



Australian Government

Department of Education, Employment and Workplace Relations

BSBWOR202A Organise and complete daily work activities

Revision Number: 1

BSBWOR202A Organise and complete daily work activities

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to organise and complete work activities, and to obtain feedback on work performance. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.
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Application of the Unit

Application of the unit	This unit applies to individuals developing basic skills and knowledge for working in a broad range of settings.
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Organise work schedule	1.1. Negotiate and agree upon work goals and plans with assistance from appropriate persons 1.2. Develop an understanding of the relationship between individual work goals and plans, and organisational goals and plans 1.3. Plan and prioritise workload within allocated timeframes
2. Complete work tasks	2.1. Complete tasks within designated time lines and in accordance with organisational requirements and instructions 2.2. Use effective questioning to seek assistance from colleagues when difficulties arise in achieving allocated tasks 2.3. Identify factors affecting work requirements and take appropriate action 2.4. Use business technology efficiently and effectively to complete work tasks 2.5. Communicate progress of task to supervisor or colleagues as required
3. Review work performance	3.1. Seek feedback on work performance from supervisors or colleagues 3.2. Monitor and adjust work according to feedback obtained through supervision and comparison with established team and organisational standards 3.3. Identify and plan opportunities for improvement in liaison with colleagues

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills to use written and oral information about workplace requirements
- organising skills to arrange work priorities and arrangements
- problem-solving skills to solve routine problems
- technology skills to select and use technology appropriate for a task.

Required knowledge

- key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:
 - anti-discrimination legislation
 - ethical principles
 - codes of practice
 - privacy laws
 - occupational health and safety (OHS)
- organisational policies, plans and procedures.

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- organising and completing own work activities
- seeking and acting on feedback from clients, colleagues and supervisors
- using available business technology appropriate to the task, under direct instruction

Context of and specific resources for assessment

Assessment must ensure:

- access to an actual workplace or simulated environment
- access to office equipment and resources
- examples of work plans, policies and procedures.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- analysis of responses to case studies and scenarios
- demonstration of techniques
- review of documentation planning and prioritising workload
- evaluation of time line required to complete tasks
- review of documentation planning opportunities for improvement.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- administration units.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<i>Appropriate persons</i> may include:	• colleagues • other staff members • supervisors, mentors or trainers
<i>Organisational requirements</i> may include:	• access and equity principles and practice • anti-discrimination and related policy • business and performance plans • ethical standards • goals, objectives, plans, systems and processes • legal and organisation policies, guidelines and requirements • OHS policies, procedures and programs • quality and continuous improvement processes and standards
<i>Colleagues</i> may include:	• coach/mentor • other members of the organisation • peers/work colleagues/team • supervisor or manager
<i>Factors affecting work requirements</i> may include:	• changes to procedures or new procedures • competing work demands • environmental factors such as time, weather • other work demands • resource issues • technology/equipment breakdowns
<i>Business technology</i> may include:	• computer applications • computers • electronic diaries • facsimile machines • photocopiers • printers • scanners
<i>Feedback on performance</i> may include:	• formal/informal performance appraisals • obtaining feedback from clients

RANGE STATEMENT	
	- obtaining feedback from supervisors and colleagues - personal, reflective behaviour strategies - routine organisational methods for monitoring service delivery
Standards may include:	- Australian Standards - legal and organisation policies, guidelines and requirements - legislation - organisational policies and procedures - specified work standards - standards set by work group
Opportunities for improvement may include:	- coaching, mentoring and/or supervision - internal/external training provision - personal study - recognition of current competence (RCC)/skills recognition/initial assessment - workplace skills assessment

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Industry Capability - Workplace Effectiveness
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Co-requisite units

Co-requisite units		

