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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
Australian Qualifications Framework 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: www.aqf.edu.au .
Volume of learning 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	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

BSBLED101 Plan skills development

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 identify and document current skills and plan future skills development under the guidance of an appropriate adviser.

It applies to individuals developing basic skills and knowledge of career planning and skills development in preparation for working in a broad range of settings.

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

Unit Sector

Workforce Development – Learning and Development

2.2 Unit of competency assessment requirements

Assessment Requirements for BSBLED101 Plan skills development

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.
Performance Evidence	<p>Evidence of the ability to:</p> <ul style="list-style-type: none"> identify and seek advice from appropriate people on: <ul style="list-style-type: none"> work/career options results of self-assessment preparation of portfolio prepare a portfolio of evidence including: <ul style="list-style-type: none"> evidence examples resume recognition of current competencies application. <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"> describe importance of skills development in career planning terms identify sources of advice on career planning and skill development outline types of evidence and ways of creating portfolios of evidence.
Assessment Conditions	<p>Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the workforce learning and development field of work and include access to:</p> <ul style="list-style-type: none"> relevant workplace documentation and resources case studies and, where possible, real situations interaction with others examples of resumes and career planning resources. <p>Assessors must satisfy NVR/AQTF assessor requirements.</p>
Links	Companion volumes available from the IBSA website: http://www.ibsa.org.au/companion_volumes

3.2 Delivery plans

The following sample delivery plans can be used to deliver *BSBLED101 Plan skills development*. 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: Find out about jobs and careers	
Suggested time allocation: 8 hours Suggested resources: <ul style="list-style-type: none"> Recommended reading Slide presentation software 	Slide nos: 2–16
Recommended reading	Terminology checklist
Aspire learner guide <i>BSBLED101 Plan skills development</i> , Release 1 Topic 1: Find out about jobs and careers	<ul style="list-style-type: none"> Employment Plus Career planning Skill/s development Centrelink Internet job/vacancy sites Résumé Personal qualities Personal skills Formal training Mentor Workplace coach
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>BSBLED101 Plan skills development</i>. 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

BSBLED101 Plan skills development, Release 1

Unit of competency	Content	Practice tasks	Learning checkpoint
Element 1: Seek advice on future career directions			
1.1 Identify possible career directions in industry or organisation	1A Get information about different kinds of jobs	1	LC 1: Part A 1, 2 Part B 1–3 Part D
1.2 Identify and prioritise personal work goals	1B Work out your job goals	2	LC 1: Part B 1–3 Part D
1.3 Discuss future work/career directions with appropriate people and identify additional skill requirements	1C Ask other people for career advice	3	LC 1: Part A 1, 2
1.4 Take into account personal values and attitudes regarding work and business in planning future work/career directions	1D Work out what kind of person you are	4	LC 1: Part B 1–3
1.5 Identify additional skills required, and determine appropriate method/s to acquire these skills	1E Find out what skills are needed for a job and how to gain them	5	LC 1: Part C 1–4
Element 2: Conduct self-assessment of skills			
2.1 Identify work, life and study experiences relating to business	2A Describe your experiences	6	LC 2: Part A 1–4
2.2 Assess current skills, knowledge and attitudes against a checklist of relevant competencies	2B List your skills	7	LC 2: Part A 1–4 Part B 1–4
2.3 Discuss results of self-assessment with trainer or assessor	2C Discuss your skills	8	LC 2: Part C 1, 2

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.

Complete the following task	Part A – Questioning You will demonstrate a sound knowledge of the unit requirements in your responses.
Select and complete one of the following	Part B – Project: Planning skills development 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 skills development at work You will demonstrate your skills and knowledge by completing a project in your workplace.
Select and complete one of the following	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

BSBLED101 Plan skills development, 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: Seek advice on future career directions					
1.1 Identify possible career directions in industry or organisation				O1	O1
1.2 Identify and prioritise personal work goals				O2	O2
1.3 Discuss future work/career directions with appropriate people and identify additional skill requirements				O4	O4
1.4 Take into account personal values and attitudes regarding work and business in planning future work/career directions				O6	O6
1.5 Identify additional skills required, and determine appropriate method/s to acquire these skills		P2	P2		
Element 2: Conduct self-assessment of skills					
2.1 Identify work, life and study experiences relating to business				O9	O9
2.2 Assess current skills, knowledge and attitudes against a checklist of relevant competencies				O10	O10

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:	BSBLED101 Plan skills development, 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: Planning skills development at BizOps Enterprises		<input type="checkbox"/>
OR		
<input type="checkbox"/> Part C – Project: Planning skills development at work		
<input type="checkbox"/> Part D – Observation		<input type="checkbox"/>
OR		
<input type="checkbox"/> Part E – Third-party report		