



BSBWOR501

**Manage personal work priorities and
professional development**

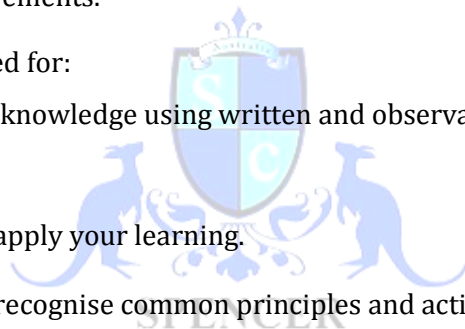
ASSESSMENT

ASSESSMENT INFORMATION FOR STUDENTS

Throughout your training we are committed to your learning by providing a training and assessment framework that ensures the knowledge gained through training is translated into practical on the job improvements.

You are going to be assessed for:

- Your skills and knowledge using written and observation activities that apply to the workplace.
- Your ability to apply your learning.
- Your ability to recognise common principles and actively use these on the job.



All of your assessment and training is provided as a positive learning tool. Your assessor will guide your learning and provide feedback on your responses to the assessment materials until you have been deemed competent in this unit.

HOW YOU WILL BE ASSESSED

The process we follow is known as competency-based assessment. This means that evidence of your current skills and knowledge will be measured against national standards of best practice, not against the learning you have undertaken either recently or in the past. Some of the assessment will be concerned with how you apply your skills and knowledge in the workplace, and some in the training room as required by each unit.

Your Trainer will discuss with you whether your current or past workplaces are suitable to use and a basis for your assessments.

Where you have a workplace that is supportive and resourced the preferred choice is that you will complete the assessment tasks on their workplace using a similarly sized and similarly complex project. This may provide better assessment outcomes for you. This choice should be negotiated with the Trainer.

If you do not have a suitable workplace on which to base your assessment, the Trainer / Assessor may create a simulated workplace via a case study or sets of instructions based on your needs or use a standard pre prepared case study/simulated environment.

Because of variations within organisations and learner access it is permissible to use a combination of workplace and the simulated business to complete the assessment tasks. Discuss this with your Trainer.

The assessment tasks have been designed to enable you to demonstrate the required skills and knowledge and produce the critical evidence to successfully demonstrate competency at the required standard.

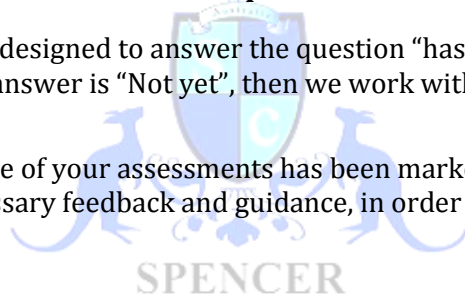
Your assessor will ensure that you are ready for assessment and will explain the assessment process. Your assessment tasks will outline the evidence to be collected and how it will be collected, for example; a written activity, case study, or demonstration and observation.

The assessor will also have determined if you have any special needs to be considered during assessment. Changes can be made to the way assessment is undertaken to account for special needs and this is called making Reasonable Adjustment.

What happens if your result is 'Not Yet Competent' for one or more assessment tasks?

Our assessment process is designed to answer the question “has the desired learning outcome been achieved yet?” If the answer is “Not yet”, then we work with you to see how we can get there.

In the case that one or more of your assessments has been marked 'NYC', your trainer will provide you with the necessary feedback and guidance, in order for you to resubmit your responses.



What if you disagree on the assessment outcome?

You can appeal against a decision made in regards to your assessment. An appeal should only be made if you have been assessed as 'Not Yet Competent' against a specific unit and you feel you have sufficient grounds to believe that you are entitled to be assessed as competent. You must be able to adequately demonstrate that you have the skills and experience to be able to meet the requirements of units you are appealing the assessment of.

Your trainer will outline the appeals process, which is available to the student. You can request a form to make an appeal and submit it to your trainer, the course coordinator, or the administration officer. The RTO will examine the appeal and you will be advised of the outcome within 14 days. Any additional information you wish to provide may be attached to the appeal form.

What if I believe I am already competent before training?

