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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.

1.2 Resource quality assurance processes

Aspire's resources are developed with rigorous quality assurance (QA) practices in place.

The QA process includes five components that support VET sector requirements:

1. Independent external QA of Aspire resources is carried out by QA consultants who are not employed or subcontracted by Aspire for resource development and have no other involvement or interest in the operations of Aspire. These QA consultants have vocational competencies and current industry skills relevant to the unit and/or current knowledge and skills in vocational teaching and learning. QA consultants also hold either:

   • TAE40110 Certificate IV in Training and Assessment (or its successor)

   • a diploma or higher level qualification in adult education.

2. Aspire engages with relevant industry bodies to ensure its resources meet industry needs (as identified in each individual unit of competency). This involves networking on an ongoing basis with industry networks, peak bodies and/or employers, and obtaining their feedback on resource content and assessments.

3. Resources are also reviewed by various training organisations and learner groups prior to release, to obtain and address feedback concerning resource usability.

4. Aspire uses external writers and/or subject matter experts who have relevant qualifications to an appropriate level in the subject area of the unit and current knowledge and skills in vocational teaching and learning.

5. Aspire's instructional design team has the following qualifications or similar:

   • Certificate IV in Training and Assessment or higher (with a preference for Diploma of VET)

   • TAESS00001 Assessor Skill Set or its successor.

Section 2: Unit of competency information

2.1 Unit of competency

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 lead and manage effective workplace relationships.

It applies to individuals in leadership or management who have a prominent role in establishing and managing processes and procedures to support workplace relationships taking into account the organisation's values, goals and cultural diversity.

At this level work will normally be carried out within complex and diverse methods and procedures, which require the exercise of considerable discretion and judgement, using a range of problem solving and decision making strategies.

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

Unit Sector

Management and Leadership – Leadership

2.2 Unit of competency assessment requirements

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:
	• develop and/or implement processes to manage ideas and information including:
	– communicating information to support others to achieve work responsibilities
	– facilitating employees' contributions to consultation on work issues
	– providing feedback on the outcomes of consultations
	– resolution of issues raised or referral to relevant personnel
	• establish and/or implement policies to ensure that the organisation's cultural diversity and ethical values are adhered to
	• provide leadership through own behaviour including:
	– professional conduct that promotes trust with internal and external contacts
	– adjusting own interpersonal communication style to meet the organisation's cultural diversity and ethical environment
	• plan for, and manage, the use of networks to support identifiable outcomes for the team and the organisation
	• develop and/or implement processes and systems to manage difficulties including:
	– identifying and resolving conflicts and other difficulties according to organisational policies and procedures
	– planning how to address difficulties
	– providing guidance, counselling and support to assist co-workers in resolving their work difficulties.
	Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

3.2 Delivery plans

The following sample delivery plans can be used to deliver *BSBLDR502 Lead and manage effective workplace relationships*. 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 1: Manage ideas and information	
Suggested time allocation: **Suggested resources**: • Recommended reading • Slide presentation software	**Slide nos**: 2–17
Recommended reading	**Terminology checklist**
Aspire learner guide *BSBLDR502 Lead and manage effective workplace relationships,* Release 1 Topic 1: Manage ideas and information	• Archival data • Performance plans • Information objectives • Validity • performance appraisals • Informal feedback • Formal feedback • 360 degree feedback
Suggested training strategies	
• Commence facilitation of this unit of competency by introducing learners to the Aspire learner guide for *BSBLDR502 Lead and manage effective workplace relationships*. 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.	
• 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

BSBLDR502 Lead and manage effective workplace relationships, Release 1

Unit of competency		Practice tasks	Learning checkpoint
Element 1: Manage ideas and information	Topic 1: Manage ideas and information	n/a	n/a
1.1 Ensure strategies and processes are in place to communicate information associated with the achievement of work responsibilities to all co-workers	1A Implement strategies to communicate information about work responsibilities	1	LC1: Part A 1, 2, 3 Part B 1, 2
1.2 Develop and/or implement consultation processes to ensure that employees have the opportunity to contribute to issues related to their work role	1B Implement consultation processes to allow employee input into their work role	2	LC1: Part A 1, 2 Part B 1, 2
1.3 Facilitate feedback to employees on outcomes of the consultation processes	1C Facilitate feedback to employees	3	LC1: Part B 1, 2
1.4 Develop and/or implement processes to ensure that issues raised are resolved promptly or referred to relevant personnel	1D Ensure that issues raised are resolved or referred on	4	LC1: Part B 1, 2
Element 2: Establish systems to develop trust and confidence	Topic 2: Establish systems to develop trust and confidence	n/a	n/a
2.1 Establish and/or implement policies to ensure that the organisation's cultural diversity and ethical values are adhered to	2A Ensure adherence to organisational cultural diversity and ethical values	5	LC2: Part A 1 Part B 1

4.3 Assessment mapping

BSBLDR502 Lead and manage effective workplace relationships, 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: Manage ideas and information					
1.1 Ensure strategies and processes are in place to communicate information associated with the achievement of work responsibilities to all co-workers	Q1	P1	P1	O1	O1
1.2 Develop and/or implement consultation processes to ensure that employees have the opportunity to contribute to issues related to their work role	Q2, Q3	P2	P2	O2	O2
1.3 Facilitate feedback to employees on outcomes of the consultation processes	Q3	P3	P3	O3	O3
1.4 Develop and/or implement processes to ensure that issues raised are resolved promptly or referred to relevant personnel	Q4	P4	P4	O4	O4
Element 2: Establish systems to develop trust and confidence					
2.1 Establish and/or implement policies to ensure that the organisation's cultural diversity and ethical values are adhered to	Q5	P5	P5	O5	O5

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:	*BSBLDR502 Lead and manage effective workplace relationships,* Release 1
Assessor name:	
Assessor email:	
Assessor phone number:	

Assessment tasks:		**Satisfactorily completed**
	Part A – Questioning	❑
	❑ Part B – Project: Leading and managing effective workplace relationships at BizOps Enterprises OR ❑ Part C – Project: Leading and managing effective workplace relationships at work	❑
	❑ Part D – Observation OR ❑ Part E – Third-party report	❑