



Training and Assessment Strategy

BSB10115 CERTIFICATE I BUSINESS

Burnside State High School

TAS version: **31/05/2017**

Delivery period: 2017 – 2018

| 1.2 Qualification | | |
|--|---|--|
| Requirement | Packaging rules | Confirmed by RTOM |
| Qualification description and job roles | This entry-level qualification allows individuals across a variety of industry sectors to develop basic skills and knowledge to prepare for work. They may undertake a range of simple tasks under close supervision. The range of technical skills and knowledge is limited. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| Packaging rules | <p>Total number of units = 6</p> <p>1 core unit plus</p> <p>5 elective units, of which:</p> <ul style="list-style-type: none"> 4 elective units must be selected from the elective units listed below <p>1 elective unit may be selected from the remaining elective units listed below, or any currently endorsed Training Package or accredited course at the same qualification level.</p> | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |

| 1.3 Delivery and assessment | | |
|---|--|--|
| Requirement | Pre-enrolment information | Confirmed by RTOM |
| Entry requirements and reasonable adjustments (Adjust as appropriate) | <p>There are no formal qualification entry requirements.</p> <p>Entry requirements for this program include the student's agreement and ability to undertake the following:</p> <ul style="list-style-type: none"> Demonstrate evidence of language, literacy and numeracy skills at the requisite ACSF level. Attend and participate in scheduled training and assessment. Students may participate in workplace tasks to employer expectations. Be able to work in an industry environment and handle industry standard equipment. Comply with Burnside SHS RTO code of conduct requirements, directions on work, and health and safety matters. A students' foundation skill level will be gaged through One School data profiles and consultations with learning support teachers prior to enrolment to check the suitability for this course against required ACSF level. Any gaps within the foundation skills will be addressed during the training and assessment process with appropriate adjustments made when required | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| | <ul style="list-style-type: none"> Work Placement is optional. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| | <p>Students may access subject information through: School website, senior curriculum guide, VET student induction handbook. Students may request adjustments through the trainer/assessor and/or RTO manager in conjunction with learning support teachers. Refer to VET Student Handbook and other electronic resources available at https://burnsideshs.eq.edu.au/Curriculum/VocationalEducation/Pages/VocationalEducation.aspx</p> | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |

1.3 Delivery and assessment

| Requirement | Pre-enrolment information | Confirmed by RTOM |
|--|--|--|
| Mode of delivery (Adjust as appropriate) | The mode of delivery includes any combination of the following: <ul style="list-style-type: none"> • face to face in a simulated workplace environment for required performance of skills and knowledge evidence • work experience in simulated workplace environment — third party report • online for some components of training for knowledge evidence • in a classroom ('off the job') for some components of training for knowledge evidence | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| Delivery location (Adjust as appropriate) | <p>The delivery location is the principle place of business of the RTO.</p> <p>BURNSIDE STATE HIGH SCHOOL 51 BLAXLAND RD BURNSIDE QLD</p> | <p><i>If work experience is mandatory and travel to another location is required, this information must be included in Section 4.</i></p> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| Program duration (Adjust as appropriate) | <p>Total program duration is 1 year of delivery and assessment.</p> <p>8 X 6 HOUR CLASSES – Year 10 OWN COMPLETION TIME 8 X 0.5 HR STUDENT ASSEMBLY CLASS TIME</p> <p><i>1 week of work experience + approx. 20 hours informal training throughout the year as part of the year 10 work education program.</i></p> <p><i>Online learning and completion of tasks in a simulated working environment</i></p> | <p><i>School RTOs may only deliver to students enrolled in a Queensland school in Years 10–12.</i></p> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| Amount of learning | <p>The 'amount of learning' identifies the notional duration of all activities required for the achievement of the learning outcomes of this program. The nominal volume of learning for this program is:</p> <p><input checked="" type="checkbox"/> 1 year <input type="checkbox"/> 2 years <input type="checkbox"/> 3 years.</p> <p>This includes:</p> <ul style="list-style-type: none"> • <input checked="" type="checkbox"/> 110 hours <input type="checkbox"/> 220 hours <input type="checkbox"/> 330 hours of scheduled training and assessment activity • one-on-one instruction as required • personal study time, either off the job or at home • additional language, literacy and numeracy training while enrolled and undertaking full-time school-based studies • online learning activities <p>Total amount of learning: <input checked="" type="checkbox"/> 600–1200 hours <input type="checkbox"/> 1200–2400 hours</p> | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| Learning resources | <p>There are sufficient learning resources, equipment and facilities to:</p> <ul style="list-style-type: none"> • enable students to meet the requirements for each unit of competency • support the number of students undertaking the training and assessment. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| Assessment resources (Adjust as appropriate) | <p>Assessments will be formative and conducted on the job, where skills, knowledge and understanding may be demonstrated in the simulated workplace environment.</p> <p>Projects/tasks and work evidence will be progressively gathered by the assessor for units of competency until sufficient valid evidence is gathered to make assessment decisions on competency. Submission of written work is based on the requirements of the units of competency. Evidence of skills and knowledge will be gathered simultaneously.</p> | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |

