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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

#### BSBADM406 Organise business travel

##### 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 domestic and overseas business travel, including developing associated itineraries, booking travel and accommodation, preparing travel related documentation and making travel arrangements.

It applies to individuals employed in a range of work environments who may work providing administrative support within an enterprise, or have responsibility for these tasks in relation to their own workgroup or role.

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

##### Unit Sector

Administration – General Administration

##### 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>
1 Organise business itinerary for domestic and overseas travel	1.1 Confirm purpose and requirements of domestic or overseas travel including planned itinerary, budget, meeting requirements and traveller preferences 1.2 Identify points of contact and names of contact persons, and make and confirm arrangements for meetings in accordance with

## 2.2 Unit of competency assessment requirements

### Assessment Requirements for BSBADM406 Organise business travel

#### 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 business-related travel for others, including scheduling and developing itineraries and travel-related documents</li> <li>finalise all booking and travel arrangements including any necessary credit requirements according to predetermined budgets and time constraints.</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>identify booking procedures relevant to business travel</li> <li>list the key provisions of relevant legislation that may affect aspects of business operations</li> <li>summarise organisational policies and procedures required to organise business travel, including use of internet sites and other online resources.</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:</p> <ul style="list-style-type: none"> <li>office equipment including telecommunications equipment</li> <li>travel-related reference material, such as accommodation and transport suppliers</li> <li>appointment books, scheduling software, diaries and other recording and scheduling systems</li> <li>preferred suppliers, contact details, websites</li> <li>maps.</li> </ul> <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 *BSBADM406 Organise business travel*. 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: Organise travel itineraries	
<b>Suggested time allocation:</b> 30 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> 2–16
<b>Recommended reading</b>	<b>Terminology checklist</b>
Aspire learner guide <i>BSBADM406 Organise business travel</i> , Release 1 Topic 1: Organise travel itineraries	<ul style="list-style-type: none"> <li>Travel itinerary and business itinerary</li> <li>Travel files</li> <li>Passport and visa requirements</li> <li>Organisational travel policies and procedures</li> <li>Cabcharge</li> <li>Reimbursements</li> <li>Travel budgets</li> <li>Tickets and ticketing</li> <li>Time zones</li> <li>Check-in process</li> <li>Connections and transfers</li> <li>Different classes of travel</li> <li>Accommodation room types/options</li> <li>Methods of payment when travelling</li> <li>Carrier and accommodation loyalty schemes</li> <li>Business proposals, tenders and contracts</li> <li>Smarttraveller website</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>BSBADM406 Organise business travel</i>. You may wish to discuss recognition of prior learning processes with learners at this stage.</li> </ul>	
<ul style="list-style-type: none"> <li>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.</li> </ul>	

## 3.3 Learning mapping

*BSBADM406 Organise business travel, Release 1*

Unit of competency	Content	Practice tasks	Learning checkpoint
<b>Element 1: Organise business itinerary for domestic and overseas travel</b>			
1.1 Confirm purpose and requirements of domestic or overseas travel including planned itinerary, budget, meeting requirements and traveller preferences	1A Confirm travel purpose and requirements	1	LC 1: Part A 1, 2, 3
1.2 Identify points of contact and names of contact persons, and make and confirm arrangements for meetings in accordance with planned itinerary	1B Identify contacts and confirm meeting arrangements	2	LC 1: Part B 1
1.3 Prepare daily itineraries with appointments, arrival and departure times, accommodation and other itinerary details in accordance with travel purpose	1C Prepare a daily itinerary	3	LC 1: Part A 2, 3
1.4 Source, prepare and provide documents and support material for meetings within designated timelines	1D Organise material for meetings	4	LC 1: Part A 4
1.5 Prepare itinerary in accordance with meeting requirements and traveller's work health and safety (WHS) requirements	1E Prepare an itinerary to meet travel WHS requirements	5	LC 1: Part B 1
1.6 Provide itinerary and meeting documents to the traveller within designated timelines	1F Provide travel and meeting documents on time	6	LC 1: Part A 3, 4
<b>Element 2: Make travel arrangements</b>			
2.1 Make bookings in accordance with organisational policies and procedures for business travel	2A Make bookings and reservations	7	LC 2: Part A 10
2.2 Identify and arrange travel documents in accordance with itinerary and individual requirements	2B Arrange travel documents	8	LC 2: Part A 3, 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 business travel at BizOps Enterprises You will demonstrate your skills and knowledge by completing a scenario-based project. OR Part C – Project: Organising business travel 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	
<b>Training organisation name:</b>	
<b>Candidate name:</b>	
<b>Phone number:</b>	
<b>Date:</b>	
<b>Email:</b>	
<b>Assessor name:</b>	
<b>Unit of competency:</b>	BSBADM406 Organise business travel, Release 1
<b>Assessment tasks selected:</b>	<p>Part A – Questioning</p> <p>Select and complete one of the following:</p> <p><input type="checkbox"/> Part B – Project: Organising business travel at BizOps Enterprises OR</p> <p><input type="checkbox"/> Part C – Project: Organising business travel 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>
<b>Ready for assessment declaration:</b>	<p>I confirm that the purpose and procedures of this assessment have been clearly explained to me. I have been consulted about any special needs I might have in relation to the assessment process. The criteria to be used for this assessment have been discussed with me, as have the consequences and possible outcomes of the assessment.</p> <p>I have accessed and understand general assessment information as provided by my training organisation.</p>



## 4.3 Assessment mapping

BSBADM406 Organise business travel, 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
<b>Element 1: Organise business itinerary for domestic and overseas travel</b>					
1.1 Confirm purpose and requirements of domestic or overseas travel including planned itinerary, budget, meeting requirements and traveller preferences				O1	O1
1.2 Identify points of contact and names of contact persons, and make and confirm arrangements for meetings in accordance with planned itinerary				O3	O3
1.3 Prepare daily itineraries with appointments, arrival and departure times, accommodation and other itinerary details in accordance with travel purpose		P2	P2		
1.4 Source, prepare and provide documents and support material for meetings within designated timelines				O5	O5
1.5 Prepare itinerary in accordance with meeting requirements and traveller's work health and safety (WHS) requirements	Q4				
1.6 Provide itinerary and meeting documents to the traveller within designated timelines				O6	O6
<b>Element 2: Make travel arrangements</b>					
2.1 Make bookings in accordance with organisational policies and procedures for business travel				O8	O8

## 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:	BSBADM406 Organise business travel, 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: Organising business travel at BizOps Enterprises	<input type="checkbox"/>
	OR	
	<input type="checkbox"/> Part C – Project: Organising business travel at work	
	<input type="checkbox"/> Part D – Observation	<input type="checkbox"/>
	OR	
	<input type="checkbox"/> Part E – Third-party report	
Declaration:	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.	