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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>

1.2 Resource quality assurance processes

Aspire's resources are developed with rigorous quality assurance (QA) practices in place.

The QA process includes five components that support VET sector requirements:

1. Independent external QA of Aspire resources is carried out by QA consultants who are not employed or subcontracted by Aspire for resource development and have no other involvement or interest in the operations of Aspire. These QA consultants have vocational competencies and current industry skills relevant to the unit and/or current knowledge and skills in vocational teaching and learning. QA consultants also hold either:
 - TAE40110 Certificate IV in Training and Assessment (or its successor)
 - a diploma or higher level qualification in adult education.
2. Aspire engages with relevant industry bodies to ensure its resources meet industry needs (as identified in each individual unit of competency). This involves networking on an ongoing basis with industry networks, peak bodies and/or employers, and obtaining their feedback on resource content and assessments.
3. Resources are also reviewed by various training organisations and learner groups prior to release, to obtain and address feedback concerning resource usability.
4. Aspire uses external writers and/or subject matter experts who have relevant qualifications to an appropriate level in the subject area of the unit and current knowledge and skills in vocational teaching and learning.
5. Aspire's instructional design team has the following qualifications or similar:
 - Certificate IV in Training and Assessment or higher (with a preference for Diploma of VET)
 - TAESS00001 Assessor Skill Set or its successor.

2.2 Unit of competency assessment requirements

Assessment requirements for BSBCMM201 Communicate in the workplace

Release	Comments
Release 1	This version first released with Business Services Training Package Version 1.0.
Performance evidence	<p>Evidence of the ability to:</p> <ul style="list-style-type: none"> communicate information and ideas verbally and non-verbally, taking cultural differences and language barriers into consideration produce written material, used routinely in day to day work, which is clear, concise and effectively convey the intended meaning to the recipient complete workplace forms use style, format and level of accuracy appropriate to the type of written material provide prompt responses to requests for information in accordance with organisational requirements. <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 any organisational policies, plans and procedures which detail organisation's standards or protocols for workplace communication describe different communication styles outline barriers to communication.
Assessment conditions	<p>Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced by individuals using interpersonal communication skills in the workplace and include access to:</p> <ul style="list-style-type: none"> office equipment business resources workplace policies and procedures relating to communication case studies and, where possible, real situations interaction with others. <p>Assessors must satisfy NVR/AQTF assessor requirements.</p>

3.2 Delivery plans

The following sample delivery plans can be used to deliver *BSBCMM201 Communicate in the workplace*. 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: Gather, convey and receive information and ideas	
Suggested time allocation: Suggested resources: <ul style="list-style-type: none"> Recommended reading Slide presentation software 	Slide nos: 2–12
Recommended reading	Terminology checklist
Aspire learner guide <i>BSBCMM201 Communicate in the workplace</i> , Release 1 Topic 1: Gather, convey and receive information and ideas	<ul style="list-style-type: none"> Communication Internal sources External sources Verbal communication Written communication Body language Clarification Inclusive language Anti-discrimination Jargon
Suggested training strategies	
<ul style="list-style-type: none"> Commence facilitation of this unit of competency by introducing learners to the Aspire learner guide for <i>BSBCMM201 Communicate in the workplace</i>. The appendices of the learner guide provide details of the elements, performance criteria and performance and knowledge evidence that are required to demonstrate competence in this unit. You may wish to discuss recognition of prior learning processes with learners at this stage. 	
<ul style="list-style-type: none"> 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. 	
<ul style="list-style-type: none"> 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. 	

3.3 Learning mapping

BSBCMM201 Communicate in the workplace, Release 1

Unit of competency	Content	Practice tasks	Learning checkpoint
Element 1: Gather, convey and receive information and ideas	Topic 1: Gather, convey and receive information and ideas	n/a	n/a
1.1 Collect information to achieve work responsibilities from appropriate sources	1A Collect information to achieve work responsibilities from appropriate sources	1	LC 1: Part A, Part B 1, 2
1.2 Use method/s and/or equipment to communicate appropriate ideas and information to the audience	1B Use methods and/or equipment to communicate ideas and information	2	LC 1: Part A , Part B 1, 2
1.3 Use effective listening and speaking skills in verbal communication	1C Use effective listening and speaking skills	3	LC 1: Part A , Part B 1, 2
1.4 Seek input from internal and external sources to develop and refine new ideas and approaches	1D Seek input to develop and refine new ideas	4	LC 1: Part A , Part B 1, 2
1.5 Respond to instructions or enquiries promptly and in accordance with organisational requirements	1E Respond promptly to instructions or inquiries	5	LC 1: Part A, Part B 1, 2, 3
Element 2: Complete workplace documentation and correspondence	Topic 2: Complete workplace documentation and correspondence	n/a	n/a
2.1 Present written information and ideas in clear and concise language to ensure the intended meaning of correspondence is understood by the recipient	2A Write clearly and concisely	6	LC 2: Part A ,Part B, Part C
2.2 Draft and present correspondence within designated time lines	2B Draft and present correspondence within designated time lines	7	LC 2: Part A, Part B, Part C

4.2 Assessment procedures

Contextualisation

Final assessment tasks provided to candidates may need to be contextualised to include such requirements as organisational policies and procedures, work health and safety management strategies, state/territory regulatory requirements and organisational resources or equipment.

If contextualising any resources, assessors must:

- meet with key personnel within the organisation such as supervisors, human resources personnel and team leaders to identify sources of information and establish how performance and knowledge are demonstrated within the workplace
- re-map the resources in the relevant mapping documentation to ensure the integrity of the assessment tool is unaffected
- forward contextualised resources to your training organisation's compliance manager for approval.

4.3 Assessment mapping

BSBCMM201 Communicate in the workplace, 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: Gather, convey and receive information and ideas					
1.1 Collect information to achieve work responsibilities from appropriate sources				O1	O1
1.2 Use method/s and/or equipment to communicate appropriate ideas and information to the audience		P2	P2		
1.3 Use effective listening and speaking skills in verbal communication				O3	O3
1.4 Seek input from internal and external sources to develop and refine new ideas and approaches				O5	O5
1.5 Respond to instructions or enquiries promptly and in accordance with organisational requirements		P4	P4	O6	O6
Element 2: Complete workplace documentation and correspondence					
2.1 Present written information and ideas in clear and concise language to ensure the intended meaning of correspondence is understood by the recipient		P5	P5		

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:	BSBCMM201 <i>Communicate in the workplace</i> , 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: Communicating using workplace documents at BizOps Enterprises OR	<input type="checkbox"/>
	<input type="checkbox"/> Part C – Project: Communicating using workplace documents at work	
	<input type="checkbox"/> Part D – Observation OR	<input type="checkbox"/>
	<input type="checkbox"/> Part E – Third-party report	