| 1.3 Delivery and assessment | | Confirmed by RTOM | |
|---|--|--|--|
| Requirement | Pre-enrolment information | | |
| Evidence-gathering conditions (Adjust as appropriate) | <ul style="list-style-type: none"> Will be progressively gathered for groups of units simultaneously. Methods will confirm consistency of performance over time and in a range of workplace-relevant contexts, rather than a single assessment event. Will be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, training journals and reviews of work products/folios and third party reports. Will be done under the specific assessment conditions required by the units. | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| Work placement arrangements for students | Learners are recommended to complete 5 days work experience in a business environment and provided with a Supervised Work Placement Student Booklet for their trainer to assist in gaining skills and knowledge associated with the Certificate I (third Party report). | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | |
| | Refer to VET Student Handbook and other electronic resources available at https://burnsideshs.eq.edu.au/Curriculum/VocationalEducation/Pages/VocationalEducation.aspx | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | |
| Third party arrangements (Adjust as appropriate) | <p>No services are delivered on behalf of the RTO.</p> <p>If any units offered in Section 2 can only be completed by the student using the services of another RTO, provide the RTO's details and arrangements here.</p> | <p><i>'Third party' means any party that provides services on behalf of the RTO, but does not include a contract of employment between an RTO and its employee.</i></p> <p><i>The RTO ensures that where services are provided on its behalf by a third party the provision of those services is the subject of a written agreement.</i></p> <p><i>The RTO must disclose to the student the name and contact details of any third party that will provide training and/or assessment, and related educational and support services to the student on the RTO's behalf.</i></p> | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| Educational and support services | <p>Learners in this cohort are school students.</p> <p>The RTO will schedule supervised training and assessment sessions based on the timetable.</p> <p>Students who need learning support may negotiate extra trainer support in addition to scheduled hours, to develop the required skills and knowledge.</p> | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | |
| | Refer to VET Student Handbook and other electronic resources available at https://burnsideshs.eq.edu.au/Curriculum/VocationalEducation/Pages/VocationalEducation.aspx | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | |
| Early termination of program | <p>In the event that the RTO loses suitably qualified trainers and assessors and is unable to deliver this program:</p> <ul style="list-style-type: none"> students will be issued with a statement of attainment for any successfully completed units of competency any fees paid toward the program will be refunded on a pro rata basis. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | |
| | Refer to VET Student Handbook and other electronic resources available at https://burnsideshs.eq.edu.au/Curriculum/VocationalEducation/Pages/VocationalEducation.aspx | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | |

