

Facilitator guide

Unit code: BSBWOR202

Unit name: Organise and complete daily work activities

Delivery date:

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**TAFE NSW would like to pay our respect and acknowledge Aboriginal and Torres Strait Islander Peoples as the Traditional Custodians of the Land, Rivers and Sea. We acknowledge and pay our respect to the Elders, both past and present of all Nations.**

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*[Note: Delete or change all red guiding text in this document to black when you are done.]*

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Section 1   
Preparing for delivery

# About this guide

In this guide, you will find information you will need in order to prepare for and deliver this unit (or combination of units) to your learners.

# About this unit / these units

This guide describes the delivery strategy for the following unit(s)

1. BSBWOR202 Organise and complete daily work activities

## Context

| Considerations for delivery | Descriptions |
| --- | --- |
| Target cohort/audience | ***This unit has been developed to allow delivery to as wide a cohort as possible. The assessments refer to “Your organisation” OR the TAFE Simulated Organisation “Plan2go”. When questions refer to “Your Organisation” students should be guided by their teacher/facilitator to use either their TAFE workshop/classroom or their actual place of work.*** |
| Contextualisation | This unit has not been contextualised, beyond the use of a Simulated organisation. |
| Delivery mode / location | Identify the delivery mode  Online / Blended/ Classroom / Jobsite |
| Delivery timeline | X sessions of Y hours per week for Z weeks  *1 session of 3 hours for 4 weeks* |
| Assessment strategy | Describe the approach to assessment and where further details are found eg links to UAG documents |
| Start date | Enter the start date for this cohorts delivery. E.g: 9th July 2018, continuous ongoing enrolments. |

# Resources required

The table below summarises the resources required for successful delivery of this unit

| Resources required | Resource outline |
| --- | --- |
| The Facilitator will need to provide: | Insert resources that should be provided or arranged by the facilitator  **Materials**   * Learning guide * Assessment guide   **Equipment**   1. Data projector / smart board 2. VC or Internet access for Skype 3. Software / PC access |
| TAFE will provide the student with: | * Student portal login details / Skype access |
| The student will need to provide: | * Access to electronic storage |

# Planning checklist

Prior to delivery of this unit, the facilitator should ensure that:

## All delivery modes

| All delivery modes | Description |
| --- | --- |
| Before students arrive to your classroom/ worksite/ location | * How do students contact you? * Become familiar with the unit delivery structure, resources and activities * Ensure you are familiar with the assessment requirements |
| During delivery | * Check in with your students regularly * Respond to student emails * Review student participation |
| Post student completion | * Gathered feedback regarding delivery and resources |

## If delivering online

| If delivering online | Description |
| --- | --- |
| Before students gain access to live unit | * Ensure your details are displayed correctly on TAFE Digital Campus * Become familiar with the unit delivery structure, resources and activities * Ensure you are familiar with the assessment requirements |
| During delivery | * Respond to student emails * Check your inbox for assessment submissions. Submissions of assessment must be marked within 10 * days. * Monitor group chat / forum spaces * Review student participation reports |
| Post student completion | * Gathered feedback regarding delivery and resources |

Section 2

Unit delivery strategy

# How to use this section

[This section will help you plan the methods the “nuts and bolts” of your unit delivery. Start by planning a snap shot or overview. Break this down to more detail via a session plan and finally into further detail via the session detail section. Session details planning is especially useful if you are the designer of this unit delivery by not the facilitator. ]

Use this section to outline the high, mid and finer level details of your proposed learning and assessment delivery methods.

# Unit delivery schedule

[The table below provides a quick snapshot of the unit’s delivery schedule. This is not a detailed list, rather a snapshot of the plan for delivery. Typically this may be via weeks.]

