

# About this resource

This resource is for trainers and assessors of the unit *BSBWOR502 Lead and manage team effectiveness*, Release 1. It complements the corresponding *Aspire Learner guide*.

The *Assessment support pack* provides you with ideas and guidance on encouraging and supporting students through the training and assessment process using Aspire resources. It is designed to help you optimise the student's experience and record details of their competency.

This resource is comprised of several folders with the following editable documents to assist trainers and assessors.

Folders	Documents
Introduction	Introduction
Formative assessment	Formative assessment guide
Summative assessment	Final assessment marking guide Student assessment Third-party report
Supporting documents*	Sample documents and templates
Mapping	Provides formative and summative mapping
PowerPoint	PowerPoint slides for training purposes

\*The supporting documents folder is inside the summative assessment folder.

## Key features

- The *Assessment support pack* complements the *Aspire Learner guide*.
- It includes weblinks to the relevant unit of competency and other support resources.
- Provides guidelines for trainers and assessors on their responsibilities for formative and summative assessment to meet VET requirements.

### Formative assessment

- Includes activity questions with a marking guide.
- Discussion topics provide trainers with a guide to engage with students about the learning content.
- Clearly maps the learning content to the unit of competency requirements in a customisable Excel spreadsheet.

### Final assessment

- Includes detailed instructions to assessors on each assessment task.
- Includes a marking guide for each final assessment task.
- Clearly maps the final assessments to the unit of competency requirements.
- Mapping is provided in an Excel spreadsheet that allows you to customise and adjust as necessary.

# Formative assessment overview

This resource complements the corresponding *Aspire Learner guide*. Formative assessment helps students to consolidate their learning and trainers to determine how students are progressing.

## How to use formative assessment

Formative assessment tasks can be used by students in a variety of settings. Trainers can adapt these resources in a variety of ways, such as for small groups, verbal questioning, online forums or individual tasks. Trainers may choose to add to, change or substitute the questions provided by Aspire. This should be done according to the experience of students and the specific learning situation.

## Practice tasks and learning checkpoints

Aspire learner guides include practice tasks and learning checkpoints with questions about the learning content. These formative learning tasks are mapped to the unit of competency and include a range of question styles to suit most students. They allow the student to review their understanding of the content.

The question styles and content are designed to complement the final assessment questions. This provides students with an opportunity to practise before completing the final assessment. Students can access online versions of the practice tasks via links in the eBook, which provide immediate solutions and suggested responses.

The *Formative assessment guide* provides questions, along with solutions or suggested responses. It also provides discussion topics with suggested responses.

Solutions should serve as a reliable guide to the information a trainer would expect to see in a student's response. The nature and variety of the questions means that, in some cases, there will be numerous correct responses, and the solutions provided cannot cater for all contexts and all possible outcomes.

The answers provided by the student will vary due to a number of factors, including:

- the student's personal and work-related experiences
- the situations and strategies presented by the trainer
- the student's or trainer's interpretation of the activity
- the type of organisation, work practices, processes and systems encountered by the student.

## Talk with others

Discussion questions allow the student to reflect more widely on what they have learnt and their personal experiences. These allow students to share their ideas with others and apply their learning to a broader context.

Suggested responses to discussion topics are provided in the *Formative assessment guide*.

# Final assessment overview

## Assessment approach

Assessment is about collecting evidence and making decisions as to whether or not a student has achieved competency in the unit. Assessment confirms that the student can perform to the expected workplace standard, as outlined in the unit of competency.

All assessment tasks should be undertaken in conjunction with the RTO's training and assessment strategy, policies and procedures.

## Contextualisation

Final assessment tasks provided to students may need to be contextualised. Assessors may need to:

- re-map the tasks into the mapping documentation provided to ensure its integrity
- forward contextualised resources to the RTO's assessment manager for approval
- ensure that the performance and knowledge evidence can be demonstrated in the workplace
- review the solutions provided so they match the assessment tasks.

## Following the assessment rules

All of the RTO's assessment processes, including instructions to students on what evidence to provide, must adhere to the following:

- principles of assessment
- dimensions of competency
- rules of evidence.

## Plagiarism, cheating and collusion

Students should be provided with information about these misconduct items before they attempt any assessment.

Assessors should refer to their RTO's policies and procedures regarding training and assessment for information on what to do under these circumstances. Usually there will be a process including a report with reasons and circumstances surrounding the misconduct claim.

## Reasonable adjustment

It is important that assessors take meaningful and transparent steps to consult, consider and implement reasonable adjustments for candidates with disabilities or other individual needs. Reasonable adjustments can be made to the learning environment, training delivery, learning resources and/or assessment tasks to accommodate the student's particular needs.

Where students have disabilities, time should be spent with them learning about what modifications could be made to assessment to make it more accessible for their individual needs. For example, the student may be offered to complete a verbal interview with their assessor instead of a written assessment.

# Final assessment

This final assessment is for the unit *BSBWOR502 Lead and manage team effectiveness*, Release 1.

An assessor will review the work you complete and determine if you have satisfied the assessment requirements for this unit.

## Assessment plan for this unit

The table below is a summary of the final assessment for this unit.

Ask your assessor to confirm the dates for submitting each assessment task. Add the dates to the table below for your records.

