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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>

Section 2: Unit of competency information

2.1 Unit of competency

BSBINM401 Implement workplace information system 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 implement and review the workplace information system. It involves the identification, acquisition, initial analysis and use of appropriate information which plays a significant part in the organisation's effectiveness.

It applies to individuals whose work will normally be carried out within routine and non-routine methods and procedures which require planning and evaluation, leadership and guidance of others, and some discretion and judgment.

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

Unit Sector

Knowledge Management – Information Management

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 Identify and source information needs	1.1 Determine and locate information required by teams 1.2 Acquire and review information held by the organisation to determine suitability, accessibility, currency and reliability according to organisational policies

3.2 Delivery plans

The following sample delivery plans can be used to deliver *BSBINM401 Implement workplace information system*. 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: Identify and source information needs	
Suggested time allocation: 15 hours 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>BSBINM401 Implement workplace information system</i> , Release 1 Topic 1: Identify and source information needs	<ul style="list-style-type: none"> Information Information needs Static Dynamic Recurring One-off Internal External Active Inactive Formal Informal Information Data Knowledge Primary sources Secondary sources Confidentiality Electronic filing system Paper-based filing system
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>BSBINM401 Implement workplace information system</i>. You may wish to discuss recognition of prior learning processes with learners at this stage. 	

3.3 Learning mapping

BSBINM401 Implement workplace information system, Release 1

Unit of competency	Content	Practice tasks	Learning checkpoint
Element 1: Identify and source information needs			
1.1 Determine and locate information required by teams	1A Determine and locate information required by teams	1	LC 1: Part A 1–6
1.2 Acquire and review information held by the organisation to determine suitability, accessibility, currency and reliability according to organisational policies	1B Acquire and review the organisation's information	2, 4	LC 1: Part A 1–6
Element 2: Collect, analyse and report information			
2.1 Collect information, which is adequate and relevant to the needs of teams, in a timely manner	2A Collect information on time	3	LC 2: 1, 2
2.2 Ensure information is in a format suitable for analysis, interpretation and dissemination	2B Ensure information is in a format suitable for analysis, interpretation and dissemination	4	LC 2: 3, 5
2.3 Analyse information to identify and report relevant trends and developments in terms of the needs for which it was acquired	2C Identify and report trends and developments	5	LC 2: 5, 6
Element 3: Implement information systems			
3.1 Implement management information systems effectively to store, retrieve and regularly review data for decision making purposes	3A Implement management information systems effectively for decision-making purposes	6	LC 3: Part A 1, 2

3.4 Solutions – general guidance

Practice tasks and learning checkpoints within Aspire's learner guides are designed for formative assessment only; that is, for the purpose of determining how well a learner is progressing in their learning. These activities are not designed for use in summative (final) assessments.

The solutions to practice tasks and learning checkpoints presented in sections 3.5 and 3.6 should serve as a reliable guide to the type of information that should be included in the learner's response. Refer to the learning checkpoints when evaluating learner responses.

The answers provided by the learner will vary due to a number of factors, including the:

- learner's own experiences
- learner's workplace experiences
- training situations and strategies presented by the trainer
- interpretation of the activity by the learner/trainer
- type of organisation, work practices, processes and systems encountered by the learner.

The nature and variety of the tasks presented means that, in some cases, there will be numerous correct responses and the solutions provided cannot cater for all contexts and eventualities.

In general terms:

- For questions with a single answer, Aspire has provided the correct answer.
- For questions that do not have a single answer, it is understood that answers will vary within certain parameters.
- For questions where the candidate has to list a certain number of items, Aspire has provided a more comprehensive listing from which candidate responses may be drawn. However, this list may not in all cases be definitive, and trainers should account for other possible correct responses.
- For activities that involve responding to a case study, Aspire has provided an example of how the learner may respond. Depending on the question, the terminology used will indicate either what the learner should have included in their response, or may have included. However, trainers should take into account different phrasing used by the learner, or different responses that may be equally correct.
- For activities that take place in the workplace or involve workplace documentation, Aspire can only provide an example response. Trainers should consider whether the learner has achieved the intent of the activity, taking into account the learner's workplace context.
- For activities that involve writing reports or completing documentation provided, Aspire can only provide an example response. Trainers should again consider whether the learner's response is appropriate to the task within the context of the learner's training and/or workplace.

4.3 Assessment mapping

BSBINM401 Implement workplace information system, 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: Identify and source information needs					
1.1 Determine and locate information required by teams	Q1, Q2, Q3, Q4				
1.2 Acquire and review information held by the organisation to determine suitability, accessibility, currency and reliability according to organisational policies	Q2, Q3, Q4, Q5	P1, P2	P1, P2		
Element 2: Collect, analyse and report information					
2.1 Collect information, which is adequate and relevant to the needs of teams, in a timely manner	Q1			O1	O1
2.2 Ensure information is in a format suitable for analysis, interpretation and dissemination		P4	P4		
2.3 Analyse information to identify and report relevant trends and developments in terms of the needs for which it was acquired		P5	P5		
Element 3: Implement information systems					
3.1 Implement management information systems effectively to store, retrieve and regularly review data for decision making purposes		P6	P6		
3.2 Use technology available in the work area to manage information effectively	Q6, Q7, Q8, Q9, Q10				

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:	BSBINM401 Implement workplace information system, Release 1	
Assessor name:		
Assessor email:		
Assessor phone number:		
Assessment tasks:		Satisfactorily completed
Part A – Questioning		<input type="checkbox"/>
Part B – Project: Implementing a workplace information system at BizOps Enterprises OR Part C – Project: Implementing a workplace information system at work		<input type="checkbox"/>
<input type="checkbox"/> Part D – Observation OR <input type="checkbox"/> Part E – Third-party report		<input type="checkbox"/>