Below is a summary for the schedule for sessions delivered in this unit.

|  |  |  |
| --- | --- | --- |
| Topic | Objectives | Session Content |
| Introduction | Welcome/Getting started | * Student welcome/general housekeeping * Overview of unit/cluster * Assessment |
| Topic 1 | Organise work schedule | * What is work? * Type and size of business * Formal and information organisations * Identifying your tasks * Goals and objectives * The people around you:   + Your supervisor or manager   + Your mentor   + Your colleagues or peers   + Others in the organisation * Take notes * Goals and objectives:   + Setting goals   + Long and short term   + When goals change * Pre-planning your work   + Time management   + Using time wisely   + Planning   + Important or urgent tasks   + To-do lists * Scheduling   + Diaries and planners   + Manual systems   + Planners and calendars   + Computerised systems   + Electronic planners |
| Topic 2 | Complete work tasks | * Organisational requirements * Workplace ethics * Workplace rules:   + Informal rules   + Formal rules   + Procedures * Business plans * Processes * Workplace quality standards * Factors affecting ability to complete tasks:   + System outages and technical issues   + Other people not completing their work   + Interruptions from other people   + Being disorganised   + Procrastinating   + Lack of concentration * Analysing your time * Being organised * Communicating at work * Use business technology efficiently and effectively to complete work tasks |
| Topic 3 | Review work performances | * Seek feedback on work performance * Self-assessment and evaluations * Identify opportunities to improve * Monitoring and adjusting work performance |

Section 2

Session plans

This section provides a snap shot of each planned session. A “session” is a period of delivery that could be from as little as 1 hour, to a full day/s. This section should elaborate on the session overview details above. This section is “extractable” for easy reference by the facilitator within the learning environment.

# Session plan 1 - Welcome / Getting started

Before the session, check that you have:

* Done this task
* That task
* The other thing that you always forget about unless you look at this list for a prompt.

Update these examples!

| Item | Start Time | Duration | Topic | Main points / Key messages | Activity and references | Resources required | Criteria addressed |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | 9.00 | 15 min | Welcome | * Acknowledgment of Country * Housekeeping | * Icebreaker activity | * Name tags * Balloons (icebreaker) * XYZ | * PC1.1, PE2, KE3 |
|  | 9.15 | 10 min | Unit overview | * Introduction to the unit * Handout of relevant materials | * Discussion | * Learner guide – pp xx - XY * Book of readings – Ref#1 * UAG | * PC3.5, AC3 |
|  | 9.25 | 15 | Introduction | * Jargon in the industry – common terms and their meaning * Introducing the FORG for this course | * All login to [www.xyz.com.au](http://www.xyz.com.au) * Review site | * Learner guide – pp xx-35 * FORG – Fictional Organisation a website that complements the learning. Full of characters and case studies and examples. |  |
|  |  |  |  |  |  |  |  |

# Session plan 2 - Heading

Before the session, check that you have:

* Done this task
* That task
* The other thing that you always forget about unless you look at this list for a prompt.

| Item | Start Time | Duration | Topic | Summary of main points | Activity | Resources required | Criteria addressed |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1 |  |  |  |  |  |  |  |
| 2 |  |  |  |  |  |  |  |
| 3 |  |  |  |  |  |  |  |
| 4 |  |  |  |  |  |  |  |

Add sessions as required

Section 3

Session detail

An optional section to elaborate in greater detail the sequence of each session and delivery of the learning experience

# Session 1 - Welcome / Getting started

## Welcome

| Item | Action | Detail |
| --- | --- | --- |
| Total Time |  | 15 minutes |
| 1 | View | Eg; Show Slide 1: PPT Presentation X / Adobe Connect room, Page XX of Learner Guide, Moodle screen X |
| 2 | Discuss | Elaborate on the main points of discussion   1. Acknowledgement of Country 2. Housekeeping: Location of bathrooms, break times, emergency procedures |
| 3 | Activity | Complete the following activity:   1. *Icebreaker:* Here are the instructions for a cool icebreaker to conduct with a face-to-face group of 10 or more students. |

## Unit overview

| Item | Action | Detail |
| --- | --- | --- |
| Total Time |  | 15 minutes |
| 1 | View | Eg; Show Slide 1: PPT Presentation X / Adobe Connect room, Page XX of Learner Guide, Moodle screen X |
| 2 | Discuss | Elaborate on the main points of discussion   1. Introduction to the unit    * Explain outcome of unit/s    * Point of discussion    * Point of discussion 2. Handout of relevant materials 3. Emphasise assessment requirements |
| 3 | Activity | Complete the following activity:   1. Review UAG and conduct a Q and A |
| 4 | Check / Assess | Students to participate in a self check activity |

# Session X – Topic heading

## Lesson heading

| Item | Action | Detail |
| --- | --- | --- |
| Total Time |  | X minutes |
| 1 | View | Show: |
| 2 | Discuss |  |
| 3 | Activity |  |