

# 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	21
2.3 Aspire resources available for this unit	23
2.4 Target groups	25
<b>Section 3: Training requirements</b>	<b>27</b>
3.1 Delivery approach	27
3.2 Delivery plans	28
3.3 Learning mapping	41
3.4 Solutions – general guidance	48
3.5 Solutions to practice tasks	50
3.6 Solutions to learning checkpoints	60
<b>Section 4: Assessment</b>	<b>75</b>
4.1 Assessment approach	75
4.2 Assessment procedures	76
4.3 Assessment mapping	82
4.4 Assessment solutions and marking guidance	89
4.5 Completing the record of outcome	100
<b>Section 5: Forms</b>	<b>102</b>
<b>Section 6: Glossary of VET terminology</b>	<b>103</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
<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

#### BSBINN301 Promote innovation in a team environment

##### 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 be an effective and proactive member of an innovative team.

It applies to individuals who play a proactive role in demonstrating, encouraging or supporting innovation in a team environment. The individual may be a team participant or a team leader. Teams may be formal or informal and may comprise a range of personnel.

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

##### Prerequisite units

None

## 2.2 Unit of competency assessment requirements

### Assessment requirements for BSBINN301 Promote innovation in a team environment

#### 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>• apply practices that promote innovation within a team including:<ul style="list-style-type: none"><li>– modelling open and respectful communications</li><li>– contributing to the make-up and rules of the team</li><li>– planning and scheduling of activities</li><li>– reflecting on activities, feedback and challenges to identify improvement options</li></ul></li><li>• encourage others to contribute to innovation in the team</li><li>• implement improvements and communicate about them.</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>• explain what innovation is, the different types of innovation and the benefits of innovation</li><li>• describe the internal and external factors that contribute to a team becoming and remaining innovative including:<ul style="list-style-type: none"><li>– team characteristics</li><li>– the role of group dynamics and diversity</li><li>– broader environmental factors</li></ul></li><li>• explain how activities can encourage or hinder innovation in a team including:<ul style="list-style-type: none"><li>– allocation of time and activities</li><li>– modelling behaviour</li><li>– rewards and recognition</li><li>– communications</li><li>– feedback.</li></ul></li></ul>

## 3.2 Delivery plans

The following sample delivery plans can be used to deliver *BSBINN301 Promote innovation in a team environment*. 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: Maximise innovation in a team	
<b>Suggested time allocation:</b> 10 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>BSBINN301 Promote innovation in a team environment</i> , Release 1 Topic 1: Maximise innovation in a team	<ul style="list-style-type: none"> <li>Innovation</li> <li>Teamwork</li> <li>Goal</li> <li>Common goal</li> <li>Continuous improvement cycle</li> <li>Evaluation tools</li> <li>Customer feedback form</li> <li>Qualitative</li> <li>Quantitative</li> <li>Contributions</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>BSBINN301 Promote innovation in a team environment</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> </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

*BSBINN301 Promote innovation in a team environment*, Release 1

Unit of competency	Content	Practice tasks	Learning checkpoint
Element 1: Create opportunities to maximise innovation within the team	Topic 1: Maximise innovation in a team	n/a	n/a
1.1 Evaluate and reflect on what the team needs and wants to achieve	1A Evaluate and reflect on what the team needs and wants to achieve 1B Find out about team members	1, 2	LC 1: Part A 1
1.2 Check out information about current or potential team members' work in the context of developing a more innovative team	3C Share information, knowledge and experiences 1A Evaluate and reflect on what the team needs and wants to achieve 1C Work together to develop ideas for the team	1, 3, 12	LC1: Part A 2 LC 2: Part A 1 LC 2: Part B
1.3 Bring people into the team or make suggestions for team members based on what needs to be achieved and the potential for cross fertilising ideas	2C Make the best use of your team's skills and abilities 1A Evaluate and reflect on what the team needs and wants to achieve 1D Encourage contributions from different people to help build your team	1, 4, 7	LC 1: Part A 3
1.4 Acknowledge, respect and discuss the different ways that people may contribute to building or enhancing the team	1B Find out about team members 1D Encourage contributions from different people to help build your team	2, 4	LC 1: Part A 4
Element 2: Organise and agree effective ways of working	Topic 2: Develop effective ways to work	n/a	n/a

## 4.3 Assessment mapping

*BSBINN301 Promote innovation in a team environment, 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: Create opportunities to maximise innovation within the team</b>					
1.1 Evaluate and reflect on what the team needs and wants to achieve		P1	P1		
1.2 Check out information about current or potential team members' work in the context of developing a more innovative team		P3	P3		
1.3 Bring people into the team or make suggestions for team members based on what needs to be achieved and the potential for cross fertilising ideas		P4	P4		
1.4 Acknowledge, respect and discuss the different ways that people may contribute to building or enhancing the team		P6	P6		
<b>Element 2: Organise and agree effective ways of working</b>					
2.1 Jointly establish ground rules for how the team will operate		P7	P7		
2.2 Agree and communicate responsibilities in ways that encourage and reinforce team-based innovation		P8	P8		
2.3 Agree and share tasks and activities to ensure the best use of skills and abilities within the team				O6	O6

## 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>	BSBINN301 Promote innovation in a team environment, 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: Promoting innovation at BizOps Enterprises	<input type="checkbox"/>
	OR	
	<input type="checkbox"/> Part C – Project: Promoting innovation at work	
	<input type="checkbox"/> Part D – Observation	<input type="checkbox"/>
	OR	
	<input type="checkbox"/> Part E – Third-party report	