

# Contents

<b>About this guide</b>	<b>5</b>
<b>Section 1: Meeting VET sector requirements</b>	<b>7</b>
1.1 How Aspire's resources assist in meeting requirements	7
1.2 Resource quality assurance processes	16
<b>Section 2: Unit of competency information</b>	<b>17</b>
2.1 Unit of competency	17
2.2 Unit of competency assessment requirements	20
2.3 Aspire resources available for this unit	22
2.4 Target groups	24
<b>Section 3: Training requirements</b>	<b>25</b>
3.1 Delivery approach	25
3.2 Delivery plans	26
3.3 Learning mapping	35
3.4 Solutions – general guidance	43
3.5 Solutions to practice tasks	44
3.6 Solutions to learning checkpoints	52
<b>Section 4: Assessment</b>	<b>56</b>
4.1 Assessment approach	56
4.2 Assessment procedures	57
4.3 Assessment mapping	63
4.4 Assessment solutions and marking guidance	68
4.5 Completing the record of outcome	78
<b>Section 5: Forms</b>	<b>80</b>
<b>Section 6: Glossary of VET terminology</b>	<b>81</b>

# 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><b>Australian Qualifications Framework</b></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: <a href="http://www.aqf.edu.au">www.aqf.edu.au</a>.</p>
<p><b>Volume of learning</b></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: <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></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

#### BSBINN201 Contribute to workplace innovation

##### 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 make a pro-active and positive contribution to workplace innovation.

It applies to individuals working in any industry or community context, in both small and large organisations who take a pro-active approach to identifying, suggesting and developing ideas about better ways of doing things at a practical operational level in a specific area of activity. While the individual's overall work is undertaken with some supervision and guidance, they apply discretion, judgement and effective interpersonal skills in order to contribute to workplace innovation.

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

##### Prerequisite units

None



## 3.2 Delivery plans

The following sample delivery plans can be used to deliver *BSBINN201 Contribute to workplace innovation*. 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.

<b>Topic: Identify opportunities to do things better</b>	
<p><b>Suggested time allocation:</b> 12 hours</p> <p><b>Suggested resources:</b></p> <ul style="list-style-type: none"> <li>• Recommended reading</li> <li>• Slide presentation software</li> </ul>	<p><b>Slide nos:</b> 2–20</p>
<p><b>Recommended reading</b></p>	<p><b>Terminology checklist</b></p>
<p>Aspire learner guide <i>BSBINN201 Contribute to workplace innovation</i>, Release 1</p> <p>Topic 1: Identify opportunities to do things better</p>	<ul style="list-style-type: none"> <li>• Innovation</li> <li>• Work role</li> <li>• Processes/procedures</li> <li>• Work practices</li> <li>• Physical environment</li> <li>• Storage/maintenance</li> <li>• Team communication</li> <li>• New technology</li> <li>• New customer base</li> <li>• Staff changes</li> <li>• Job role changes</li> <li>• Brainstorming</li> <li>• Mind mapping</li> <li>• Creative thinking</li> </ul>
<p><b>Suggested training strategies</b></p> <ul style="list-style-type: none"> <li>• Commence facilitation of this unit of competency by introducing learners to the Aspire learner guide for <i>BSBINN201 Contribute to workplace innovation</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.</li> <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> <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