If you believe you already have the knowledge and skills to be able to demonstrate competence in this unit, speak with your trainer, as you may be able to apply for Recognition of Prior Learning (RPL).

Assessor Responsibilities

Assessors need to be aware of their responsibilities and carry them out appropriately. To do this they need to:

- Ensure that participants are assessed fairly based on the outcome of the language, literacy and numeracy review completed at enrolment.
- Ensure that all documentation is signed by the student, trainer, workplace supervisor and assessor when units and certificates are complete, to ensure that there is no follow-up required from an administration perspective.
- Ensure that their own qualifications are current.

- When required, request the manager or supervisor to determine that the student is 'satisfactorily' demonstrating the requirements for each unit. 'Satisfactorily' means consistently meeting the standard expected from an experienced operator.
- When required, ensure supervisors and students sign off on third party assessment forms or third party report.
- Follow the recommendations from moderation and validation meetings.

How should I format my assessments?

Your assessments should be typed in a 11 or 12 size font for ease of reading. You must include a footer on each page with the student name, unit code and date. Your assessment needs to be submitted as a hardcopy or electronic copy as requested by your trainer.

How long should my answers be?

The length of your answers will be guided by the description in each assessment, for example:

Type of Answer	Answer Guidelines
Short Answer	4 typed lines = 50 words, or 5 lines of handwritten text
Long Answer	8 typed lines = 100 words, or 10 lines of handwritten text = $\frac{1}{3}$ of a foolscap page
Brief Report	500 words = 1 page typed report, or 50 lines of handwritten text = $1\frac{1}{2}$ foolscap handwritten pages
Mid Report	1,000 words = 2 page typed report 100 lines of handwritten text = 3 foolscap handwritten pages
Long Report	2,000 words = 4 page typed report 200 lines of handwritten text = 6 foolscap handwritten pages

How should I reference the sources of information I use in my assessments?

Include a reference list at the end of your work on a separate page. You should reference the sources you have used in your assessments in the Harvard Style. For example:

Website Name – Page or Document Name, Retrieved insert the date. Webpage link.

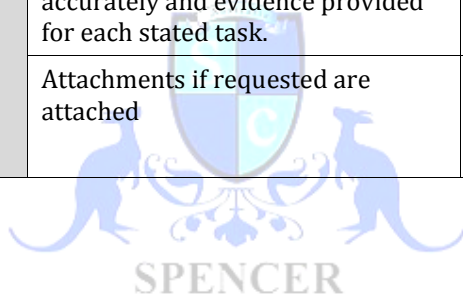
For a book: Author surname, author initial Year of publication, Title of book, Publisher, City, State

ASSESSMENT GUIDE

The following table shows you how to achieve a satisfactory result against the criteria for each type of assessment task. The following is a list of general assessment methods that can be used in assessing a unit of competency. Check your assessment tasks to identify the ones used in this unit of competency.

Assessment Method	Satisfactory Result	Non-Satisfactory Result
You will receive an overall result of Competent or Not Yet Competent for the unit. The assessment process is made up of a number of assessment methods. You are required to achieve a satisfactory result in each of these to be deemed competent overall. Your assessment may include the following assessment types.		
Questions	All questions answered correctly	Incorrect answers for one or more questions
	Answers address the question in full; referring to appropriate sources from your workbook and/or workplace	Answers do not address the question in full. Does not refer to appropriate or correct sources.
Third Party Report	Supervisor or manager observes work performance and confirms that you consistently meet the standards expected from an experienced operator	Could not demonstrate consistency. Could not demonstrate the ability to achieve the required standard
Written Activity	The assessor will mark the activity against the detailed guidelines/instructions	Does not follow guidelines/instructions
	Attachments if requested are attached	Requested supplementary items are not attached
	All requirements of the written activity are addressed/covered.	Response does not address the requirements in full; is missing a response for one or more areas.
	Responses must refer to appropriate sources from your workbook and/or workplace	One or more of the requirements are answered incorrectly. Does not refer to or utilise appropriate or correct sources of information
Observation/Demonstration	All elements, criteria, knowledge and performance evidence and critical aspects of evidence, are demonstrated at the appropriate AQF level	Could not demonstrate elements, criteria, knowledge and performance evidence and/or critical aspects of evidence, at the appropriate AQF level
Case Study	All comprehension questions answered correctly; demonstrating an application of knowledge of the topic case study.	Lack of demonstrated comprehension of the underpinning knowledge (remove) required to complete the case study questions correctly. One or more questions are answered incorrectly.