1.3 Delivery and assessment

| Requirement | Pre-enrolment information | Confirmed by RTOM |
|-------------------|---|--|
| Transition | <p>This qualification's status on TGA is current at the time of this strategy's expected start date.</p> <p>If this qualification is superseded with a new version before the end of the expected duration of the program then:</p> <ul style="list-style-type: none">• if practical, students will complete training and assessment and receive any appropriate certificates in the old qualification within 12 months of the release of the new version• if this is not practical, students will transition to the new qualification within 12 months and complete their training and assessment in the new version within the expected duration of the program. Credit will be arranged for units completed and deemed as equivalent. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |

| 1.4 Certification | | Confirmed by RTOM | |
|---|---|--|--|
| Requirement | Description | | |
| Certificates and Statements of Attainment | <p>If a student is assessed as meeting the requirements of the qualification, and all agreed fees the student owes to the RTO have been paid, then within 30 calendar days of all conditions being met:</p> <ul style="list-style-type: none"> • an AQF certificate and record of results will be issued if the qualification in which the learner is enrolled is complete • a statement of attainment will be issued if the qualification in which the learner is enrolled is partially complete | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | |
| Credit arrangements | <p>Transitioning from an old version to a new version of a training product</p> <p>If the national register (training.gov.au) deems a superseded unit of competency to be equivalent to its new replacement, students may claim credit for a successfully completed superseded unit.</p> | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | |
| | <p>If a student already holds a unit of competency</p> <p>If a student has a statement of attainment for a unit of competency and it has the same code as a unit of competency making up this program, the student may make a claim for a credit transfer.</p> | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | |
| Recognition of prior learning (RPL) arrangements | <p>Students may request recognition of prior learning (RPL) assessment. Students are advised of the opportunity to apply for RPL and, if requested, will be provided with an RPL document allowing them to provide verifiable details of prior learning. The evidence will be assessed for currency and against requirements of the units of competency, and an amended program strategy will be prepared, taking into account the student's prior learning.</p> | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | |
| | <p>Refer to Student Handbook for VET and available electronically at https://burnsideshs.eq.edu.au/Curriculum/VocationalEducation/Pages/VocationalEducation.aspx</p> | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | |
| Reissuing of Certificates and Statements of Attainment | <p>The RTO maintains an auditable-quality register of all AQF qualifications (including statements of attainment) issued and authorised to issue. The register contains sufficient information to identify correctly the holder of the qualification, the AQF qualification by its full title, and date of issue/award/conferral.</p> | <p><i>The Standards require compliance with the AQF Register and Issuance policies. All RTOs will:</i></p> <ul style="list-style-type: none"> • <i>Maintain an auditable-quality register of AQF qualifications issued (including Statements of Attainment), containing sufficient information to identify correctly</i> <ul style="list-style-type: none"> – <i>the holder of the qualification</i> – <i>the AQF qualification by its full title</i> – <i>date of issue/award/conferral.</i> • <i>have a policy that permits replacement of certification documentation.</i> • <i>be responsible for authentication and verification of any replacement certification documentation. http://www.aqf.edu.au/resources/aqf/</i> | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| | <p>The RTO has a policy that permits the replacement of certification documentation, and maintains responsibility for authentication and verification of any replacement certification documentation.</p> | | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| | <p>Refer to VET Student Handbook and other electronic resources available at https://burnsideshs.eq.edu.au/Curriculum/VocationalEducation/Pages/VocationalEducation.aspx</p> | | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |

| 1.4 Certification | | |
|--|--|--|
| Unique Student Identifier (USI) | The school RTO will not issue an AQF certificate, record of results or statement of attainment to a student without having a verified USI for that individual. The consequences of not providing the RTO with a USI have been explained to the student. Each student's USI will be recorded by the RTO in SLIMS before issuance of any AQF credentials. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| | A student may access their training records and results (transcript) by accessing their USI account online from a computer, tablet or smart phone. For more information, see: http://usi.gov.au/Students/pages/default.aspx | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |

