentation required for the meeting</li> <li>take meeting notes which accurately reflect what was discussed during the meeting</li> <li>produce minutes based on own notes providing an accurate account of the meeting</li> <li>circulate copies of meeting minutes within predetermined timeframes.</li> </ul> <p>Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.</p>
<b>Knowledge Evidence</b>	<p>To complete the unit requirements safely and effectively, the individual must:</p> <ul style="list-style-type: none"> <li>describe culturally appropriate communication techniques</li> <li>identify the relevant formats for agendas and minutes</li> <li>list the key provisions of relevant legislation</li> <li>outline organisational procedures relevant to the task.</li> </ul>
<b>Assessment Conditions</b>	<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 office equipment and resources.</p> <p>Assessors must satisfy NVR/AQTF assessor requirements.</p>
<b>Links</b>	<p>Companion volumes available from the IBSA website:  <a href="http://www.ibsa.org.au/companion_volumes">http://www.ibsa.org.au/companion_volumes</a> -  <a href="http://www.ibsa.org.au/companion_volumes">http://www.ibsa.org.au/companion_volumes</a></p>

## 3.2 Delivery plans

The following sample delivery plans can be used to deliver *BSBADM405 Organise meetings*. 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: Make meeting arrangements	
<b>Suggested time allocation:</b> 15 hours <b>Suggested resources:</b> <ul style="list-style-type: none"> <li>Recommended reading</li> <li>Slide presentation software</li> </ul>	<b>Slide nos:</b> 2–12
<b>Recommended reading</b>	<b>Terminology checklist</b>
Aspire learner guide <i>BSBADM405 Organise meetings</i> , Release 1 Topic 1: Make meeting arrangements	<ul style="list-style-type: none"> <li>Meetings: informal face-to-face, regular workplace, project, departmental, committee, annual, general, board.</li> <li>Teleconferences, videoconferences</li> <li>Chairperson</li> <li>Secretary</li> <li>Treasurer</li> <li>Agenda</li> <li>Meeting minutes</li> <li>Proxy</li> <li>Quorum</li> <li>Standing orders</li> <li>Motion</li> <li>Mover</li> <li>Resolution</li> <li>Ballot</li> <li>Acclamation</li> <li>Division</li> <li>Larger print</li> <li>Skype</li> <li>Adobe Connect</li> <li>Big Blue Button</li> </ul>
<b>Suggested training strategies</b>	
<ul style="list-style-type: none"> <li>Commence facilitation of this unit of competency by introducing learners to the Aspire learner guide for <i>BSBADM405 Organise meetings</i>. You may wish to discuss recognition of prior learning processes with learners at this stage.</li> </ul>	

## 3.3 Learning mapping

*BSBADM405 Organise meetings, Release 1*

Unit of competency	Content	Practice tasks	Learning checkpoint
<b>Element 1: Make meeting arrangements</b>			
1.1 Identify the type of meeting being organised and its purpose	1A Identify different meeting types and their purpose	1	LC 1: Part A 1 Part B 1
1.2 Identify and comply with any legal or ethical requirements	1B Identify and comply with legal and ethical requirements	2	LC 1: Part A 2 Part B 2
1.3 Identify requirements of the meeting and its participants	1C Identify the meeting requirements and participants	3	LC 1: Part A 3 Part B 3
1.4 Make meeting arrangements in accordance with meeting and participants requirements	1D Make meeting arrangements	4	LC 1: Part A 4 Part B 3
1.5 Advise participants of meeting details	1E Advise of meeting details	5	LC 1: Part A 5 Part B 3
<b>Element 2: Prepare and distribute documentation for meetings</b>			
2.1 Prepare notice of meeting, agenda and meeting papers in accordance with meeting requirements	2A Prepare meeting notices, agendas and papers	6	LC 2: Part A 1, 2 Part B 1, 2, 3
2.2 Check documentation for accuracy and correct any errors	2B Check meeting documentation for accuracy and errors	7	LC 2: Part A 3 Part B 6
2.3 Distribute documentation to participants within designated timelines	2C Distribute documents to participants	8	LC 2: Part A 4 Part B 4

## 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.

<b>Complete the following task</b>	Part A – Questioning You will demonstrate a sound knowledge of the unit requirements in your responses.
<b>Select and complete one of the following</b>	Part B – Project: Organising meetings 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 meetings at work You will demonstrate your skills and knowledge by completing a project in your workplace.
<b>Select and complete one of the following</b>	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.

## 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:	BSBADM405 Organise meetings, 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: Organising meetings at BizOps Enterprises OR</p> <p><input type="checkbox"/> Part C – Project: Organising meetings 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

BSBADM405 Organise meetings, 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: Make meeting arrangements					
1.1 Identify the type of meeting being organised and its purpose	Q1, Q6				
1.2 Identify and comply with any legal or ethical requirements	Q2, Q3, Q4, Q5				
1.3 Identify requirements of the meeting and its participants	Q3, Q4, Q5				
1.4 Make meeting arrangements in accordance with meeting and participants requirements		P2	P2		
1.5 Advise participants of meeting details		P3	P3		
Element 2: Prepare and distribute documentation for meetings					
2.1 Prepare notice of meeting, agenda and meeting papers in accordance with meeting requirements		P5	P5	O5	O5
2.2 Check documentation for accuracy and correct any errors		P8	P8		
2.3 Distribute documentation to participants within designated timelines		P10	P10		
2.4 Prepare spare sets of documents	Q14				
Element 3: Record and produce minutes of meeting					

## 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

<b>Training organisation name:</b>		
<b>Candidate name:</b>		
<b>Unit code and title:</b>	BSBADM405 Organise meetings, Release 1	
<b>Assessor name:</b>		
<b>Assessor email:</b>		
<b>Assessor phone number:</b>		
<b>Assessment tasks:</b>		<b>Satisfactorily completed</b>
	Part A – Questioning	<input type="checkbox"/>
	<input type="checkbox"/> Part B – Project: Organising meetings at BizOps Enterprises OR	<input type="checkbox"/>
	<input type="checkbox"/> Part C – Project: Organising meetings at work	
	<input type="checkbox"/> Part D – Observation OR	<input type="checkbox"/>
	<input type="checkbox"/> Part E – Third-party report	
<b>Declaration:</b>	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.  Evidence collected has been confirmed as:	