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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

BSBWOR203 Work effectively with others

Modification History

Release	Comments
Release 2	This version first released with BSB Business Services Training Package Version 1.1. Version created to correct mapping table information.
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 work cooperatively with others and deal effectively with issues, problems and conflict.

It applies to individuals who perform a range of routine tasks using a limited range of practical skills, and a fundamental knowledge of teamwork in a defined context under direct supervision or with limited individual responsibility.

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 BSBWOR203 Work effectively with others

Modification History

Release	Comments
Release 2	This version first released with BSB Business Services Training Package Version 1.1. Version created to correct mapping table information.
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 own responsibilities in relation to the team and the organisation's requirements• work effectively in a workgroup including:<ul style="list-style-type: none">– supporting team members– using culturally appropriate communication skills– acting on constructive feedback– cooperating and contributing to team goals– identifying improvement opportunities• identify problems and conflicts and address them appropriately. <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• outline team responsibilities and duties and their relationship to individual responsibilities and duties.• summarise conflict resolution techniques.

3.2 Delivery plans

The following sample delivery plans can be used to deliver *BSBWOR203 Work effectively with others*. 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: Develop effective workplace relationships	
Suggested time allocation: 12 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>BSBWOR203 Work effectively with others</i> , Release 2 Topic 1: Develop effective workplace relationships	<ul style="list-style-type: none"> Work group Organisational structure and processes Organisational chart Reporting lines Key tasks Key responsibilities Job description WHS guidelines WHS legislative requirements WHS policy WHS procedures WHS regulations Code of practice: hazardous manual tasks Feedback Formal feedback Performance appraisal Informal feedback on performance Customer and client feedback Service delivery feedback Personal feedback and reflection
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>BSBWOR203 Work effectively with others</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. 	

3.3 Learning mapping

BSBWOR203 Work effectively with others, Release 2

Unit of competency	Content	Practice tasks	Learning checkpoint
Element 1: Develop effective workplace relationships	Topic 1: Develop effective workplace relationships	n/a	n/a
1.1 Identify own responsibilities and duties in relation to workgroup members and undertake activities in a manner that promotes cooperation and good relationships	1A Identify own responsibilities and duties and undertake activities in a positive manner	1, 2, 3, 4	LC 1: Part A 1 LC 2: Part C 1, Part D
1.2 Take time and resource constraints into account in fulfilling work requirements of self and others	1B Consider time and resource constraints in fulfilling work requirements	4, 7	LC 1: Part A LC 2: Part C
1.3 Encourage, acknowledge and act on constructive feedback provided by others in the workgroup	1C Encourage, acknowledge and act on constructive feedback	3	LC 1: Part B LC 2: Part C, Part D
Element 2: Contribute to workgroup activities	Topic 2: Contribute to work group activities	n/a	n/a
2.1 Provide support to team members to ensure workgroup goals are met	2A Provide support to team members to ensure goals are met	3, 4, 6, 7	LC 2: Part A
2.2 Contribute constructively to workgroup goals and tasks according to organisational requirements	2B Make a constructive contribution to goals and tasks	3, 6, 7	LC 2: Part B
2.3 Share information relevant to work with workgroup to ensure designated goals are met	2C Share information to ensure goals are met	6, 7	LC 2: Part C

4.3 Assessment mapping

BSBWOR203 Work effectively with others, Release 2

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 effective workplace relationships					
1.1 Identify own responsibilities and duties in relation to workgroup members and undertake activities in a manner that promotes cooperation and good relationships	Q3	P1	P1		
1.2 Take time and resource constraints into account in fulfilling work requirements of self and others	Q4				
1.3 Encourage, acknowledge and act on constructive feedback provided by others in the workgroup	Q5	P8	P8		
Element 2: Contribute to workgroup activities					
2.1 Provide support to team members to ensure workgroup goals are met	Q6	P10	P10		
2.2 Contribute constructively to workgroup goals and tasks according to organisational requirements		P13	P13		
2.3 Share information relevant to work with workgroup to ensure designated goals are met	P15				
2.4 Identify and plan strategies/opportunities for improvement of workgroup in liaison with workgroup	Q7	P17	P17		

Part B – Project: Working effectively with others at BizOps Enterprises

Instructions to the assessor	<p>Please refer to the assessment task as outlined in the Aspire learner guide.</p> <p>The candidate must complete the project unassisted by you or other personnel. The candidate may refer to reference material as needed.</p> <p>You must use your judgment to assess whether the candidate has satisfactorily addressed the project requirements and criteria.</p>
Reasonable adjustment	<p>If the candidate is unable to undertake the project assessment as designed, a further scenario/project may be used as an alternative approach if negotiated with the assessor.</p>
Feedback/unsatisfactory outcomes	<p>All project criteria outlined in the project checklist must be covered satisfactorily for the project assessment to be completed satisfactorily.</p> <p>For any project assessment conducted that is incomplete, or without satisfactory performance, the assessment will need to be completed again after further training support. This may be simply to focus on question areas not achieved in the prior assessment.</p> <p>The project assessment may be re-attempted on two further occasions (maximum three attempts in total).</p> <p>As a further option, an alternative assessment task may be selected (for example, an alternative scenario/project).</p>

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:	BSBWOR203 <i>Work effectively with others</i> , Release 2	
Assessor name:		
Assessor email:		
Assessor phone number:		
Assessment tasks:		Satisfactorily completed
	Part A – Questioning	<input type="checkbox"/>
	<input type="checkbox"/> Part B – Project: Working effectively with others at BizOps Enterprises	<input type="checkbox"/>
	OR	
	<input type="checkbox"/> Part C – Project: Working effectively with others at work	
	<input type="checkbox"/> Part D – Observation	<input type="checkbox"/>
	OR	
	<input type="checkbox"/> Part E – Third-party report	