Contents

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.

2.3 Aspire resources available for this unit

Aspire's resources are structured to meet the requirements of the unit of competency. They are designed to **complement**, not replace, the learning and assessment strategies you or your training organisation have put in place.

As the trainer, **you are in the best position to judge** the full training and assessment requirements of a unit of competency. The judgments that you make in this regard should form part of your training organisation's broader training and assessment strategy.

The following Aspire resources are available to support delivery in this unit.

Resource	General overview/how to use
Learner guide	The learner guide's preliminary pages include information on: • how to work through the learner guide • foundation skills. The preliminary pages also include a checklist the learner can use to identify the topics they may already know. Each topic matches an element in the unit of competency. The learner guide content is presented in plain English so it is easy for the learner to understand. It describes procedures and current industry practice, and includes examples, checklists, documents, images and case studies. There are also illustrations or diagrams to add interest and aid learning. The topic summaries provide an opportunity to review the topic content. The learner guide practice tasks and learning checkpoints can be used to consolidate and evaluate learning. It is up to you and the learner to decide which ones are necessary. Remember, these tasks and activities are not finite. You can add to them, change them or substitute your own tasks according to the interest level, the experience of the learners and the specific situation. Encourage learners to keep their answers to activities as these will build towards their evidence and demonstration of competency. A final assessment is included in the learner guide, which is designed to assess the learner's competency across the whole unit. Features of the final assessment include: • information about the assessment and its scope • an „Are you ready for assessment?" checklist that the candidate can use to confirm they hold the skills and knowledge required to undertake the final assessment • an overview of the final assessment tasks, outlining task options • an assessment plan that the assessor and candidate can use to determine the tasks to be undertaken • the final assessment tasks themselves, which cover questioning, project/report and observation methods of assessment • a record of outcome for the assessor to use to confirm competency.

3.2 Delivery plans

The following sample delivery plans can be used to deliver *BSBLED401Develop teams and individuals*. 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: Determine development needs	
Suggested time allocation: 20 hours **Suggested resources**: • Recommended reading • Slide presentation software	**Slide nos**: 2–12
Recommended reading	**Terminology checklist**
Aspire learner guide *BSBLED401Develop teams and individuals*, Release 2 Topic 1: Determine development needs	• Learning and development program • Task-specific skills • Process skills • Interpersonal skills • Team skills • Individual team member skills • Short-term skills • Long-term skills • Priority skills • Generic skills • Skills assessment • Skills audit • Formal performance reviews • Productive performance appraisal • Career planning session • Organisation policies and procedures • Anti-discrimination legislation • Workplace health and safety (WHS) • Confidentiality and security • Facilitation • Rapport
Suggested training strategies	
• Commence facilitation of this unit of competency by introducing learners to the Aspire learner guide for *BSBLED401 Develop teams and individuals*. You may wish to discuss recognition of prior learning processes with learners at this stage.	

3.3 Learning mapping

BSBLED401Develop teams and individuals

Unit of competency		Content		Practice tasks	Learning checkpoint
Element 1: Determine development needs					
1.1	Systematically identify and implement learning and development needs in line with organisational requirements	1A	Identify learning and development needs	1	LC 1: Part A 1, 2
1.2	Ensure that a learning plan to meet individual and group training and development needs is collaboratively developed, agreed to and implemented	1B	Develop learning plans that meet training needs	2	LC 1: Part B
1.3	Encourage individuals to self-evaluate performance and identify areas for improvement	1C	Encourage self-evaluation and continuous improvement	3	LC 1: Part A 3
1.4	Collect feedback on performance of team members from relevant sources and compare with established team learning needs	1D	Collect and compare feedback on performance	4	LC 1: Part A 4
Element 2: Develop individuals and teams					
2.1	Identify learning and development program goals and objectives, ensuring a match to the specific knowledge and skill requirements of competency standards relevant to the industry	2A	Establish learning and development goals	5	LC 2: Part A 1 Part B
2.2	Ensure that learning delivery methods are appropriate to the learning goals, the learning style of participants, and availability of equipment and resources	2B	Select appropriate learning delivery methods	6	LC 2: Part A 2 Part B
2.3	Provide workplace learning opportunities, and coaching and mentoring assistance to facilitate individual and team achievement of competencies	2C	Provide learning opportunities in the workplace	7	LC 2: Part A 3 Part B

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.

How to use the assessment plan

Once assessment tasks and options have been discussed with the candidate, required and preferred tasks should be selected and documented in the assessment plan. An example of the assessment plan is provided here.

Assessment plan	
Training organisation name:	
Candidate name:	
Phone number:	
Date:	
Email:	
Assessor name:	
Unit of competency:	*BSBLED401 Develop teams and individuals*, Release 2
Assessment tasks selected:	Part A – Questioning Select and complete one of the following: ❑ Part B – Project: Developing individuals and teams at BizOps Enterprises ❑ OR ❑ Part C – Project: Developing individuals and teams at work Select and complete one of the following: ❑ Part D – Observation OR ❑ Part E – Third-party report

4.3 Assessment mapping

BSBLED401 Develop teams and individuals

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: Determine development needs					
1.1 Systematically identify and implement learning and development needs in line with organisational requirements		P1	P1	O5	O5
1.2 Ensure that a learning plan to meet individual and group training and development needs is collaboratively developed, agreed to and implemented				O20	O20
1.3 Encourage individuals to self-evaluate performance and identify areas for improvement				O24	O24
1.4 Collect feedback on performance of team members from relevant sources and compare with established team learning needs				O26	O26
Element 2: Develop individuals and teams					
2.1 Identify learning and development program goals and objectives, ensuring a match to the specific knowledge and skill requirements of competency standards relevant to the industry		P2	P2	O6	O6
2.2 Ensure that learning delivery methods are appropriate to the learning goals, the learning style of participants, and availability of equipment and resources				O8	O8

4.4 Assessment solutions and marking guidance

General guidance

Assessors should review the solutions provided and adapt and/or contextualise them (and the final assessment tasks themselves where necessary) to suit the training and assessment context as part of their assessment planning activities.

The solutions to final assessment tasks presented in this section should serve as a reliable guide to the type of information that should be included in the assessment candidate's response. The answers provided by the assessment candidate will vary due to a number of factors, including the:

- candidate's own experiences
- candidate's workplace experiences
- interpretation of the assessment task by the assessment candidate/assessor
- type of organisation, work practices, processes and systems encountered by the candidate.

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 assessors should account for other possible correct responses.
- For activities that involve responding to a scenario, Aspire has provided an example of how the candidate may respond. Depending on the question, the terminology used will indicate either what the candidate should have included in their response, or may have included. However, assessors should take into account different phrasing used by the candidate, or different responses that may be equally correct.
- For activities that take place in the workplace or involve workplace documentation, assessors should consider whether the candidate has achieved the intent of the activity, taking into account the candidate's workplace context.
- For activities that involve writing reports or completing documentation provided, Aspire can only provide an example response. Assessors should again consider whether the candidate's response is appropriate to the task within the context of the candidate's training and/or workplace.

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:	*BSBLED401 Develop teams and individuals*
Assessor name:	
Assessor email:	
Assessor phone number:	

Assessment tasks:		**Satisfactorily completed**
	Part A – Questioning	❑
	❑ Part B – Project: Developing individuals and teams at BizOps Enterprises OR ❑ Part C – Project: Developing individuals and teams at work	❑
	❑ Part D – Observation OR ❑ Part E – Third-party report	❑