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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

BSBRSK501 Manage risk

Modification history

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

Application

This unit describes skills and knowledge required to manage risks in a range of contexts across an organisation or for a specific business unit or area in any industry setting.

It applies to individuals who are working in positions of authority and are approved to implement change across the organisation, business unit, program or project area. They may or may not have responsibility for directly supervising others.

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

Prerequisite units

None

2.2 Unit of competency assessment requirements

Assessment requirements for BSBRSK501 Risk management

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">• analyse information from a range of sources to identify the scope and context of the risk management process including:<ul style="list-style-type: none">– stakeholder analysis– political, economic, social, legal, technological and policy context– current arrangements– objectives and critical success factors for the area included in scope– risks that may apply to scope• consult and communicate with relevant stakeholders to identify and assess risks,• determine appropriate risk treatment actions and priorities and explain the risk management processes• develop and implement an action plan to treat risks• monitor and evaluate the action plan and risk management process• maintain documentation. <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 the purpose and key elements of current risk management standards• outline the legislative and regulatory context of the organisation in relation to risk management• outline organisational policies, procedures and processes for risk management.

3.2 Delivery plans

The following sample delivery plans can be used to deliver *BSBRSK501 Manage risk*. 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: Establish the risk context	
Suggested time allocation: 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>BSBRSK501 Manage risk</i> , Release 1 Topic 1: Establish the risk context	<ul style="list-style-type: none"> Risk context Commercial relationships Economic circumstances Natural events Personnel-centred risks Market-centred risks Operation-centred risks Legislation-centred risks Enterprise risk management approach Internal stakeholder External stakeholder SMART goals
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>BSBRSK501 Manage risk</i>. The appendices of the learner guide provide details of the elements, performance criteria and performance and knowledge evidence that are required to demonstrate competence in this unit. 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

BSBR501 Manage risk, Release 1

Unit of competency	Content	Practice tasks	Learning checkpoint
Element 1: Establish risk context			
1.1 Review organisational processes, procedures and requirements for undertaking risk management in accordance with current risk management standards	1A Review organisational processes, procedures and requirements for risk management	1	LC 1: Part A 1, 3
1.2 Determine scope for risk management process	1B Determine the scope for risk management processes	2	LC 1: Part A 2
1.3 Identify internal and external stakeholders and their issues	1C Identify stakeholders and their issues	3	LC 1: Part B
1.4 Review political, economic, social, legal, technological and policy context	1D Review the political, economic, social, legal, technological and policy context	4	LC 1: Part B
1.5 Review strengths and weaknesses of existing arrangements	1E Review existing arrangements	5	LC 1: Part B
1.6 Document critical success factors, goals or objectives for area included in scope	1F Document critical success factors, goals and objectives	6	LC 1: Part A 4
1.7 Obtain support for risk management activities	1G Obtain support for risk management activities and communicate the process to stakeholders	7	LC 1: Part A 5
1.8 Communicate with relevant parties about the risk management process and invite participation	1G Obtain support for risk management activities and communicate the process to stakeholders	7	LC 1: 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.

4.3 Assessment mapping

BSBR501 Manage risk, 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: Establish risk context					
1.1 Review organisational processes, procedures and requirements for undertaking risk management in accordance with current risk management standards		P3	P3		
1.2 Determine scope for risk management process	Q3	P4	P4		
1.3 Identify internal and external stakeholders and their issues		P5	P5		
1.4 Review political, economic, social, legal, technological and policy context	Q4	P6	P6		
1.5 Review strengths and weaknesses of existing arrangements		P7	P7		
1.6 Document critical success factors, goals or objectives for area included in scope	Q5	P8	P8		
1.7 Obtain support for risk management activities	Q7	P9	P9		
1.8 Communicate with relevant parties about the risk management process and invite participation		P10	P10		

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:	BSBR501 Manage risk, Release 1	
Assessor name:		
Assessor email:		
Assessor phone number:		
Assessment tasks:		Satisfactorily completed
	Part A – Questioning	<input type="checkbox"/>
	Part B – Project: Managing risks at BizOps Enterprises OR <input type="checkbox"/> Part C – Project: Managing risks at work	<input type="checkbox"/>
	<input type="checkbox"/> Part D – Observation OR <input type="checkbox"/> Part E – Third-party report	<input type="checkbox"/>
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:	