

Learner Assessment Pack

Maintain Business Resources

BSBADM311



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BSBADM311
Maintain Business Resources

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SAMPLE

Learner Assessment Pack Assessment Delivery



Learner Information

Each Learner Assessment Pack is made up of three parts:

Assessment Delivery

- Learner Information
- Steps for Learners
- Assessment Agreement

Assessment

- Tasks
- Context
- Assessor Feedback

Recording

- Record of Assessment

Before you commence your Assessment, ensure that you have good knowledge of the subject, have thoroughly read your Learner Resource, and clearly understand the Assessment requirements and the expectations of the Assessor.

You may be required to demonstrate knowledge and skills which may be difficult for the Assessor to witness. If so, an Evidence Record is supplied which will allow the knowledge or skill to be verified by at least one third party, and preferably two or more. These witnesses would usually be current or recent supervisors or your Assessor.

Explanations are given for each Task. If you have any questions, consult with your Assessor.

To contextualise this Assessment to your industry, you must complete a few additional tasks based on your employer's industry. These will be provided by your Assessor.

The assessment tasks may be answered using your business, the simulated business or a mixture of both as instructed by your Assessor.

Records must be kept of all aspects of the Assessment in your Learner Pack.

The record of assessment is a **legal document** and must be signed, dated, and a copy stored as required by your Registered Training Organisation (RTO).




Steps for Learners

1. Receive your Learner Assessment Pack and discuss with your Assessor the expectations of this Assessment. You may also need to supply contact details of one or two work referees who can confirm your skills in the industry. Discuss with your Assessor if you intend to undertake the tasks based on your employing organisation or using the simulated business, Bounce Fitness or a mix of both.
2. Your Learner Assessment Pack is where you will get the Task information. Complete the Tasks as instructed, using either the simulated business, Bounce Fitness, or your employing organisation and include in the Learner Assessment Pack for your Assessor.
3. After you complete your Assessment, gather and return your evidence documents, as detailed in the Task(s) in the timeframe agreed with your Assessor.

Assessment Agreement

Have you signed off:



<p> Delivery Method</p> <p>Classroom <input type="checkbox"/></p> <p>Small Group <input type="checkbox"/></p> <p>One-on-One <input type="checkbox"/></p> <p>Online <input type="checkbox"/></p> <p>Other (please describe) <input type="checkbox"/></p>	
<p> Assessment Method</p> <p>Learner's Organisation – Pre-assessment meeting conducted <input type="checkbox"/></p> <p>Simulated Business <input type="checkbox"/></p>	
<p> Assessment Conditions</p> <p>Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the general administration field of work and include access to office equipment and resources.</p> <p>Assessors must satisfy NVR/AQTF assessor requirements.</p>	<input type="checkbox"/>
<p>I confirm that the activities and assessment completed as part of this unit are my own work and comply with all relevant copyright and plagiarism rules. I understand that if there is any doubt of the authenticity of any piece of my assessment I can be orally examined and the signatory of evidence records may be contacted.</p>	
<p>Learner Name _____</p> <p>Learner Signature _____ Date _____</p>	
<p>Assessor Name _____</p> <p>Assessor Signature _____ Date _____</p>	

Learner Assessment Pack

Assessment



Tasks

You are required to complete all tasks as instructed.

Context

Your Assessor will advise you of the tasks that you **must complete** related to your industry.

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To be assessed for this competency, you must demonstrate your ability to:

- Collect and record data on resource use
- Observe resource use over defined and operational timeframes
- Perform routine resource maintenance.

The Assessment Tasks must be completed by you to enable you to demonstrate these skills. This assessment must be conducted in your own workplace.

You may need to conduct further research.

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Task 1 – Theory: Short Answer Questions

Task 1 enables you to demonstrate your knowledge. You must answer the following questions relating to your organisation. If there is insufficient space, you must complete on your own paper, numbering each answer and include with the remainder of this assessment pack.

a. How do ethical principles impact on your purchasing organisational strategy?

b. How does the Work Health and Safety Act impact on your organisational purchasing strategy?

c. What Codes of Practice impact on acquisitions in your industry?

d. How do the privacy laws impact on your organisational purchasing strategy?

e. Describe the policies, plans and procedures that your organisation has for resource acquisition.

Task 1 – Theory: Short Answer Questions (Continued)

- f. Describe how records are kept and files for acquisitions. Why would this be described as a safe and secure recording practice?

Copies of any documents to which you refer must be included for the Assessor.

SAMPLE

Assessor Feedback

Key Points and Suggested Answers

Assessor feedback is recorded here. The Assessor will record what they saw or heard, how it related to the performance criteria, their judgement and why they made that judgement.

