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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
<p>Australian Qualifications Framework</p> <p>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.</p> <p>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.</p>	<p>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.</p>
<p>Volume of learning</p> <p>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</p>	<p>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.</p>

1.2 Resource quality assurance processes

Aspire's resources are developed with rigorous quality assurance (QA) practices in place.

The QA process includes five components that support VET sector requirements:

1. Independent external QA of Aspire resources is carried out by QA consultants who are not employed or subcontracted by Aspire for resource development and have no other involvement or interest in the operations of Aspire. These QA consultants have vocational competencies and current industry skills relevant to the unit and/or current knowledge and skills in vocational teaching and learning. QA consultants also hold either:
 - TAE40110 Certificate IV in Training and Assessment (or its successor)
 - a diploma or higher level qualification in adult education.
2. Aspire engages with relevant industry bodies to ensure its resources meet industry needs (as identified in each individual unit of competency). This involves networking on an ongoing basis with industry networks, peak bodies and/or employers, and obtaining their feedback on resource content and assessments.
3. Resources are also reviewed and piloted by various training organisations and learner groups prior to release, to obtain and address feedback concerning resource usability.
4. Aspire uses external writers and/or subject matter experts who have relevant qualifications to an appropriate level in the subject area of the unit and current knowledge and skills in vocational teaching and learning.
5. Aspire's instructional design team has the following qualifications or similar:
 - Certificate IV in Training and Assessment or higher (with a preference for Diploma of VET)
 - TAESS00001 Assessor Skill Set or its successor.

Section 2: Unit of competency information

2.1 Unit of competency

BSBWOR202 Organise and complete daily work activities

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 seek feedback for performance improvement and use current technology appropriate to the task.

It applies to individuals working under direct supervision who develop basic skills and knowledge for working in a broad range of settings.

No licensing, legislative, regulatory 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 BSBWOR202 Organise and complete daily work activities

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"> plan and organise workload with the assistance of others complete tasks using appropriate digital tools, within specified timelines seeking assistance as required use effective communication to seek assistance or feedback from others seek and use feedback from others to monitor and improve work performance. <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 organisational standards, policies and procedures that relate to own work role explain the relationship between an individual's work goals and plans and the organisation's goals and plans list some factors that can affect the ability to get work done, and explain the action to take explain how to plan and manage time.
Assessment conditions	<p>Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the industry capability – workplace effectiveness field of work and include access to:</p> <ul style="list-style-type: none"> office equipment and resources workplace documentation 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 *BSBWOR202 Organise and complete daily work activities*. 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: Organise work schedule	
<p>Suggested time allocation:</p> <p>Suggested resources:</p> <ul style="list-style-type: none"> • Recommended reading • Slide presentation software 	<p>Slide nos: 2–12</p>
<p>Recommended reading</p> <p>Aspire learner guide <i>BSBWOR202 Organise and complete daily work activities</i>, Release 1 Topic 1: Organise work schedule</p>	<p>Terminology checklist</p> <ul style="list-style-type: none"> • Work schedules • Job description • Smart goals • work plan • mission statement • Strategic plans • Organisational plans • Work group goals • Team plans • planning tools • Time-saving resources
<p>Suggested training strategies</p> <ul style="list-style-type: none"> • Commence facilitation of this unit of competency by introducing learners to the Aspire learner guide for <i>BSBWOR202 Organise and complete daily work activities</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. • 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

BSBWOR202 Organise and complete daily work activities, Release 1

Unit of competency	Content	Practice tasks	Learning checkpoint
Element 1: Organise work schedule	Topic 1: Organise work schedule	n/a	n/a
1.1 Discuss and agree on work goals and plans with assistance from appropriate persons	1A Discuss and agree upon work goals and plans	1	LC 1: Part A 1, 3, Part B 1–2
1.2 Develop an understanding of the relationship between individual work goals and plans, and organisational goals and plans	1B Understand your organisation's plans	2	LC 1: Part A 2, Part B 1–2
1.3 Plan and prioritise workload within allocated timeframes	1C Plan and prioritise your workload	3	LC 1: Part A 4, Part B 1–2
Element 2: Complete work tasks	Topic 2: Complete work tasks	n/a	n/a
2.1 Complete tasks within designated timelines and in accordance with organisational requirements and instructions	2A Meet organisational requirements	4	LC 2: Part A 1–3
2.2 Use effective questioning to seek assistance from colleagues when difficulties arise in achieving allocated tasks	2B Seek assistance when dealing with problems	5	LC 2: Part C 2
2.3 Identify factors affecting work requirements and take appropriate action	2C Identify factors affecting work requirements	6	LC 2: Part A 1, Part B All
2.4 Use business technology efficiently and effectively to complete work tasks	2D Use technology effectively	7	LC 2: Part A 2, 3, Part C 1
2.5 Communicate progress on task to supervisor or colleagues as required	2E Communicate task progress	8	LC 2: Part C 3

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:	<i>BSBWOR202 Organise and complete daily work activities, Release 1</i>
Assessment tasks selected:	<p>Part A – Questioning</p> <p>Select and complete one of the following:</p> <ul style="list-style-type: none"><input type="checkbox"/> Part B – Project: Organising and completing daily work activities at BizOps Enterprises OR<input type="checkbox"/> Part C – Project: Organising and completing daily work activities at work <p>Select and complete one of the following:</p> <ul style="list-style-type: none"><input type="checkbox"/> Part D – Observation OR<input type="checkbox"/> Part E – Third-party report

4.3 Assessment mapping

BSBWOR202 Organise and complete daily work activities, 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: Organise work schedule					
1.1 Discuss and agree on work goals and plans with assistance from appropriate persons				O1	O1
1.2 Develop an understanding of the relationship between individual work goals and plans, and organisational goals and plans		P2	P2		
1.3 Plan and prioritise workload within allocated timeframes		P5	P5		
Element 2: Complete work tasks					
2.1 Complete tasks within designated timelines and in accordance with organisational requirements and instructions				O4	O4
2.2 Use effective questioning to seek assistance from colleagues when difficulties arise in achieving allocated tasks				O6	O6
2.3 Identify factors affecting work requirements and take appropriate action				O8	O8
2.4 Use business technology efficiently and effectively to complete work tasks				O9	O9

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:	<i>BSBWOR202 Organise and complete daily work activities, Release 1</i>	
Assessor name:		
Assessor email:		
Assessor phone number:		
Assessment tasks:		Satisfactorily completed
	Part A – Questioning	<input type="checkbox"/>
	<input type="checkbox"/> Part B – Project: Organising and completing daily work activities at BizOps Enterprises	<input type="checkbox"/>
	OR	
	<input type="checkbox"/> Part C – Project: Organising and completing daily work activities at work	
	<input type="checkbox"/> Part D – Observation	<input type="checkbox"/>
	OR	
	<input type="checkbox"/> Part E – Third-party report	