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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

BSBMGT401 Show leadership in the workplace

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 teams and individuals by modelling high standards of conduct to reflect the organisation's standards and values.

It applies to individuals who are making the transition from being a team member to taking responsibility for the work and performance of others and providing the first level of leadership within the organisation. These managers have a strong influence on the work culture, values and ethics of the teams they supervise.

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

Unit Sector

Management and Leadership – Management

2.2 Unit of competency assessment requirements

Assessment requirements for BSBMGT401 Show leadership in the workplace

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:
	• identify the organisation's standards and values, whether stated or implied by the way the organisation conducts its business
	• evaluate own behaviour and performance against these and adjust to achieve required standards
	• develop and implement performance plans and key performance indicators (KPIs) to meet organisation's goals and objectives
	• use established communication channels to raise questions about standards and values that may be damaging to the organisation
	• ensure own behaviour and performance contributes to the integrity and credibility of the organisation
	• facilitate processes to make decisions that are based on:
	– relevant information
	– examination of options and associated risks
	– input from relevant people
	• communicate about making and implementing decisions including:
	– facilitating agreement on the preferred course of action and implementation plans
	– monitoring and feedback on the implementation and impact of decisions.
	Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

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 *BSBMGT401 Show leadership in the workplace*. 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: Model high standards of management performance and behaviour	
Suggested time allocation: 8 hours **Suggested resources**: • Recommended reading • Slide presentation software	**Slide nos**: 2–16
Recommended reading	**Terminology checklist**
Aspire learner guide *BSBMGT401 Show leadership in the workplace*, Release 1 Topic 1: Model high standards of management performance and behaviour	• Manager • Supervisor • Team leader • Project coordinator • Vision statement • Mission statement • Organisational policies and procedures • Legal guidelines • Management • Leadership • Situational leadership • Mentoring • Coaching • Performance plans • Constructive feedback • Key performance indicators • Monitoring performance
Suggested training strategies	
• Commence facilitation of this unit of competency by introducing learners to the Aspire learner guide for *BSBMGT401 Show leadership in the workplace*. 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.	

3.3 Learning mapping

BSBMGT401 Show leadership in the workplace, Release 1

Unit of competency	Range of conditions	Content	Practice tasks	Learning checkpoint
Element 1: Model high standards of management performance and behaviour				
1.1 Ensure management performance and behaviour meets the organisation's requirements		1A Meet requirements for management performance and behaviour	1	LC 1: Part B 1
1.2 Ensure management performance and behaviour serves as a positive role model for others		1B Be a positive role model for others	2	LC 1: Part B 2
1.3 Develop and implement performance plans in accordance with organisation's goals and objectives		1C Develop and implement performance plans	3	LC 1: Part B 3
1.4 Establish and use key performance indicators to meet organisation's goals and objectives		1D Establish and use key performance indicators	4	LC 1: Part B 4
Element 2: Enhance organisation's image				

4.2 Assessment procedures

Contextualisation

Final assessment tasks provided to candidates may need to be contextualised to include such requirements as organisational policies and procedures, work health and safety management strategies, state/territory regulatory requirements and organisational resources or equipment.

If contextualising any resources, assessors must:

- meet with key personnel within the organisation such as supervisors, human resources personnel and team leaders to identify sources of information and establish how performance and knowledge are demonstrated within the workplace

- re-map the resources in the relevant mapping documentation to ensure the integrity of the assessment tool is unaffected

- forward contextualised resources to your training organisation's compliance manager for approval.

4.3 Assessment mapping

BSBMGT401 Show leadership in the workplace, Release 1

Unit of competency	Range of conditions	Part A – Questioning	Part B – Project: Scenario	Part C – Project: At work	Part D – Observation	Part E – Third-party report
Element 1: Model high standards of management performance and behaviour						
1.1 Ensure management performance and behaviour meets the organisation's requirements		Q1, Q2	P1, P2	P1, P2	O1	O1
1.2 Ensure management performance and behaviour serves as a positive role model for others		Q3	P3	P3	O2	O2
1.3 Develop and implement performance plans in accordance with organisation's goals and objectives			P4	P4	O3	O3
1.4 Establish and use key performance indicators to meet organisation's goals and objectives			P5	P5	O4	O4
Element 2: Enhance organisation's image						

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:	*BSBMGT401 Show leadership in the workplace*, Release 1
Assessor name:	
Assessor email:	
Assessor phone number:	

Assessment tasks:		**Satisfactorily completed**
	Part A – Questioning	❑
	❑ Part B – Project: Showing leadership at BizOps Enterprises OR ❑ Part C – Project: Showing leadership at work	❑
	❑ Part D – Observation OR ❑ Part E – Third-party report	❑