Task 1 – Theory: Short Answer Questions

SAMPLE

Task 2 – Project: Maintain Business Resources

SAMPLE

Task 3 – Evidence Record

Empty box for evidence record.

Tasks Sign-Off Sheet

Learner Name

Assessor Name

Learner Signature

Assessor Signature

Date

Date

Learner Assessment Pack Recording



Record of Assessment

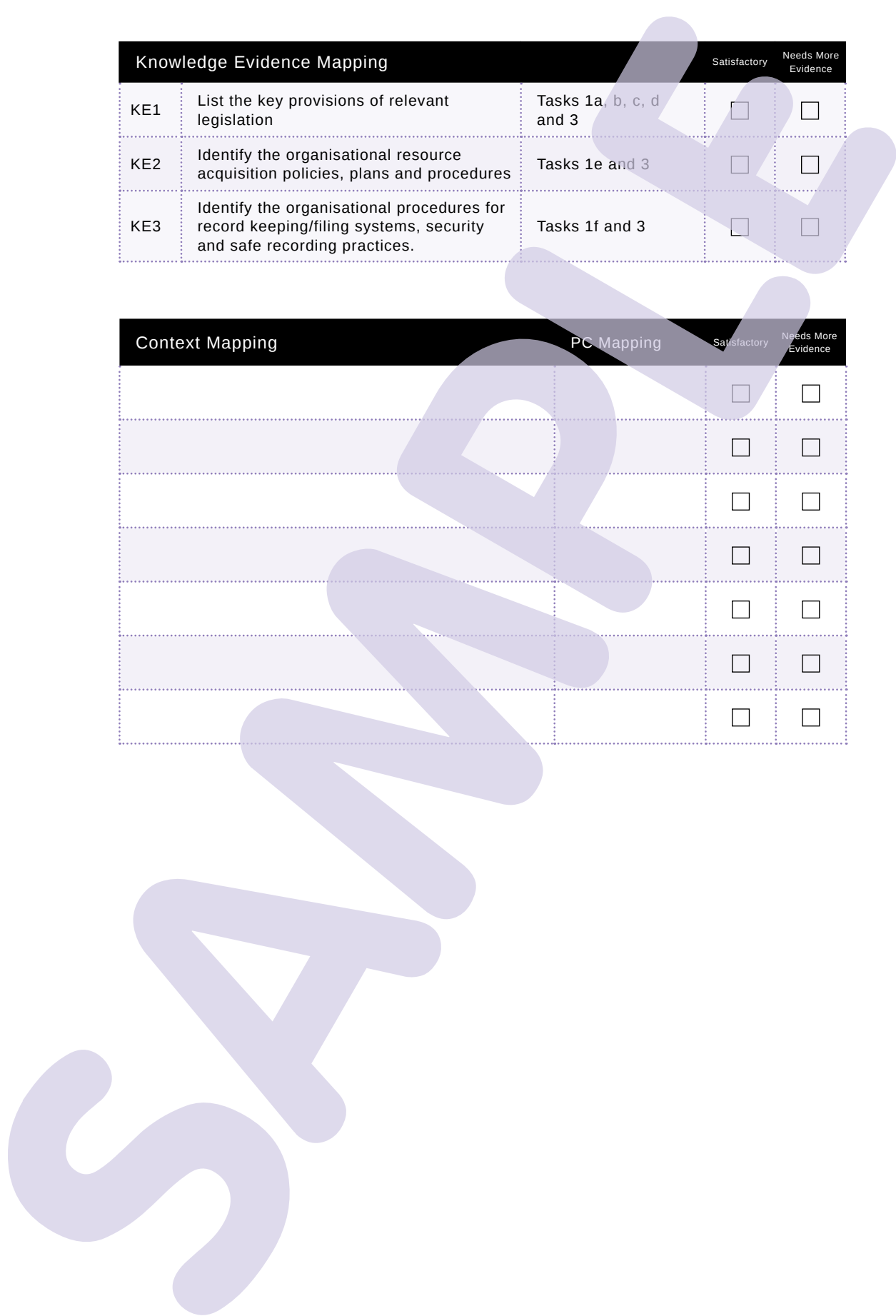
Learner Details		Assessor Details	
Name		Name	
Course Code		Site and Date	
Unit Code BSBADM311		Unit Name Maintain Business Resources	