Practical Activity	Answers address the question in full; referring to appropriate sources from your workbook and/or workplace	Answers do not address the question in full; do not refer to appropriate sources.
	All tasks in the practical activity must be completed and evidence of completion must be provided to your trainer/assessor. All tasks have been completed accurately and evidence provided for each stated task.	Tasks have not been completed effectively and evidence of completion has not been provided.
	Attachments if requested are attached	Requested supplementary items are not attached



ASSESSMENT COVER SHEET

Assessment Cover Sheet			
Student's name:			
Assessors Name:		Date:	
Is the Student ready for assessment?	Yes	No	
Has the assessment process been explained?	Yes	No	
Does the Student understand which evidence is to be collected and how?	Yes	No	
Have the Student's rights and the appeal system been fully explained?	Yes	No	
Have you discussed any special needs to be considered during assessment?	Yes	No	
The following documents must be completed and attached			
<input type="checkbox"/> Written Activity Checklist The student will complete the written activity provided to them by the assessor. The Written Activity Checklist will be completed by the assessor.	S	NYS	
<input type="checkbox"/> Observation / Demonstration The student will demonstrate a range of skills and the assessor will observe where appropriate to the unit. The Observation Checklist will be completed by the assessor.	S	NYS	
<input type="checkbox"/> Questioning Checklist The student will answer a range of questions either verbally or written. The Questioning Checklist will be completed by the assessor.	S	NYS	
I agree to undertake assessment in the knowledge that information gathered will only be used for professional development purposes and can only be accessed by the RTO:			
Overall Outcome <input type="checkbox"/> Competent <input type="checkbox"/> Not yet Competent			
Student Signature:		Date:	
Assessor Signature:		Date:	

Result and Feedback			
Feedback to Student:			
Overall Outcome		<input type="checkbox"/> Competent	<input type="checkbox"/> Not yet Competent
Assessor Signature:		Date:	

A1

WRITTEN ACTIVITY

For this assessment, you will need to perform the following tasks. These tasks will need to be completed and submitted in a professional, word processed, format. Each task must be 1000 words minimum in length.

If you are not currently working, please discuss Task 1 and 2 in relation to a position you have previously held or your preferred job role or use a case study as provided by your trainer.

Use Case Study - Bang On Bikes Personal Plan.docx

Planning Templates are provided in this assessment

Task 1 and 2 are to be completed in conjunction with the Observation Activity.

Task 1

1. Your task is to develop your own plan to meet at least four goals of your job role including the following:
 - a. Establish your personal work goals/career objectives in relation to your position description
 - b. Set the plan and for each goal discuss how you will meet your work priorities
 - c. Discuss how you will develop and maintain your professional competence
2. To establish and set your goals you could use the following template or alternatively you can create your own. You may want to use a diary (either paper or electronic) to enter your goals for work.

Task 2

1. You are to then complete a personal development plan for your development in relation to your job role. The “Personal Development Plan Template” below will assist you with this task or you can create your own. There is an example of a completed personal development plan provided for you.
2. Both completed templates must be submitted as part of your assessment for this unit.

COMPANY NAME

GOAL PLANNING TEMPLATE

EMPLOYEE INFORMATION

Employee
Name:

Employee ID:

Job Title:

Department:

Manager:

Date:

Review Period:

to

INSTRUCTIONS

Goals should always be: **S** – Specific **M** – Measurable **A** – Achievable **R** – Realistic **I** – Time Bound

1. **Goal/Objective.** Briefly describe each goal/objective and when the goal/objective should be met or accomplished.
2. **Measurement.** How will the goal/objective be evaluated? (Use quantitative measures such as % or dollar increase in revenue or market share and/or use qualitative measures which are descriptive of criteria.)
3. **Importance.** Rank the goal as Essential, Important, or Desirable as follows:
Essential – required for job performance
Important – helpful for job performance
Desirable – asset for job performance

1ST GOAL/OBJECTIVE

Description:

Measurement:



