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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

BSBRES401 Analyse and present research information

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 gather, organise, analyse and present workplace information using available systems. This includes identifying research requirements and sources of information, applying information to a set of facts, evaluating the quality of the information, and preparing and producing reports.

It applies to individuals who are required to apply their broad knowledge of the work environment to analysis and research tasks, evaluate information from a variety of sources and apply solutions to a range of unpredictable problems.

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

Unit Sector

Knowledge Management – Research

2.2 Unit of competency assessment requirements

Assessment Requirements for BSBRES401 Analyse and present research information

Modification History

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

Performance Evidence	<p>Evidence of the ability to:</p> <ul style="list-style-type: none"> identify or confirm research requirements and objectives gather, organise and present workplace information and data update, modify, maintain and store information maintain and handle data and documents systematically and securely prepare and produce reports including: <ul style="list-style-type: none"> recommendations based on the analysis of information clear and justified assumptions and conclusions use of efficient, valid and reliable methods use Boolean operators and other search tools analyse, evaluate and interpret data to support organisational activities. <p>Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.</p>
Knowledge Evidence	<p>To complete the unit requirements safely and effectively, the individual must:</p> <ul style="list-style-type: none"> explain organisational systems for recordkeeping/filing, including security procedures identify organisational policies and procedures and legal and ethical obligations relating to workplace information explain concepts related to research and analysis including reliability and validity give examples of techniques for data analysis and how they are applied explain research processes and strategies to identify new sources (online and print) of information and to use them most efficiently and effectively.

3.2 Delivery plans

The following sample delivery plans can be used to deliver *BSBRES401 Analyse and present research information*. 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: Gather and organise information	
Suggested time allocation: 12 hours Suggested resources: <ul style="list-style-type: none"> Recommended reading Slide presentation software 	Slide nos: 2–15
Recommended reading	Terminology checklist
Aspire learner guide <i>BSBRES401 Analyse and present research information</i> , Release 1 Topic 1: Gather and organise information	<ul style="list-style-type: none"> Primary and secondary information Quantitative and qualitative information Intranet Business case Tender Copyright Critical thinking Referencing Accuracy, relevancy and reliability Non-electronic sources Bulletin boards, discussion groups and newsgroups Search engines and URLs Version control.
Suggested training strategies	
<ul style="list-style-type: none"> Commence facilitation of this unit of competency by introducing learners to the Aspire learner guide for <i>BSBRES401 Analyse and present research information</i>. You may wish to discuss recognition of prior learning processes with learners at this stage. 	
<ul style="list-style-type: none"> 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. 	
<ul style="list-style-type: none"> 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

BSBRES401 Analyse and present research information, Release 1

Unit of competency	Content	Practice tasks	Learning checkpoint
Element 1: Gather and organise information			
1.1 Gather and organise information in a format suitable for analysis, interpretation and dissemination in accordance with organisational requirements	1A Gather and organise information in a suitable format	1	LC 1: Part A 1, 3
1.2 Access information held by the organisation ensuring accuracy and relevance in line with established organisational requirements	1B Access and assess information held by the organisation	2	LC 1: Part A 2
1.3 Ensure that methods of collecting information are reliable and make efficient use of resources in accordance with organisational requirements	1C Collect information efficiently and reliably	3	LC 1: Part A 3
1.4 Identify research requirements for combining online research with non-electronic sources of information	1D Identify requirements for combining online and non-electronic research	4	LC 1: Part A 4
1.5 Use business technology to access, organise and monitor information in accordance with organisational requirements	1E Use business technology to gather information	5	LC 1: Part A 4
1.6 Update, modify, maintain and store information, in accordance with organisational requirements	1F Update, modify, maintain and store information	6	LC 1: Part A 5
Element 2: Research and analyse information			
2.1 Clearly define objectives of research ensuring consistency with organisational requirements	2A Define research objectives	7	LC 2: Part B 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: Analysing and presenting a research report at BizOps Enterprises You will demonstrate your skills and knowledge by completing a project using a case study or simulated environment. OR Part C – Project: Analysing and presenting a research report 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.

4.3 Assessment mapping

BSBRES401 Analyse and present research information, 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: Gather and organise information					
1.1 Gather and organise information in a format suitable for analysis, interpretation and dissemination in accordance with organisational requirements		P1	P1	O1	O1
1.2 Access information held by the organisation ensuring accuracy and relevance in line with established organisational requirements	Q2	P3	P3	O2	O2
1.3 Ensure that methods of collecting information are reliable and make efficient use of resources in accordance with organisational requirements	Q1, Q3	P4	P4		
1.4 Identify research requirements for combining online research with non-electronic sources of information	Q4			O3, O4	O3, O4
1.5 Use business technology to access, organise and monitor information in accordance with organisational requirements		P6	P6	O5, O6	O5, O6
1.6 Update, modify, maintain and store information, in accordance with organisational requirements	Q5	P7	P7	O7, O8	O7, O8
Element 2: Research and analyse information					

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:	BSBRES401 Analyse and present research information, Release 1	
Assessor name:		
Assessor email:		
Assessor phone number:		
Assessment tasks:		Satisfactorily completed
	Part A – Questioning	<input type="checkbox"/>
	<input type="checkbox"/> Part B – Project: Analysing and presenting a research report at BizOps Enterprises	<input type="checkbox"/>
	OR	
	<input type="checkbox"/> Part C – Project: Analysing and presenting a research report at work	
	<input type="checkbox"/> Part D – Observation	<input type="checkbox"/>
	OR	
	<input type="checkbox"/> Part E – Third-party report	