Performance Criteria Mapping			
Assessment Activity	PC Mapping	Satisfactory	Needs More Evidence
Task 1 – Theory: Short Answer Questions	KE 1, 2, 3	<input type="checkbox"/>	<input type="checkbox"/>
Task 2 – Project: Maintain Business Resources	1.1, 1.2, 1.3, 1.4 2.1, 2.2, 2.3, 2.4, 2.5 3.1, 3.2, 3.3	<input type="checkbox"/>	<input type="checkbox"/>
Task 3 – Evidence Record	1.1, 1.2, 1.3, 1.4 2.1, 2.2, 2.3, 2.4, 2.5 3.1, 3.2, 3.3	<input type="checkbox"/>	<input type="checkbox"/>

Performance Evidence Mapping			Satisfactory	Needs More Evidence
PE1	Collect and record data on resource use	Tasks 2 and 3	<input type="checkbox"/>	<input type="checkbox"/>
PE2	Observe resource use over defined and operational timeframes	Tasks 2 and 3	<input type="checkbox"/>	<input type="checkbox"/>
PE3	Perform routine resource maintenance.	Tasks 2 and 3	<input type="checkbox"/>	<input type="checkbox"/>

Knowledge Evidence Mapping			Satisfactory	Needs More Evidence
KE1	List the key provisions of relevant legislation	Tasks 1a, b, c, d and 3	<input type="checkbox"/>	<input type="checkbox"/>
KE2	Identify the organisational resource acquisition policies, plans and procedures	Tasks 1e and 3	<input type="checkbox"/>	<input type="checkbox"/>
KE3	Identify the organisational procedures for record keeping/filing systems, security and safe recording practices.	Tasks 1f and 3	<input type="checkbox"/>	<input type="checkbox"/>

Context Mapping	PC Mapping	Satisfactory	Needs More Evidence
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>



Foundation Skills Mapping					
Skill	Description	ACSF Level	Mapping	Satisfactory	Needs More Evidence
Reading	Identifies and interprets information from a range of sources, including organisational policies and procedures	3	Tasks 1, 2 and 3	<input type="checkbox"/>	<input type="checkbox"/>
Writing	Uses clear and succinct language and appropriate layout to provide information, advice and support materials	3	Tasks 1, 2 and 3	<input type="checkbox"/>	<input type="checkbox"/>
Oral Communication	Presents information or advice choosing language appropriate to the context and needs of the audience	3	Tasks 2 and 3	<input type="checkbox"/>	<input type="checkbox"/>
	Uses active listening and questioning to confirm understanding	3	Tasks 2 and 3	<input type="checkbox"/>	<input type="checkbox"/>
Numeracy	Selects and uses appropriate tools to aid with estimation and other resource assessment requirements	3	Tasks 2 and 3	<input type="checkbox"/>	<input type="checkbox"/>
	Uses a combination of mainly informal and some formal written mathematical equations to represent the outcomes of the resource allocation process	3	Tasks 2 and 3	<input type="checkbox"/>	<input type="checkbox"/>
Navigate the world of work	Takes some personal responsibility for adherence to organisational procedures and protocols	3	Tasks 2 and 3	<input type="checkbox"/>	<input type="checkbox"/>
Interact with others	Uses collaborative techniques to engage personnel in consultations and negotiations	3	Tasks 2 and 3	<input type="checkbox"/>	<input type="checkbox"/>
Get the work done	Plans a range of routine tasks and required resources, accepting goals and aiming to achieve them within allocated timeframes	3	Tasks 2 and 3	<input type="checkbox"/>	<input type="checkbox"/>
	Recognises and takes responsibility for addressing predictable problems in familiar work contexts	3	Tasks 2 and 3	<input type="checkbox"/>	<input type="checkbox"/>
	Follows routine procedures for using digital technology to enter, store and retrieve information directly relevant to role	3	Tasks 2 and 3	<input type="checkbox"/>	<input type="checkbox"/>
	Understands the purpose and some specific functions of some common digital tools used in work contexts	3	Tasks 2 and 3	<input type="checkbox"/>	<input type="checkbox"/>
	Evaluates effectiveness of decisions in terms of how well they met stated goals	3	Tasks 2 and 3	<input type="checkbox"/>	<input type="checkbox"/>

(please tick appropriate box)	Yes	No
Comments and future action noted in Learner Assessment Pack	<input type="checkbox"/>	<input type="checkbox"/>
Results discussed and agreed to You have the right to appeal the outcome of your assessment.	<input type="checkbox"/>	<input type="checkbox"/>
The Learner is	Competent <input type="checkbox"/> Not Yet Competent <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>

Learner Comments

Assessor Comments

Details of further evidence required

After reassessment the Learner is	Competent <input type="checkbox"/> Not Yet Competent <input type="checkbox"/>
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Assessor Signature **Date**

The signature confirms that I have submitted all my own work and agree with the assessment decision and feedback.

Learner Signature **Date**