Importance: ☐ Essential ☐ Important ☐ Desirable

2ND GOAL/OBJECTIVE

Description:

Measurement:

Importance: ☐ Essential ☐ Important ☐ Desirable

3RD GOAL/OBJECTIVE

Description:

Measurement:



Importance: ☐ Essential ☐ Important ☐ Desirable

4TH GOAL/OBJECTIVE

Description:


Measurement:

Importance: ☐ Essential ☐ Important ☐ Desirable

Personal Development Plan Template

Name:

Date:

Objectives What do I want to be able to do or do better?	Success criteria How will I recognise success? How will I review and measure my improvement?	Actions What methods will I use to achieve my learning objectives?	Implementation How will I practise and apply what I learn?
			

Task 3

For this task you must research each of the following topics, and complete a basic report on your findings. The research topics are:

1. Principles and techniques involved in the management and organisation of:
 - a. performance measurement



- b. personal behaviour, self-awareness and personality traits identification

c. a personal development plan



d. personal goal setting

e. Time



2. Outline your organisation's policies, plans and procedures relating to work priorities and professional development.

3. Types of learning style/s and how they relate to the individual



A1 WRITTEN ACTIVITY CHECKLIST

Written Activity Checklist		
<p>For this assessment, the student must complete the written activity.</p> <p>The written activity is a stand-alone activity that will allow the student to display the required knowledge and skills that are essential when deciding overall competency.</p>		
Student's name:		
Assessor's name:		
	Has the student satisfactorily completed the written activity?	
	Yes	No
Did the Student provide evidence of their ability to:		
<ul style="list-style-type: none"> Your task is to develop your own plan to meet at least four goals of your job role including the following: 	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <ul style="list-style-type: none"> Establish your personal work goals/career objectives in relation to your position description 	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <ul style="list-style-type: none"> Set the plan and for each goal discuss how you will meet your work priorities 	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <ul style="list-style-type: none"> Discuss how you will develop and maintain your professional competence 	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> To establish and set your goals you could use the following template or alternatively you can create your own. You may want to use a diary (either paper or electronic) to enter your goals for work. 	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> You are to then complete a personal development plan for your development in relation to your job role. The "Personal Development Plan Template" 	<input type="checkbox"/>	<input type="checkbox"/>

below will assist you with this task or you can create your own. There is an example of a completed personal development plan provided for you.		
<ul style="list-style-type: none"> Both completed templates must be submitted as part of your assessment for this unit. 	<input type="checkbox"/>	<input type="checkbox"/>
For this task you must research each of the following topics, and complete a basic report on your findings. The research topics are:		
<ul style="list-style-type: none"> Principles and techniques involved in the management and organisation of: 	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <ul style="list-style-type: none"> performance measurement 	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <ul style="list-style-type: none"> personal behaviour, self-awareness and personality traits identification 	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <ul style="list-style-type: none"> a personal development plan 	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <ul style="list-style-type: none"> personal goal setting 	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <ul style="list-style-type: none"> time 	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Outline organisation's policies, plans and procedures 	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Types of learning style/s and how they relate to the individual 	<input type="checkbox"/>	<input type="checkbox"/>
Feedback to Student:		
Result <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Yet Satisfactory		
Assessor's Signature:		Date:

A2OBSERVATION/DEMONSTRATION

For this assessment, you will need to manage personal work priorities and professional development in a workplace or simulated environment.

This task will be completed in conjunction with Written Activity 1.1 Task 1 and 2.

Your Trainer has several templates that you can use or you can create your own

Observation Activity:

In Written Activity 1.1 Task 1 and 2 you will be creating a personal development plan. Using this Development Plan, you are to role play a performance appraisal meeting with a workplace supervisor or manager. In the role play you will need to discuss the following with your supervisor/manager:

