# 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**<br><br>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.<br><br>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**<br><br>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:<br><br>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

### BSBMGT617 Develop and implement a business plan

### Modification History

| Release | Comments |
|---------|----------|
| Version 1 | This version first released with BSB Business Services Training Package Version 1.0. |

### Application

This unit describes the skills and knowledge required to run a business operation and covers the steps required to develop and implement a business plan.

It applies to individuals who are running an organisation or who take a senior role in determining the effective functioning and success of the organisation. As such, they may oversee the work of a number of teams and other 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 BSBMGT617 Develop and implement a business plan

## Modification History

| Release | Comments |
|---|---|
| Version 1 | This version first released with BSB Business Services Training Package Version 1.0. |

| | |
|---|---|
| **Performance Evidence** | Evidence of the ability to:<br>• analyse and research business vision, mission, values, objectives, goals, competitors, financial targets, management arrangements, marketing approaches and strategic, business and operational plans<br>• write a business plan which includes a description of the business, products and services, financial, physical and human resource requirements, permit and licence requirements, marketing activity, financial indicators, productivity and performance targets for key result areas<br>• implement a business plan including ensuring skilled labour is available, and that training is provided where appropriate<br>• monitor and respond to business performance including evaluation of performance against key results indicators including profit and loss, community awareness or branding, environmental impact, governance, quality, sales, triple bottom line and the workforce<br>• consult, communicate with and report to key stakeholders including business partners, financiers, customers, staff and technical advisers<br>• provide an analysis of the strengths and weaknesses of a business plan.<br>Note: If a specific volume or frequency is not stated, then evidence must be provided at least once. |
| **Knowledge Evidence** | To complete the unit requirements safely and effectively, the individual must:<br>• outline processes for developing business plans<br>• describe performance objectives and measures including key performance indicators<br>• identify key stakeholders. |

# 3.2 Delivery plans

The following sample delivery plans can be used to deliver *BSBMGT617 Develop and implement a business plan*. 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: Develop a business plan | |
|---|---|
| **Suggested time allocation**: 16 hours<br>**Suggested resources**:<br>• Recommended reading<br>• Slide presentation software | **Slide nos**: 2–28 |
| **Recommended reading** | **Terminology checklist** |
| Aspire learner guide *BSBMGT617 Develop and implement a business plan*, Release 1<br>Topic 1: Develop a business plan | • Strategic plan<br>• Business plan<br>• Operational plan<br>• Vision statements<br>• Mission statements<br>• Organisational values<br>• SMART objectives<br>• Stakeholder consultation<br>• Active listening<br>• Market analysis<br>• Customer profiles<br>• Pricing options<br>• Performance objectives<br>• Resource requirements<br>• Permit and licence requirements |
| **Suggested training strategies** | |
| • Commence facilitation of this unit of competency by introducing learners to the Aspire learner guide for *BSBMGT617 Develop and implement a business plan*. You may wish to discuss recognition of prior learning processes with learners at this stage. | |
| • 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. | |
| • 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

*BSBMGT617 Develop and implement a business plan*, Release 1

| Unit of competency | | Content | | Practice tasks | Learning checkpoint |
|---|---|---|---|---|---|
| **Element 1: Develop business plan** | | | | | |
| 1.1 | Review and evaluate pre-existing strategic, business and operational plan, if available | 1A | Review and evaluate pre-existing strategic, business and operational plans | 1 | LC 1: Part A 1 Part B |
| 1.2 | Analyse and interpret business vision, mission, values and objectives | 1B | Analyse and interpret business vision, mission, values and objectives | 2 | LC 1: Part B |
| 1.3 | Consult with key stakeholders | 1C | Consult with key stakeholders | 3 | LC 1: Part B |
| 1.4 | Review market requirements for the product or service, profile customer needs and research pricing options | 1D | Review market requirements, profile customer needs and research pricing options | 4 | LC 1: Part A 4, 5 Part B |
| 1.5 | Develop performance objectives and measures through consultation with key stakeholders | 1E | Develop performance objectives and measures | 5 | LC 1: Part A 2 |
| 1.6 | Identify financial, human and physical resource requirements for the business | 1F | Identify financial, human and physical resource requirements | 6 | LC 1: Part B |
| 1.7 | Consider any permits or licences that may be required for new activity | 1G | Consider any permits or licences that may be required for new activity | 7 | LC 1: Part B |
| 1.8 | Write business plan | 1H | Write a business plan | 8 | LC 1: Part A 3 Part B |
| **Element 2: Monitor performance** | | | | | |
| 2.1 | Communicate business plan to all relevant parties and ensure understanding of performance requirements and timeframes | 2A | Communicate the business plan | 9 | LC 2: Part B 1, 2 |

# 4.2  Assessment procedures

## Contextualisation

Final assessment tasks provided to candidates may need to be contextualised to include such requirements as organisational policies and procedures, work health and safety management strategies, state/territory regulatory requirements and organisational resources or equipment.

If contextualising any resources, assessors must:

- meet with key personnel within the organisation such as supervisors, human resources personnel and team leaders to identify sources of information and establish how performance and knowledge are demonstrated within the workplace

- re-map the resources in the relevant mapping documentation to ensure the integrity of the assessment tool is unaffected

- forward contextualised resources to your training organisation's compliance manager for approval.

# 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<br>You will demonstrate a sound knowledge of the unit requirements in your responses. |
|---|---|
| Select and complete one of the following | Part B – Project: Developing and implementing a business plan at BizOps Enterprises<br>You will demonstrate your skills and knowledge by completing a project using a case study or simulated environment.<br>OR<br>Part C – Project: Developing and implementing a business plan at work<br>You will demonstrate your skills and knowledge by completing a project in your workplace. |
| Select and complete one of the following | Part D – Observation<br>Your work performance will be documented while being observed by an assessor.<br>OR<br>Part E – Third-party report<br>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

*BSBMGT617 Develop and implement a business plan*, 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: Develop business plan** | | | | | |
| 1.1   Review and evaluate pre-existing strategic, business and operational plan, if available | Q1 | P1, P2, P3 | P1, P2, P3 | | |
| 1.2   Analyse and interpret business vision, mission, values and objectives | | P4 | P4 | | |
| 1.3   Consult with key stakeholders | Q2 | P7, P9 | P7, P8 | O1, O2 | O1, O2 |
| 1.4   Review market requirements for the product or service, profile customer needs and research pricing options | Q3, Q4, Q5, Q6 | P5, P6, P9 | P5, P6, P9 | | |
| 1.5   Develop performance objectives and measures through consultation with key stakeholders | Q7 | P10 | P10 | O3 | O3 |
| 1.6   Identify financial, human and physical resource requirements for the business | | P12 | P12 | O4 | O4 |
| 1.7   Consider any permits or licences that may be required for new activity | Q8 | P13 | P13 | | |
| 1.8   Write business plan | Q9 | P14, P16, P17 | P14, P16, P17 | | |
| **Element 2: Monitor performance** | | | | | |

# 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**: | *BSBMGT617 Develop and implement a business plan*, Release 1 |
| **Assessor name**: | |
| **Assessor email**: | |
| **Assessor phone number**: | |

| **Assessment tasks**: | | **Satisfactorily completed** |
|---|---|---|
| | Part A – Questioning | ❑ |
| | ❑   Part B – Project: Developing and implementing a business plan at BizOps Enterprises <br> OR <br> ❑   Part C – Project: Developing and implementing a business plan at work | ❑ |
| | ❑   Part D – Observation <br> OR <br> ❑   Part E – Third-party report | ❑ |