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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

BSBINM202 Handle mail

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 receive and distribute incoming mail, and to collect and despatch outgoing mail.

It applies to individuals who perform a range of routine tasks in the workplace, using a limited range of practical skills and knowledge of mail handling under direct supervision or with limited individual responsibility.

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

Prerequisite units

None

Unit sector

Knowledge Management – Information Management

Element	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Receive and distribute incoming mail	1.1 Ensure incoming mail is checked and registered in accordance with organisational policies and procedures 1.2 Identify titles and locations of company personnel and departments 1.3 Identify and distribute urgent and confidential mail in accordance with organisational requirements

2.2 Unit of competency assessment requirements

Assessment requirements for BSBINM202 Handle mail
Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance evidence	Evidence of the ability to: • work with a variety of incoming and outgoing mail • engage mail carriers' to organisational requirements • apply relevant legislation to handling mail. Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.
Knowledge evidence	To complete the unit requirements safely and effectively, the individual must: • outline the Australian postal codes system • explain key provisions of relevant legislation, regulations, standards and codes of practice that may affect mail handling • describe organisational policies and procedures specific to handling electronic mail procedural requirements for receiving/despatching and prioritising correspondence • list the range of mail services available.
Assessment conditions	Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the knowledge management – information management field of work and include access to: • office equipment and resources • examples of correspondence and parcels for sorting and despatch. Assessors must satisfy NVR/AQTF assessor requirement
Links	Companion volumes are available from the IBSA website: http://www.ibsa.org.au/companion_volumes

3.2 Delivery plans

The following sample delivery plans can be used to deliver *BSBINM202 Handle mail*. 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: Receive and distribute incoming mail	
Suggested time allocation: 8 hours **Suggested resources**: • Recommended reading • Slide presentation software	**Slide nos**: 2–13
Recommended reading	**Terminology checklist**
Aspire learner guide *BSBINM202 Handle mail*, Release 1 Topic 1: Receive and distribute incoming mail	• Incoming, outgoing • Mail register • General correspondence, such as letters • Accounts, invoices • Cheques or payment for services • Confidential or personal correspondence • Journals and magazines • Invitations • Legal documentation • Advertising and marketing material • Types of mail – urgent, confidential, junk • Other correspondence • Electronic mail, such as faxes and emails. • Computerised tracking system • Circulate
Suggested training strategies	
• Commence facilitation of this unit of competency by introducing learners to the Aspire learner guide for *BSBINM202 Handle mail*.	
• 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

BSBINM202 Handle mail, Release 1

Unit of competency Range of conditions	Content	Practice tasks	Learning checkpoint
Element 1: Receive and distribute incoming mail	Topic 1: Receive and distribute incoming mail	n/a	n/a
1.1 Ensure incoming mail is checked and registered in accordance with organisational policies and procedures	1A Check and register incoming mail	1	LC 1: Part A 1, 3, 4 Part B Part C
1.2 Identify titles and locations of company personnel and departments	1B Identify titles and locations of company personnel and departments	2	LC 1: Part A 3, 4 Part B Part C
1.3 Identify and distribute urgent and confidential mail in accordance with organisational requirements	1C Identify and distribute urgent and confidential mail	3	LC 1: Part A 3, 4
1.4 Sort and deliver mail to nominated person/location in accordance with organisational requirements	1D Sort and dispatch mail to the right person and location	4	LC 1: Part A 1, 3, 4 Part B Part C
1.5 Record and/or report damaged, suspicious or missing items and take appropriate action in accordance with organisational policies and procedures	1E Record, report and deal with damaged, suspicious and missing items	5	LC 1: Part A 3, 4 Part B
Element 2: Collect and despatch outgoing mail	Topic 2: Collect and dispatch outgoing mail	n/a	n/a

3.4 Solutions – general guidance

Practice tasks and learning checkpoints within Aspire's learner guides are designed for formative assessment only; that is, for the purpose of determining how well a learner is progressing in their learning. These activities are not designed for use in summative (final) assessments.

The solutions to practice tasks and learning checkpoints presented in sections 3.5 and 3.6 should serve as a reliable guide to the type of information that should be included in the learner's response. Refer to the learning checkpoints when evaluating learner responses.

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

• learner's own experiences

• learner's workplace experiences

• training situations and strategies presented by the trainer

• interpretation of the activity by the learner/trainer

• type of organisation, work practices, processes and systems encountered by the learner.

The nature and variety of the tasks presented means that, in some cases, there will be numerous correct responses and the solutions provided cannot cater for all contexts and eventualities.

In general terms:

• For questions with a single answer, Aspire has provided the correct answer.

• For questions that do not have a single answer, it is understood that answers will vary within certain parameters.

• For questions where the candidate has to list a certain number of items, Aspire has provided a more comprehensive listing from which candidate responses may be drawn. However, this list may not in all cases be definitive, and trainers should account for other possible correct responses.

• For activities that involve responding to a case study, Aspire has provided an example of how the learner may respond. Depending on the question, the terminology used will indicate either what the learner should have included in their response, or may have included. However, trainers should take into account different phrasing used by the learner, or different responses that may be equally correct.

• For activities that take place in the workplace or involve workplace documentation, Aspire can only provide an example response. Trainers should consider whether the learner has achieved the intent of the activity, taking into account the learner's workplace context.

• For activities that involve writing reports or completing documentation provided, Aspire can only provide an example response. Trainers should again consider whether the learner's response is appropriate to the task within the context of the learner's training and/or workplace.

4.3 Assessment mapping

BSBINM202 Handle mail, 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: Receive and distribute incoming mail					
1.1 Ensure incoming mail is checked and registered in accordance with organisational policies and procedures		P1	P1		
1.2 Identify titles and locations of company personnel and departments				O1	O1
1.3 Identify and distribute urgent and confidential mail in accordance with organisational requirements				O3	O3
1.4 Sort and deliver mail to nominated person/location in accordance with organisational requirements				O5	O5
1.5 Record and/or report damaged, suspicious or missing items and take appropriate action in accordance with organisational policies and procedures				O6	O6
Element 2: Collect and despatch outgoing mail					
2.1 Collect, check and sort outgoing mail to ensure all items are correctly prepared for despatch in accordance with organisational policies and procedures				O9	O9
2.2 Record and process outgoing mail for despatch in accordance with organisational requirements		P5	P5		

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:	*BSBINM202 Handle mail*, Release 1	
Assessor name:		
Assessor email:		
Assessor phone number:		
Assessment tasks:		**Satisfactorily completed**
	Part A – Questioning	❑
	❑ Part B – Project: Handling mail at BizOps Enterprises OR ❑ Part C – Project: Handling mail at work	❑
	❑ Part D – Observation OR ❑ Part E – Third-party report	❑
Declaration:	In completing this assessment, I confirm that the candidate has demonstrated all unit outcomes through consistent and repeated application of skills and knowledge with competent performance demonstrated in multiple instances over a period of time.	