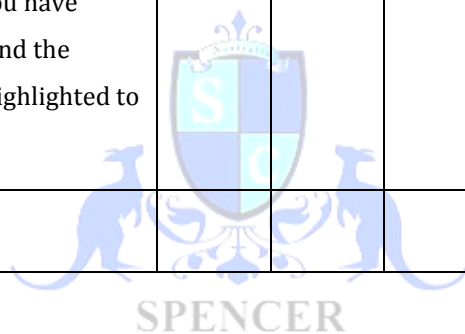
1. How you plan to use business technology to organise and prioritise work tasks and commitments
2. How you plan to measure and maintain personal work performance
3. Methods you are planning to use to assess personal knowledge and skills competency against competency standards to determine development needs, priorities and plans PC3.1
4. Methods of seeking feedback from employees, clients and colleagues and use this feedback to identify and develop ways to improve competence PC3.2
5. Strategies for maintaining an appropriate work-life balance to manage personal health and stress
6. Any networks you participate in or networks you are planning on participating in to enhance personal knowledge, skills and work relationships PC3.4
7. The new skills that you have planned to develop, and the strategies you have highlighted to do so
8. Career objectives

A2 OBSERVATION/DEMONSTRATION CHECKLIST

**Multiple copies of the checklist will need to be printed if the observation is to be observed more than once.*

Observation/Demonstration Checklist			
<p>The observation/demonstration checklist is used by the assessor to observe the student demonstrating the application of the required skills and knowledge. For details on how to conduct and contextualise for competency, please refer to the section on contextualisation above.</p> <p>*The assessor needs to ensure that they take detailed notes on the performance of the student in the comments section provided.</p>			
Student Name:			
Assessor Name:			
The student is able to demonstrate competency by:			
	Yes	No	How and where actions were observed:
<p>In Written Activity 1.1 Task 1 and 2 you will be creating a personal development plan. Using this Development Plan, you are to role play a performance appraisal meeting with a workplace supervisor or manager. In the role play you will need to discuss the following with your supervisor/manager:</p>			
<ul style="list-style-type: none"> How you plan to use business technology to organise and prioritise work tasks and commitments 			
<ul style="list-style-type: none"> How you plan to measure and maintain personal work performance 			
<ul style="list-style-type: none"> Methods you are planning to use to assess competency against competency standards 			
<ul style="list-style-type: none"> Methods of seeking feedback 			
<ul style="list-style-type: none"> Strategies for maintaining an appropriate work-life balance to manage personal health and 			

stress			
<ul style="list-style-type: none"> Any networks you participate in or networks you are planning on participating in 			
<ul style="list-style-type: none"> The new skills that you have planned to develop, and the strategies you have highlighted to do so 			
<ul style="list-style-type: none"> Career objectives 			



Details of Students Performance:

Feedback Given to Student:

Result ☐ Satisfactory ☐ Not Yet Satisfactory

Assessor Signature

Date:

A3

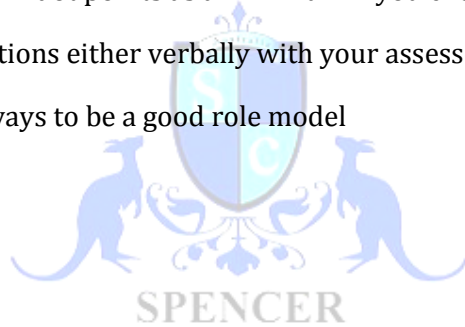
QUESTIONS

The following questions may be answered verbally with your assessor or you may write down your answers. Please discuss this with your assessor before you commence. Short Answers are required which is approximately 4 typed lines = 50 words, or 5 lines of handwritten text.

Your assessor will take down dot points as a minimum if you choose to answer them verbally.

Answer the following questions either verbally with your assessor or in writing.

1. Discuss three ways to be a good role model



2. Discuss the PDCA cycle

3. What is the intention of reviewing personal progress and performance?



4. Discuss five ways of prioritising your workload at work

5. What ways can you use technology to efficiently and effectively to manage your work priorities and commitments?



6. Discuss at least three ways you can strike a good work-life balance

7. Where can you find information about further training or professional development options in your workplace?

8. How can you accept negative feedback gracefully?



9. What are the benefits of a Personal development plan to your working life?

10. Complete the following quiz to discover your preferred learning style

For each statement below, give yourself points according to the following scale:

5 = Often true

3 = Sometimes true (about half the time)

