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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

BSBWOR301 Organise personal work priorities and development

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 organise own work schedules, to monitor and obtain feedback on work performance and to maintain required levels of competence.

This unit applies to individuals who exercise discretion and judgement and apply a broad range of competencies in various work contexts.

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

Prerequisite units

None

Unit sector

Industry Capability – Workplace Effectiveness

Element	Performance Criteria
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

2.2 Unit of competency assessment requirements

Assessment requirements for BSBWOR301 Organise personal work priorities and development

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"> • prepare a work plan according to organisational requirements and work objectives • use business technology to schedule, prioritise and monitor completion of tasks in a work plan • assess and prioritise own work load and deal with contingencies • monitor and assess personal performance against job role requirements by seeking feedback from colleagues and clients • identify personal development needs and access, complete and record skill development and learning. <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 key provisions of regulations that relate to own work role • describe goals, objectives or key performance indicators of own work role • explain ways to elicit, analyse and interpret feedback when communicating with other people in the workplace • explain the principles and techniques of goal setting, measuring performance, time management and personal assessment • explain signs and sources of stress and strategies to deal with stress in the workplace • identify methods to identify and prioritise personal learning needs.

Section 3: Training requirements

3.1 Delivery approach

To comply with the requirements of the VET Quality Framework (VQF) and the Standards for Registered Training Organisations/Australian Quality Training Framework (AQTF), RTOs must develop a training and assessment strategy for the training programs they deliver. The training and assessment approach adopted by an RTO must accord with the need of their learners, current industry requirements and the requirements of the training package.

Trainers and assessors must make judgments about the most appropriate way to meet these requirements. These judgments should form part of the organisation's overall training and assessment strategy.

3.2 Delivery plans

The following sample delivery plans can be used to deliver *BSBWOR301 Organise personal work priorities and development*. 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: Organise and complete own work schedule	
Suggested time allocation: 10 Suggested resources: <ul style="list-style-type: none"> Recommended reading Slide presentation software 	Slide nos: 2–33
Recommended reading	Terminology checklist
Aspire learner guide <i>BSBWOR301 Organise personal work priorities and development</i> , Release 1 Topic 1: Organise and complete own work schedule	<ul style="list-style-type: none"> Mission and vision Business plan KPIs Time management Prioritisation
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>BSBWOR301 Organise personal work priorities and development</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. 	
<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

BSBWOR301 Organise personal work priorities and development, Release 1

Unit of competency	Content	Practice tasks	Learning checkpoint
Element 1: Organise and complete own work schedule	Topic 1: Organise and complete own work schedule	n/a	n/a
1.1 Ensure that work goals, objectives or Key Performance Indicators (KPIs) are understood, negotiated and agreed in accordance with organisational requirements	1A Understand and negotiate work goals, objectives and KPIs	1	LC 1: Part A 5, 6 Part B 1, 2, 3
1.2 Assess and prioritise workload to ensure tasks are completed within identified timeframes	1B Assess and prioritise workload to ensure timely completion of tasks	2	LC 1: Part A 1
1.3 Identify factors affecting the achievement of work objectives and incorporate contingencies into work plans	1C Identify factors affecting the achievement of work objectives	3	LC 1: Part A 1, 3
1.4 Use business technology efficiently and effectively to manage and monitor scheduling and completion of tasks	1D Use business technology to manage and monitor tasks	4	LC 1: Part A 2, 4
Element 2: Monitor own work performance	Topic 2: Monitor own work performance	n/a	n/a
2.1 Accurately monitor and adjust personal work performance through self assessment to ensure achievement of tasks and compliance with legislation and work processes or KPIs	2A Monitor and adjust personal work performance	5	LC 2: Part B
2.2 Ensure that feedback on performance is actively sought and evaluated from colleagues and clients in the context of individual and group requirements	2B Seek and evaluate feedback on performance	6	LC 2: Part C 1, 2

4.3 Assessment mapping

BSBWOR301 Organise personal work priorities and development, 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 and complete own work schedule					
1.1 Ensure that work goals, objectives or Key Performance Indicators (KPIs) are understood, negotiated and agreed in accordance with organisational requirements		P4	P4		
1.2 Assess and prioritise workload to ensure tasks are completed within identified timeframes		P5, P6	P5, P6		
1.3 Identify factors affecting the achievement of work objectives and incorporate contingencies into work plans		P7	P7		
1.4 Use business technology efficiently and effectively to manage and monitor scheduling and completion of tasks		P8	P8		
Element 2: Monitor own work performance					
2.1 Accurately monitor and adjust personal work performance through self assessment to ensure achievement of tasks and compliance with legislation and work processes or KPIs		P9	P9		
2.2 Ensure that feedback on performance is actively sought and evaluated from colleagues and clients in the context of individual and group requirements		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:	BSBWOR301 Organise personal work priorities and development, 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: Organising personal work priorities and development at BizOps Enterprises OR <input type="checkbox"/> Part C – Project: Organising personal work priorities and development at work	<input type="checkbox"/>
	<input type="checkbox"/> Part D – Observation OR <input type="checkbox"/> Part E – Third-party report	<input type="checkbox"/>