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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

#### BSBADM504 Plan and implement administrative systems

##### 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 plan for or review the requirements of effective administrative systems and procedures for implementing, monitoring and reviewing the system.

It applies to individuals employed in a range of work environments in senior administrative roles.

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 BSBADM504 Plan and implement administrative systems

#### 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>work with relevant personnel and stakeholders to identify administrative system improvements <ul style="list-style-type: none"> <li>document necessary requirements or modifications</li> <li>provide training and support for staff to use the new or modified system</li> <li>monitor the new system and identify future improvements and staff training needs.</li> </ul> </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>summarise relevant legislative and organisational policies and procedures for reviewing administrative systems</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>organisational policy and procedure manuals</li> <li>reference materials</li> <li>appropriate equipment.</li> <li>Assessors must satisfy NVR/AQTF assessor requirements.</li> </ul>
<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 *BSBADM504 Plan and implement administrative systems*. 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: Plan for the new or modified administrative system	
<b>Suggested time allocation:</b> 20 hours <b>Suggested resources:</b> <ul style="list-style-type: none"> <li>Recommended reading</li> <li>Slide presentation software</li> </ul>	Slide nos: 2–12
<b>Recommended reading</b>	<b>Terminology checklist</b>
Aspire learner guide <i>BSBADM504 Plan and implement administrative systems</i> Release 1 Topic 1: Plan for the new or modified administrative system	<ul style="list-style-type: none"> <li>Operations, project and business management</li> <li>Operational and information systems knowledge</li> <li>Knowledge of compliance requirements</li> <li>Organisation structure</li> <li>Compliance and procurement requirements</li> <li>Legislative considerations</li> <li>Functional area, process and feedback approaches</li> <li>Heuristic evaluation</li> <li>System and efficiency consultants</li> <li>Requests for tender (RFT)</li> <li>Requests for quotation (RFQ)</li> <li>Copyright and IP</li> <li>WHS legislation</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>BSBADM504 Plan and implement administrative systems</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>	
<ul style="list-style-type: none"> <li>Encourage learners to develop a personal glossary to record any terms that are new to them. They should record a definition and use the term in the correct context. The personal glossary could be included in a portfolio of evidence for assessment.</li> </ul>	

### 3.3 Learning mapping

*BSBADM504 Plan and implement administrative systems, Release 1*

Unit of competency	Content	Practice tasks	Learning checkpoint
Element 1: Plan for the new or modified administrative system			
1.1 Identify requirements of, or modifications to, the administrative system through consultation with system users and other stakeholders in accordance with organisational and budgetary requirements	1A Identify the requirements of the administrative system	1	LC 1: Part A 1
1.2 Obtain quotations from suppliers/developers for the identified requirements or modifications to be made to the system in accordance with organisational policy and procedures	1B Obtain quotations from the suppliers/developers of systems	2	LC 1: Part A 2
1.3 Select supplier or developer in accordance with organisational policy and procedures	1C Select a system supplier or developer	2	LC 1: Part A 4
Element 2: Implement new or modified administrative system			
2.1 Identify and develop implementation strategies in consultation with staff	2A Identify and develop implementation strategies	6	LC 1: Part B 2
2.2 Encourage staff to participate in all stages of the implementation process	2B Encourage staff to participate in the implementation process	5	LC 2: Part A 2
2.3 Implement system in accordance with organisational and legislative requirements	2C Implement the system	3, 12	LC 1: Part A 1
2.4 Define and communicate procedures for using the system to staff	2D Define and communicate procedures for using the system	7	LC 2: Part A 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: Planning and implementing administrative systems 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: Planning and implementing administrative systems 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

*BSBADM504 Plan and implement administrative systems* 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: Plan for the new or modified administrative system					
1.1 Identify requirements of, or modifications to, the administrative system through consultation with system users and other stakeholders in accordance with organisational and budgetary requirements	Q1	P1	P1		
1.2 Obtain quotations from suppliers/developers for the identified requirements or modifications to be made to the system in accordance with organisational policy and procedures	Q2	P5	P5		
1.3 Select supplier or developer in accordance with organisational policy and procedures	Q4	P7	P7		
Element 2: Implement new or modified administrative system					
2.1 Identify and develop implementation strategies in consultation with staff		P9	P9		
2.2 Encourage staff to participate in all stages of the implementation process	Q5				
2.3 Implement system in accordance with organisational and legislative requirements		P12	P12		