1 = Seldom or almost never true

Section I. Visual Learning Style

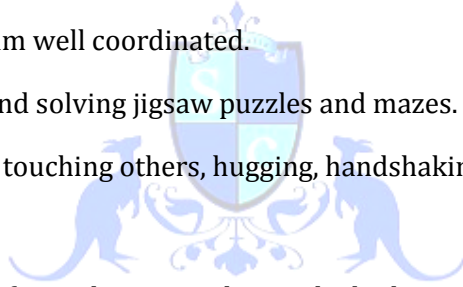
- ___ Follow written directions better than oral directions.
- ___ Like to write things down or take notes for visual review.
- ___ Am skillful and enjoy developing and making graphs and charts.
- ___ Can understand and follow directions on maps.
- ___ Can better understand a news story by reading it than by listening to it on the radio.
- ___ Feel the best way to remember is to picture it in your head.
- ___ Grip objects in your hands during learning periods.
- ___ Obtain information on an interesting subject by reading related materials.

Section II. Auditory Learning Style

- ___ Can remember more about a subject through listening than reading.
- ___ Require explanations of graphs, diagrams, or visual directions.
- ___ Can tell if sounds match when presented with pairs of sounds.
- ___ Do better at academic subjects by listening to tapes and lectures.
- ___ Learn to spell better by repeating the letters out loud than by writing the word on paper.
- ___ Would rather listen to a good lecture or speech than read about the same material in a book.
- ___ Prefer listening to the news on the radio than reading about it in the newspaper.
- ___ Follow oral directions better than written ones.

Section III. Kinesthetic Learning Style

- ___ Bear down extremely hard when writing.
- ___ Enjoy working with tools or working on models.
- ___ Remember best by writing things down several times.
- ___ Play with coins or keys in pockets.
- ___ Chew gum, snack or smoke during study time.
- ___ Do a lot of gesturing, am well coordinated.
- ___ Am good at working and solving jigsaw puzzles and mazes.
- ___ Feel very comfortable touching others, hugging, handshaking, etc.



Scoring: Add up your score for each section above. The highest total indicates your preferred method of learning while the lowest score indicates your least preferred.

Section I. Visual Learning Style

___ Total number of points

Section II. Auditory Learning Style


___ Total number of points

Section III. Kinesthetic Learning Style

___ Total number of points

A3 QUESTIONS CHECKLIST

Questioning Checklist				
The assessor needs to indicate whether they have conducted the questioning as written questions or as verbal questions by ticking the box below.				
<input type="checkbox"/> Written Questioning		<input type="checkbox"/> Verbal Questioning		
The assessor must provide evidence with the assessment tool. For written questions, the assessor must provide the student's original written responses. For verbal questioning, the assessor must provide dot points as a minimum on the student's responses. For details on how to conduct and contextualise this form of assessment, please refer to the questioning checklist explanation in the assessor guide.				
Student's name:		SPENCER		
Assessor's name:				
If questions are answered verbally, the assessor must write detailed answers in the sections provided below. The space below does not indicate the size of the answer anticipated. Keep typing and the space will expand. If answers are recorded separate to this document, they must be attached to the assessment documents.			Satisfactory response	
			Yes	No
1	Discuss three ways to be a good role model.		<input type="checkbox"/>	<input type="checkbox"/>
2	Discuss the PDCA cycle.		<input type="checkbox"/>	<input type="checkbox"/>
3	What is the intention of reviewing personal progress and performance?		<input type="checkbox"/>	<input type="checkbox"/>
4	Discuss five ways of prioritising your workload at work.		<input type="checkbox"/>	<input type="checkbox"/>
5	What ways can you use technology to efficiently and effectively to manage your work priorities and commitments?		<input type="checkbox"/>	<input type="checkbox"/>
6	Discuss at least three ways you can strike a good work-life balance.		<input type="checkbox"/>	<input type="checkbox"/>

7	Where can you find information about further training or professional development options in your workplace?	<input type="checkbox"/>	<input type="checkbox"/>
8	How can you accept negative feedback gracefully?	<input type="checkbox"/>	<input type="checkbox"/>
9	What are the benefits of a Personal development plan to your working life?	<input type="checkbox"/>	<input type="checkbox"/>
10	Complete the following quiz to discover your preferred learning style.	<input type="checkbox"/>	<input type="checkbox"/>
			
Feedback to Student:			
<div>Result</div> <div> <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Yet Satisfactory </div>			
Assessor's Signature:		Date:	