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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

BSBMGT608 Manage innovation and continuous improvement

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 sustain and develop an environment in which continuous improvement, innovation and learning are promoted and rewarded.

It applies to people with managerial responsibilities who aim to build a better and more effective work environment. Continuous improvement and innovation have links with the model of the learning organisation and people working at this level play an important role in building the culture, values and attitudes of the organisation.

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 BSBMGT608 Manage innovation and continuous improvement

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:
	• analyse and evaluate systems and performance in key areas of the organisation and identify opportunities for improvement, seeking advice from experts as appropriate
	• promote the value of creativity, innovation and sustainability and recognise successes
	• support the testing and trialling of new ideas and undertake risk management and cost-benefit analysis for options
	• plan for and implement improvements using organisation's processes for approvals, project management and change management
	• facilitate effective contributions to and communications about continuous improvement and innovation
	• capture insights, experiences and ideas for improvements and incorporate them into the organisation's knowledge management systems and future planning.
	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 cost-benefit analysis methods
	• describe creativity and innovation theories and concepts
	• list organisational learning principles
	• identify quality management and continuous improvement theories
	• describe relevant risk management concepts
	• outline relevant sustainability practices.

3.3 Learning mapping

BSBMGT608 Manage innovation and continuous improvement, Release 1

Unit of competency		Content		Practice tasks	Learning checkpoint
Element 1: Review programs, systems and processes					
1.1	Establish strategies to monitor and evaluate performance and sustainability of key systems and processes	1A	Establish strategies to monitor and evaluate key systems and processes	1	LC1: Part B 1, 2, 3
1.2	Undertake detailed analyses of supply chains, and operational, product and service delivery systems	1B	Analyse supply chains and operational, product and service delivery systems	2	LC1: Part A 2
1.3	Identify performance measures, and assessment tools and techniques, and evaluate their effectiveness	1C	Identify and evaluate performance measures, assessment tools and techniques	3	LC1: Part B 4
1.4	Analyse performance reports and variance from plans for key result areas of the organisation	1D	Analyse performance reports and variance from plans	4	LC1: Part A 3
1.5	Identify and analyse changing trends and opportunities relevant to the organisation	1E	Identify and analyse trends and opportunities, seeking advice from specialists, where appropriate	5	LC1: Part A 4
1.6	Seek advice from specialists, where appropriate, to identify technology and electronic commerce opportunities	1E	Identify and analyse trends and opportunities, seeking advice from specialists, where appropriate	5	LC1: Part B 5
Element 2: Develop options for continuous improvement					
2.1	Brief groups on performance improvement strategies and innovation as an essential element of competition	2A	Brief groups on performance improvement strategies, innovation and competitive advantage	6	LC2: Part A 1

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 innovation and continuous improvement at BizOps Enterprises You will demonstrate your skills and knowledge by completing a scenario-based project. OR Part C – Project: Managing innovation and continuous improvement 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.

How to use the assessment plan

Once assessment tasks and options have been discussed with the candidate, required and preferred tasks should be selected and documented in the assessment plan. An example of the assessment plan is provided here.

Assessment plan	
Training organisation name:	
Candidate name:	
Phone number:	
Date:	
Email:	
Assessor name:	
Unit of competency:	*BSBMGT608 Manage innovation and continuous improvement*, Release 1
Assessment tasks selected:	Part A – Questioning Select and complete one of the following: ❑ Part B – Project: Managing innovation and continuous improvement at BizOps Enterprises OR ❑ Part C – Project: Managing innovation and continuous improvement at work Select and complete one of the following: ❑ Part D – Observation OR ❑ Part E – Third-party report
Ready for assessment declaration:	I confirm that the purpose and procedures of this assessment have been clearly explained to me. I have been consulted about any special needs I might have in relation to the assessment process. The criteria to be used for this assessment have been discussed with me, as have the consequences and possible outcomes of the assessment.

4.3   Assessment mapping

BSBMGT608 Manage innovation and continuous improvement, 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: Review programs, systems and processes					
1.1 Establish strategies to monitor and evaluate performance and sustainability of key systems and processes	Q2, 3	P2	P2		
1.2 Undertake detailed analyses of supply chains, and operational, product and service delivery systems	Q4, 5	P13	P13		
1.3 Identify performance measures, and assessment tools and techniques, and evaluate their effectiveness	Q6	P2	P2		
1.4 Analyse performance reports and variance from plans for key result areas of the organisation	Q7	P13	P15		
1.5 Identify and analyse changing trends and opportunities relevant to the organisation	Q8	P10	P10		
1.6 Seek advice from specialists, where appropriate, to identify technology and electronic commerce opportunities	Q9	P12	P12	O1	O1
Element 2: Develop options for continuous improvement					
2.1 Brief groups on performance improvement strategies and innovation as an essential element of competition		P15	P15	O2	O2
2.2 Foster creative climate and organisational learning by promoting interaction within and between work groups	Q10	P8	P8	O3	O3

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:	*BSBMGT608 Manage innovation and continuous improvement*, Release 1	
Assessor name:		
Assessor email:		
Assessor phone number:		
Assessment tasks:		**Satisfactorily completed**
	Part A – Questioning	❑
	❑ Part B – Project: Managing innovation and continuous improvement at BizOps Enterprises OR ❑ Part C – Project: Managing innovation and continuous improvement 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.	