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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

BSBMGT502 Manage people performance

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 manage the performance of staff who report to them directly. Development of key result areas and key performance indicators and standards, coupled with regular and timely coaching and feedback, provide the basis for performance management.

It applies to individuals who manage people. It covers work allocation and the methods to review performance, reward excellence and provide feedback where there is a need for improvement.

The unit makes the link between performance management and performance development, and reinforces both functions as a key requirement for effective managers.

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

Unit Sector

Management and Leadership – Management

2.2 Unit of competency assessment requirements

Assessment Requirements for BSBMGT502 Manage people performance

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"> consult with relevant stakeholders to identify work requirements, performance standards and agreed performance indicators develop work plans and allocate work to achieve outcomes efficiently and within organisational and legal requirements monitor, evaluate and provide feedback on performance and provide coaching or training, as needed reinforce excellence in performance through recognition and continuous feedback seek assistance from human resources specialists where appropriate keep records and documentation in accordance with the organisational performance management system. <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"> outline relevant legislative and regulatory requirements outline relevant awards and certified agreements explain performance measurement systems utilised within the organisation explain unlawful dismissal rules and due process describe staff development options and information.
Assessment Conditions	<p>Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership field of work and include access to:</p> <ul style="list-style-type: none"> relevant legislation workplace documentation and resources case studies and, where possible, real situations interaction with others. <p>Assessors must satisfy NVR/AQTF assessor requirements.</p>

3.2 Delivery plans

The following sample delivery plans can be used to deliver *BSBMGT502 Manage people performance*. 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: Allocate work	
Suggested time allocation: 15 hours Suggested resources: <ul style="list-style-type: none"> Recommended reading Slide presentation software 	Slide nos: 2–13
Recommended reading	Terminology checklist
Aspire learner guide <i>BSBMGT502 Manage people performance</i> , Release 1 Topic 1: Allocate work	<ul style="list-style-type: none"> Consultants: internal, external Workplace relations, industrial relations Awards and agreements National Employment Standards Cost-effectiveness Software tool possibilities Scheduling tools Quantitative performance standards, measures Measures: quantitative performance, qualitative performance, key performance Code of conduct Metric indicators Business plan, operational plan Key performance indicators (KPIs) Risk: analysis, identification, assessment, evaluation, control Legislative obligations Privacy, confidentiality and defamation Environmental law, contract law and tort law Employee conflict Staff retention Intellectual resource loss Analysis matrix
Suggested training strategies	

3.3 Learning mapping

BSBMGT502 Manage people performance, Release 1

Unit of competency	Content	Practice tasks	Learning checkpoint
Element 1: Allocate work			
1.1 Consult relevant groups and individuals on work to be allocated and resources available	1A Consult with relevant people on work to be allocated and the resources available	1	LC1: Part A, 1
1.2 Develop work plans in accordance with operational plans	1B Develop work plans in accordance with operational plans	2	LC1: Part A, 2 Part B, 1
1.3 Allocate work in a way that is efficient, cost effective and outcome focussed	1C Allocate work efficiently, cost-effectively and with a focus on outcomes	3	LC1: Part A, 3
1.4 Confirm performance standards, Code of Conduct and work outputs with relevant teams and individuals	1D Confirm performance standards, codes of conduct and work outputs	4	LC1: Part A, 4
1.5 Develop and agree performance indicators with relevant staff prior to commencement of work	1E Develop and agree to performance indicators with relevant staff	5	LC1: Part A, 5 Part B, 2, 3
1.6 Conduct risk analysis in accordance with the organisational risk management plan and legal requirements	1F Conduct a risk analysis	6	LC1: Part A, 6
Element 2: Assess performance			
2.1 Design performance management and review processes to ensure consistency with organisational objectives and policies	2A Design performance management and review processes	7	LC2: Part A, 1 Part B, 1(a)

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:	BSBMGT502 Manage people performance, Release 1
Assessment tasks selected:	<p>Part A – Questioning</p> <p>Select and complete one of the following:</p> <p><input type="checkbox"/> Part B – Project: Managing people performance at BizOps Enterprises OR</p> <p><input type="checkbox"/> Part C – Project: Managing people performance at work</p> <p>Select and complete one of the following:</p> <p><input type="checkbox"/> Part D – Observation OR</p> <p><input type="checkbox"/> Part E – Third-party report</p>

4.3 Assessment mapping

BSBMGT502 Manage people performance, 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: Allocate work					
1.1 Consult relevant groups and individuals on work to be allocated and resources available	Q1	P1	P1		
1.2 Develop work plans in accordance with operational plans		P2	P2		
1.3 Allocate work in a way that is efficient, cost effective and outcome focussed	Q3	P3	P3		
1.4 Confirm performance standards, Code of Conduct and work outputs with relevant teams and individuals	Q5, Q6	P4	P4		
1.5 Develop and agree performance indicators with relevant staff prior to commencement of work	Q5	P5	P5		
1.6 Conduct risk analysis in accordance with the organisational risk management plan and legal requirements	Q7, Q8	P6	P6		
Element 2: Assess performance					
2.1 Design performance management and review processes to ensure consistency with organisational objectives and policies		P7	P7		

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:	BSBMGT502 Manage people performance, 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: Managing people performance at BizOps Enterprises	<input type="checkbox"/>
	OR	
	<input type="checkbox"/> Part C – Project: Managing people performance at work	
	<input type="checkbox"/> Part D – Observation	<input type="checkbox"/>
	OR	
	<input type="checkbox"/> Part E – Third-party report	