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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

BSBREL401 Establish networks

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 develop and maintain effective work relationships and networks through relationship building and negotiation skills required by workers within an organisation as well as freelance or contract workers.

It applies to individuals with a broad knowledge of networking and negotiation who contribute well developed skills in creating solutions to unpredictable problems through analysis and evaluation of information from a variety of sources. They may have responsibility to provide guidance or to delegate aspects of tasks to others.

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

Unit Sector

Stakeholder Relations – Relationship Management

2.2 Unit of competency assessment requirements

Assessment Requirements for BSBREL401 Establish networks

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 use networking opportunities maintain records of relevant contacts use written and verbal communication skills to establish, cultivate and promote professional business relationships use feedback to improve promotional activities. <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"> list and describe strategies for establishing and maintaining business relationships identify relevant networks, organisations, agencies, associations or individuals describe the principles and techniques needed to negotiate positive outcomes explain client or organisational policies, plans and procedures relevant to business relationships outline methods for obtaining feedback on promotional activities.
Assessment Conditions	<p>Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the stakeholder relations – relationship management 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. <p>Assessors must satisfy NVR/AQTF assessor requirements.</p>
Links	<p>Companion volumes available from the IBSA website:</p> <p>http://www.ibsa.org.au/companion_volumes -</p> <p>http://www.ibsa.org.au/companion_volumes</p>

3.2 Delivery plans

The following sample delivery plans can be used to deliver *BSBREL401 Establish networks*. 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 and maintain business networks	
Suggested time allocation: 6 hours Suggested resources: <ul style="list-style-type: none"> Recommended reading Slide presentation software 	Slide nos: 2–14
Recommended reading	Terminology checklist
Aspire learner guide <i>BSBREL401 Establish networks</i> , Release 1 Topic 1: Develop and maintain business networks	<ul style="list-style-type: none"> Networks Professional associations Industry websites Active participation Advisory committees Lobby groups
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>BSBREL401 Establish networks</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. 	
<ul style="list-style-type: none"> Encourage learners to maintain a learning journal as they undertake this unit of study. They should use the learning journal to record their workplace experience, their reflections on their learning, feedback they receive from trainers, supervisors, clients and their more experienced colleagues and their self-assessment of their performance in the workplace. Advise learners whether their learning journal could form a component of their assessment in this unit. The journal could be used when undertaking practical workplace activities, but may also be used for all knowledge and skill development activities such as class assignments, tests and research tasks set by the trainer. The journal can also record trainer and assessor feedback of formative and summative assessments; that is, the learner's progress towards achievement of the unit of competency. 	

3.3 Learning mapping

BSBREL401 Establish networks, Release 1

Unit of competency	Content	Practice tasks	Learning checkpoint
Element 1: Develop and maintain business networks			
1.1 Use appropriate network strategies to establish and maintain relationships that promote the development of business opportunities	1A Use strategies to establish networks	1	LC 1: Part A 3
1.2 Identify and pursue network opportunities to maximise a range of contacts	1B Identify and pursue network opportunities	2	LC 1: Part A 4
1.3 Communicate information regarding new networks to inform individuals, colleagues and clients of potential benefits	1C Share and communicate information about new networks	3	LC 1: Part B 1, 2
1.4 Participate in professional networks and associations to obtain and maintain personal knowledge and skills	1D Participate in professional networks and associations	4	LC 1: Part C 1, 2
Element 2: Establish and maintain business relationships			
2.1 Develop and maintain relationships to promote benefits consistent with organisational/client requirements	2A Develop and maintain effective business relationships	5	LC 2: 1, 2
2.2 Gain and maintain trust and confidence of contacts through demonstration of high standards of business practices	2B Gain the trust and confidence of your contacts	6	LC 2: 3
2.3 Use a high level of negotiation skills to encourage positive outcomes	2C Use negotiating skills to encourage positive outcomes	7	LC 2: 4
2.4 Identify difficult situations and negotiate solutions using collaborative problem-solving techniques	2D Resolve difficult situations	8	LC 2: 4

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: Establishing networks 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: Establishing networks 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

BSBREL401 Establish networks, 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 and maintain business networks					
1.1 Use appropriate network strategies to establish and maintain relationships that promote the development of business opportunities	Q2	P1, P2, P3	P1, P2, P3	O1	O1
1.2 Identify and pursue network opportunities to maximise a range of contacts	Q2				
1.3 Communicate information regarding new networks to inform individuals, colleagues and clients of potential benefits		P4	P4	O2	O2
1.4 Participate in professional networks and associations to obtain and maintain personal knowledge and skills	Q3	P5, P6			
Element 2: Establish and maintain business relationships					
2.1 Develop and maintain relationships to promote benefits consistent with organisational/client requirements	Q4			O3	O3
2.2 Gain and maintain trust and confidence of contacts through demonstration of high standards of business practices	Q6	P7, P8	P7, P8	O5	O5
2.3 Use a high level of negotiation skills to encourage positive outcomes				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

Training organisation name:		
Candidate name:		
Unit code and title:	BSBREL401 Establish networks, 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: Establishing networks at BizOps Enterprises OR	<input type="checkbox"/>
	<input type="checkbox"/> Part C – Project: Establishing networks at work	
	<input type="checkbox"/> Part D – Observation OR	<input type="checkbox"/>
	<input type="checkbox"/> Part E – Third-party report	
Declaration:	In completing this assessment, I confirm that the candidate has demonstrated all unit outcomes through consistent and repeated application of skills and knowledge with competent performance demonstrated in multiple instances over a period of time. Evidence collected has been confirmed as:	