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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

#### BSBADM409 Coordinate business resources

##### 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 determine and analyse existing and required resources, their effective application and the accountability for their use.

It applies to individuals with a broad knowledge of business resources who contribute well developed skills and knowledge to ensure adequate resources are available to perform the work of the organisation. They may have responsibility to provide guidance or to delegate aspects of these tasks to others.

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 BSBADM409 Coordinate business resources

#### 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>• monitor resource usage</li><li>• maintain records of resource requirements and usage</li><li>• calculate costs and expenditures in relation to use and maintenance of business resources</li><li>• acquire and allocate physical resources and services to team members</li><li>• consult and communicate with individuals and teams about acquiring and using resources</li><li>• monitor, review and report on resource use acquisition, allocation, use and procedures</li><li>• follow organisational policies and procedures in relation to business resource acquisition and monitoring.</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 the functions of business equipment used in an organisation and identify common faults</li><li>• identify organisational policies, plans and procedures in relation to business resource acquisition and monitoring.</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>• records relating to business resources</li><li>• policies and procedures relating to resources</li><li>• case studies, and where possible, real situations.</li></ul> <p>Assessors must satisfy NVR/AQTF assessor requirements.</p>

## Section 3: Training requirements

### 3.1 Delivery approach

To comply with the requirements of the VET Quality Framework (VQF) and the Standards for Registered Training Organisations/Australian Quality Training Framework (AQTF), RTOs must develop a training and assessment strategy for the training programs they deliver. The training and assessment approach adopted by an RTO must accord with the need of their learners, current industry requirements and the requirements of the training package.

Trainers and assessors must make judgments about the most appropriate way to meet these requirements. These judgments should form part of the organisation's overall training and assessment strategy.

## 3.2 Delivery plans

The following sample delivery plans can be used to deliver *BSBADM409 Coordinate business resources*. 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: Determine resource requirements	
<b>Suggested time allocation:</b> 6 hours <b>Suggested resources:</b> <ul style="list-style-type: none"> <li>Recommended reading</li> <li>Slide presentation software</li> </ul>	Slide nos: 2–19
<b>Recommended reading</b>	<b>Terminology checklist</b>
Aspire learner guide <i>BSBADM409 Coordinate business resources</i> , Release 1 Topic 1: Determine resource requirements	<ul style="list-style-type: none"> <li>Resource costs</li> <li>Depreciation</li> <li>Fixed assets</li> <li>Current resources</li> <li>Business plans</li> <li>WHS requirements</li> <li>Regulatory requirements</li> <li>Quality assurance processes</li> <li>Budget parameters</li> <li>Consultation</li> <li>Cost control strategies</li> <li>Order cycle</li> <li>Leasing</li> <li>Novated leasing</li> <li>Outsourcing</li> <li>Subcontracting</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>BSBADM409 Coordinate business resources</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

*BSBADM409 Coordinate business resources, Release 1*

Unit of competency	Content	Practice tasks	Learning checkpoint
<b>Element 1: Determine resource requirements</b>			
1.1 Determine resource requirements in accordance with business and operational plans and organisational requirements	1A Determine the organisation's resource requirements	1	LC 1: Part A 1, 2, 3, 5, 6
1.2 Provide opportunities to individuals and workgroups to contribute to the identification of resource requirements	1B Consult with individuals and groups on resource requirements	2	LC 1: Part A 3, 4
1.3 Ensure resource expenditure is realistic and makes efficient use of available budget resources	1C Ensure realistic resource expenditure within available budgetary resources	3	LC 1: Part A 5, 6
1.4 Present recommendations on resource requirements in the required format, style and structure using relevant business equipment and technology	1D Make recommendations on resource requirements and expenditure	4	LC 1: Part A 3, 6
<b>Element 2: Acquire and allocate resources</b>			
2.1 Acquire physical resources and services in accordance with organisational requirements	2A Acquire required resources	5	LC 2: Part A 1, 2, 3, 4, 5
2.2 Check resources to ensure quality and quantity are in line with service agreements	2B Check resource purchases for quality and quantity	6	LC 2: Part A 6
2.3 Allocate resources promptly to enable achievement of workgroup objectives	2C Allocate resources promptly	7	LC 2: Part A 7

## 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: Coordinating business resources 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: Coordinating business resources 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.



## 4.3 Assessment mapping

BSBADM409 Coordinate business resources, 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: Determine resource requirements</b>					
1.1 Determine resource requirements in accordance with business and operational plans and organisational requirements		P2	P2		
1.2 Provide opportunities to individuals and workgroups to contribute to the identification of resource requirements	Q4			O2	O2
1.3 Ensure resource expenditure is realistic and makes efficient use of available budget resources		P6	P6		
1.4 Present recommendations on resource requirements in the required format, style and structure using relevant business equipment and technology		P10	P10		
<b>Element 2: Acquire and allocate resources</b>					
2.1 Acquire physical resources and services in accordance with organisational requirements				O5	O5
2.2 Check resources to ensure quality and quantity are in line with service agreements		P14	P14	O6	O6
2.3 Allocate resources promptly to enable achievement of workgroup objectives				O7	O7

## 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>	BSBADM409 Coordinate business resources, 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: Coordinating business resources at BizOps Enterprises	<input type="checkbox"/>
	OR	
	<input type="checkbox"/> Part C – Project: Coordinating business resources at work	
	<input type="checkbox"/> Part D – Observation	<input type="checkbox"/>
	OR	
	<input type="checkbox"/> Part E – Third-party report	