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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

BSBWOR501 Manage personal work priorities and professional 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 create systems and process to organise information and prioritise tasks.

It applies to individuals working in managerial positions who have excellent organisational skills. The work ethic of individuals in this role has a significant impact on the work culture and patterns of behaviour of others as managers at this level are role models in their work environment.

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

Unit Sector

Industry Capability – Workplace Effectiveness

2.2 Unit of competency assessment requirements

Assessment Requirements for BSBWOR501 Manage personal work priorities and professional 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"> • use business technology to create and use systems and processes to organise and prioritise tasks and commitments • measure and maintain personal work performance including assessing competency against competency standards and seeking feedback • maintain an appropriate work-life balance to manage personal health and stress • participate in networks • develop a personal development plan which includes career objectives and an action plan • develop new skills. <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"> • explain principles and techniques involved in the management and organisation of: <ul style="list-style-type: none"> – performance measurement – personal behaviour, self-awareness and personality traits identification – a personal development plan – personal goal setting – time • discuss management development opportunities and options for self • describe methods for achieving a healthy work-life balance • outline organisation's policies, plans and procedures • explain types of learning style/s and how they relate to the individual • describe types of work methods and practices that can improve personal performance. |

2.3 Aspire resources available for this unit

Aspire's resources are structured to meet the requirements of the unit of competency. They are designed to **complement**, not replace, the learning and assessment strategies you or your training organisation have put in place.

As the trainer, **you are in the best position to judge** the full training and assessment requirements of a unit of competency. The judgments that you make in this regard should form part of your training organisation's broader training and assessment strategy.

The following Aspire resources are available to support delivery in this unit.

| Resource | General overview/how to use |
|---------------|---|
| Learner guide | <p>The learner guide's preliminary pages include information on:</p> <ul style="list-style-type: none">• how to work through the learner guide• foundation skills. <p>The preliminary pages also include a checklist the learner can use to identify the topics they may already know.</p> <p>Each topic matches an element in the unit of competency.</p> <p>The learner guide content is presented in plain English so it is easy for the learner to understand. It describes procedures and current industry practice, and includes examples, checklists, documents, images and case studies. There are also illustrations or diagrams to add interest and aid learning.</p> <p>The topic summaries provide an opportunity to review the topic content.</p> <p>The learner guide practice tasks and learning checkpoints can be used to consolidate and evaluate learning. It is up to you and the learner to decide which ones are necessary. Remember, these tasks and activities are not finite. You can add to them, change them or substitute your own tasks according to the interest level, the experience of the learners and the specific situation. Encourage learners to keep their answers to activities as these will build towards their evidence and demonstration of competency.</p> <p>A final assessment is included in the learner guide, which is designed to assess the learner's competency across the whole unit. Features of the final assessment include:</p> <ul style="list-style-type: none">• information about the assessment and its scope• an 'Are you ready for assessment?' checklist that the candidate can use to confirm they hold the skills and knowledge required to undertake the final assessment• an overview of the final assessment tasks, outlining task options• an assessment plan that the assessor and candidate can use to determine the tasks to be undertaken• the final assessment tasks themselves, which cover questioning, project/report and observation methods of assessment• a record of outcome for the assessor to use to confirm competency. |

3.3 Learning mapping

BSBWOR501 Manage personal work priorities and professional development, Release 1

| Unit of competency | Content | Practice tasks | Learning checkpoint |
|--|---|----------------|----------------------------------|
| Element 1: Establish personal work goals | | | |
| 1.1 Serve as a positive role model in the workplace through personal work planning | 1A Serve as a positive role model through personal work planning | 1 | LC 1: Part A 1, 3 Part B 2, 3 |
| 1.2 Ensure personal work goals, plans and activities reflect the organisation's plans, and own responsibilities and accountabilities | 1B Ensure personal work goals reflect the organisation's plans | 2 | LC 1: Part A 3, 5 Part B 4, 5 |
| 1.3 Measure and maintain personal performance in varying work conditions, work contexts and when contingencies occur | 1C Measure and maintain personal performance | 3 | LC 1: Part A 2, 4, 6 Part B 1 |
| Element 2: Set and meet own work priorities | | | |
| 2.1 Take initiative to prioritise and facilitate competing demands to achieve personal, team and organisational goals and objectives | 2A Take the initiative to prioritise and facilitate competing demands | 4 | LC 2: Part A 2, 3 Part B 1 |
| 2.2 Use technology efficiently and effectively to manage work priorities and commitments | 2B Use technology to manage work priorities and commitments | 5 | LC 2: Part A 1, 4, 5 Part B 2 |
| 2.3 Maintain appropriate work-life balance, and ensure stress is effectively managed and health is attended to | 2C Maintain work-life balance, manage stress and attend to health | 6 | LC 2: Part A 7, 8 Part B 3 |
| Element 3: Develop and maintain professional competence | | | |

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: Managing personal work priorities and professional development 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: Managing personal work priorities and professional development 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

BSBWOR501 Manage personal work priorities and professional 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: Establish personal work goals | | | | | |
| 1.1 Serve as a positive role model in the workplace through personal work planning | | | | O1 | O1 |
| 1.2 Ensure personal work goals, plans and activities reflect the organisation's plans, and own responsibilities and accountabilities | | P2, P3 | P2, P3 | | |
| 1.3 Measure and maintain personal performance in varying work conditions, work contexts and when contingencies occur | | | | O4 | O4 |
| Element 2: Set and meet own work priorities | | | | | |
| 2.1 Take initiative to prioritise and facilitate competing demands to achieve personal, team and organisational goals and objectives | Q7 | P4 | P4 | | |
| 2.2 Use technology efficiently and effectively to manage work priorities and commitments | | | | O6 | O6 |
| 2.3 Maintain appropriate work-life balance, and ensure stress is effectively managed and health is attended to | | P10 | P10 | O7 | O7 |
| Element 3: Develop and maintain professional competence | | | | | |

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: | BSBWOR501 Manage personal work priorities and professional 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: Managing personal work priorities and professional development at BizOps Enterprises | <input type="checkbox"/> |
| | OR | |
| | <input type="checkbox"/> Part C – Project: Managing personal work priorities and professional development at work | |
| | <input type="checkbox"/> Part D – Observation | <input type="checkbox"/> |
| | OR | |
| | <input type="checkbox"/> Part E – Third-party report | |