Assessment task	Due date
1. Questions	
2. Project	
3. Observation	

## Submitting assessments

You must submit your completed assessments to your assessor. Instructions on what to submit are detailed in each assessment task.

Each assessment task you complete must have a signed cover sheet. Cover sheets are provided for each of the assessment tasks.

When the assessment has been completed and marked, your assessor may provide you with a completed copy for your own records.

If you believe your assessment result is not right you should discuss this with your assessor. They will direct you to your student handbook, which will have information about how to appeal an assessment result.

# Project instructions

In order to effectively lead and guide the team, you need to have a clear plan and process in place with an outline of the strategies you will use to monitor their performance and ensure team cohesion.

## Section 1: Developing a performance plan

1. Prepare a team performance plan with input from stakeholders. To complete this, you will need to do the following:
  - a. Outline team goals and confirm with senior management, such as using the SMART principle to identify goals.
  - b. Describe how the performance of team goals will be monitored, measured and evaluated, such as using performance measures and the support available to achieve goals.
  - c. Prepare a list of the tasks and time lines for each team member to achieve the goals, such as the actions and outputs required of each team member.

### Evidence to submit:

- ☐ Team performance plan

## Section 2: Strategies to involve the team

2. Write a report outlining the strategies you will use to develop and facilitate team cohesion. As part of your report, you must do the following:
  - a. Outline strategies to ensure the team has input into planning, decision-making and operational aspects of the project.
  - b. Develop policies and procedures that ensure each team member takes responsibility for their own work and assists others to complete their tasks, such as developing anti-discrimination policies and procedures.
  - c. Develop a process for how issues raised by the team will be addressed and performance issues will be resolved, such as scheduling meetings to raise issues.

### Evidence to submit:

- ☐ Report on strategies for team cohesion
- ☐ Organisational policies
- ☐ Procedures for complete tasks

# Final assessment marking guide

## BSBWOR502 Lead and manage team effectiveness

### Release 1

This resource is for assessors. It complements the corresponding Aspire *Learner guide* and *Student assessment* for this unit.

This *Final assessment marking guide* provides task instructions, along with suggested answers.

The assessment process must be conducted in accordance with the RTO's policies and procedures.

## Assessment task 1: Questions

Students' correct responses to the questions show that they have the required skills and knowledge to lead and manage team effectiveness.

Students need access to the assessment questions or learning management system to complete this task. As this is an open-book task, students may access a learner guide, the internet and/or other resources to complete the questions.

Students should respond to the questions in the spaces provided. They must answer all questions correctly for this task to be completed satisfactorily.

### Evidence

An assessment task cover sheet must be completed and submitted with this task.

The student will need to submit an answer to each question. This may be done by handing in written responses, or by sending in typed responses via email or online submission. You should advise students on how to submit their responses, and to keep a copy of their submitted work.

### When and where will this assessment take place?

Advise students if the assessment is to be done in the classroom or at home. Alternatively, assessment may take place at the student's workplace, in consultation with their employer.

You must provide students with the due date for the assessment, which can be recorded in the assessment plan. You must also specify the length of time allowed and the expected word count for each question, if applicable.

### What if the assessment is not suitable?

You may choose to modify this assessment to suit a student's needs. For example, you may offer the student the option to respond to verbal questions instead.

You must record the reasonable adjustment and evidence collected in the assessment task cover sheet. Any adjustments to this assessment must comply with the unit requirements and the RTO's policies and procedures.

### What if answers are not satisfactory?

If any student is unable to satisfactorily complete any of the questions, you must give the student feedback and record this feedback on the assessment task cover sheet.

Students must be provided with an opportunity for reassessment. Each student is allowed three attempts at this assessment.

Students have the right to appeal their assessment result. They need to be referred to the RTO policies and procedures.

**Third party to complete****Third-party checklist**

During the period of observation, the student has demonstrated the following to the required workplace and legislative standards:	Observation date/s:		
	S	U	N/A
<b>1. Consulting with team members to establish a common understanding of their purpose, roles, responsibilities and accountabilities</b>  Outline of the task: <ul style="list-style-type: none"> <li>• Discussing the purpose of the team in the context of the organisation</li> <li>• Explaining how the team's results contribute to other departments or areas of the business</li> <li>• Outlining the different roles in the team and how they are defined</li> <li>• Other (please describe):</li> </ul> Comments:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>2. Supporting team members to undertake their roles and responsibilities, and meet performance goals, including providing learning opportunities</b>  Outline of the task: <ul style="list-style-type: none"> <li>• Holding meetings with the team to discuss progress</li> <li>• Liaising with other parts of the business to ensure that key stakeholders are aware of the team's purpose, goals and plans</li> <li>• Maintaining focus on purpose, roles and responsibilities</li> <li>• Other (please describe):</li> </ul> Comments:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3. Encouraging participation in activities and communication processes</b>  Outline of the task: <ul style="list-style-type: none"> <li>• Ensuring team members have the capacity to perform, such as the competencies, resources, and equal opportunity to participate</li> <li>• Providing regular opportunities for contributions by the team</li> <li>• Promoting self-management of problem-solving</li> <li>• Other (please describe):</li> </ul> Comments:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>4. Providing feedback to the team that encourages, values and rewards individual and team efforts and contributions</b>  Outline of the task:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>