*BSBINN201 Contribute to workplace innovation, Release 1*

Unit of competency	Content	Practice tasks	Learning checkpoint
Element 1: Identify opportunities to do things better	Topic 1: Identify opportunities to do things better	n/a	n/a
1.1 Be aware of own role in workplace innovation	1A Be aware of your role in workplace innovation	1	LC 1: Part A
1.2 Proactively identify opportunities for improvement in own area of work	1B Proactively identify opportunities for improvement in your area of work	2	LC 1: Part B 1, 2, 3
1.3 Gather and review information which may be relevant to ideas and which might assist in gaining support for ideas	1C Gather and review information	3	LC 1: Part C 1, 2, 3, 4, 5, 6, 7
Element 2: Discuss and develop ideas with others	Topic 2: Discuss and develop ideas with others	n/a	n/a
2.1 Identify people who could provide input into ideas for improvements	2A Identify people who may provide input into ideas for improvements	4	LC 2: Part A Part B 1
2.2 Select the best way of approaching people to begin sharing ideas	2B Select the best way of approaching people to begin sharing ideas	5	LC 2: Part A Part B 2 Part C 1
2.3 Seek feedback on improvement of ideas, and discuss and develop options and possible variations	2C Seek feedback on improvement of ideas	6	LC 2: Part A Part B 2, 3 Part C 1

## 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.

## Section 4: Assessment

### 4.1 Assessment approach

Assessment is all about collecting evidence and making decisions as to whether or not a learner has achieved competency. Assessment confirms that the learner can perform to the expected workplace standard, as outlined in the units of competency.

This section contains marking guidance for the final assessment tasks in the corresponding Aspire learner guide.

It is an important responsibility of trainers and assessors to complete the assessment records themselves. This ensures all additional assessment activities deemed appropriate, outside those in the Aspire learner guide, are included in these records.

All assessment activities should be undertaken in conjunction with your training organisation's relevant course training and assessment strategy, policies and procedures.

## 4.3 Assessment mapping

*BSBINN201 Contribute to workplace innovation, 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 opportunities to do things better					
1.1 Be aware of own role in workplace innovation	Q1				
1.2 Proactively identify opportunities for improvement in own area of work	Q2	P1	P1		
1.3 Gather and review information which may be relevant to ideas and which might assist in gaining support for ideas		P2	P2	O4	O4
Element 2: Discuss and develop ideas with others					
2.1 Identify people who could provide input into ideas for improvements	Q8			O2	O2
2.2 Select the best way of approaching people to begin sharing ideas				O5	O5
2.3 Seek feedback on improvement of ideas, and discuss and develop options and possible variations	Q8	P3	P3	O7	O7
2.4 Review and select ideas for follow up based on feedback and further review				O10	O10
Element 3: Address the practicalities of change					



## Section 6: Glossary of VET terminology

The following glossary is taken from the Standards for Registered Training Organisations (RTOs) 2015.

**Access and equity** means policies and approaches aimed at ensuring that VET is responsive to the individual needs of clients whose age, gender, cultural or ethnic background, disability, sexuality, language skills, literacy or numeracy level, unemployment, imprisonment or remote location may present a barrier to access, participation and the achievement of suitable outcomes.

**Accredited short course** means a course accredited by the VET Regulator in accordance with the Standards for VET Accredited Courses that leads to an AQF statement of attainment.

**AQF certification documentation** is the set of official documents that confirms that an AQF qualification or statement of attainment has been issued to an individual.

**AQF qualification** means an AQF qualification type endorsed in a training package or accredited in a VET accredited course.

**Assessment** means the process of collecting evidence and making judgments on whether competency has been achieved, to confirm that an individual can perform to the standard required in the workplace, as specified in a training package or VET accredited course.

**Assessment system** is a coordinated set of documented policies and procedures (including assessment materials and tools) that ensure assessments are consistent and are based on the Principles of Assessment and the Rules of Evidence.

**Assessors** are persons who assess a learner's competence.

**Audit** means an audit or compliance audit undertaken by the VET Regulator.

**Australian Qualifications Framework (AQF)** means the framework for regulated qualifications in the Australian education and training system, as agreed by the Commonwealth, State and Territory ministerial council with responsibility for higher education.

**Authenticated VET transcript** has the meaning given in the *Student Identifiers Act 2014*.

**Client** means a learner, enterprise or organisation that uses or purchases the services provided by an RTO.

**Code** means the unique identifier for units of competency, skill sets, VET accredited courses, modules, AQF qualifications or training packages as required by the Standards for Training Packages and Standards for VET Accredited Courses.

**Competency** means the consistent application of knowledge and skill to the standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to new situations and environments.