| 1.5 Reporting | | |
|--|--|--|
| Requirement | Description | Confirmed by RTOM |
| Recording results (Adjust the first three points as appropriate) | <ul style="list-style-type: none"> Evidence-gathering tools are used as evidence of a student's progress toward competency. The interim outcome descriptors of 'Satisfactory' or 'Unsatisfactory' will be used on students' projects and evidence documents. Students may continue to submit evidence until they exit the program. Assessor may determine final outcomes for units of competency at any time, but only after sufficient valid evidence has been gathered and assessed and any pre-requisite units have been successfully completed. RTO management will record final outcomes (usually using the descriptors Competent, Not Competent, Credit Transfer, Superseded or Withdrawn) in Student Data Capture System (SDCS). All final outcomes must be entered into SDCS before the end of the last term of the VET program or immediately after a student exits the program. RTO management reports student enrolment data to QCAA within the first term of the student's commencement of the VET program. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| Student profiles (Adjust the first two points as appropriate) | <ul style="list-style-type: none"> Student profiles are updated by the assessor and are accessible to students on request. Assessors update the profile to confirm an individual student's submission of evidence and record interim and final outcomes. RTO management uses final outcomes recorded in student profiles to update SDCS and/or SLIMS. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| Projects and evidence-gathering instruments | <ul style="list-style-type: none"> All assessment activities, including projects and evidence-gathering tools, are identified by a code and listed in this document. A mapping document provides evidence of how assessment activities, projects and evidence-gathering tools meet the requirements for each unit of competency. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |

Section 2 Core and elective components

List the units that are going to be delivered and assessed as part of this strategy. Engage with industry to confirm the relevance of elective units selected, and record this in Section 7.

Relevant standards: 1.1, 1.2, 1.4, 1.7, 1.8(a), 1.12, 3.5, Schedule 5

Note: A prerequisite unit may be delivered through an integrated approach with the secondary unit; it does not have to be fully completed before starting the secondary unit. However, to satisfy formal requirements, the prerequisite unit must be signed off prior to the secondary unit

| Core and elective units being offered | Unit type | Pre-requisite unit required? |
|--|-----------------|------------------------------|
| BSBWHS201 CONTRIBUTE TO HEALTH AND SAFETY OF SELF AND OTHERS http://training.gov.au/Training/Details/BSBWHS201 | Core Unit | <input type="checkbox"/> |
| BSBIND201 WORK EFFECTIVELY IN A BUSINESS ENVIRONMENT http://training.gov.au/Training/Details/BSBIND201 | Listed Elective | <input type="checkbox"/> |
| BSBCMM101 APPLY BASIC COMMUNICATION SKILLS http://training.gov.au/Training/Details/BSBCMM101 | Listed Elective | <input type="checkbox"/> |
| BSBADM101 USE BUSINESS EQUIPMENT AND RESOURCES http://training.gov.au/Training/Details/BSBADM101 | Listed Elective | <input type="checkbox"/> |
| BSBITU101 OPERATE A PERSONAL COMPUTER http://training.gov.au/Training/Details/BSBITU101 | Listed Elective | <input type="checkbox"/> |
| BSBITU102 DEVELOP KEYBOARD SKILLS http://training.gov.au/Training/Details/BSBITU102 | Listed Elective | <input type="checkbox"/> |

Optional units and flexibility

Students have the option to apply for RPL or credit transfer options. This could result from competencies completed at another school/institution, or competencies being used provided they they meet the packaging rules for this qualification

Section 3 Program details

Use Section 3 to record an outline of the proposed learning program for this qualification. Provide a brief summary of each intended assessment activity, its duration and the units it is fully or partially drawn from. Also list the evidence-gathering tools to be used with each activity. Detailed mapping does not have to be recorded here. Update this section as you improve or change the program. Engage with industry to confirm the program's relevance and briefly summarise this in Section 7.

Before you start developing assessment tools, consider how learning and assessment are usually integrated, with assessment evidence being collected and feedback provided to the student throughout the learning and assessment process. Holistic training and assessment brings together a number of units of competency — relevant to the industry sector, workplace and job role — into a 'cluster' (group) that reflects actual workplace practices. Any units that relate to a job function can be combined, and assessment tools designed to gather evidence in an efficient and effective assessment process. Industry sees this approach as realistic and essential for both delivery and assessment.

Developing assessment tools

Use these four steps to develop your assessment tools.

1. Read through the units of competency making up the qualification to understand all their requirements. Make notes on any specific requirements like foundation skills not explicit in the performance criteria, assessment conditions and performance frequencies and knowledge evidence.
2. Develop and document a series of assessment activities that reflect the performance and knowledge demonstrated by a competent person in this industry. In the document describe the context of the activities and include clear and comprehensive instructions to the trainer, assessor and student. A casual reader of the activity document should easily identify what has to be done, when, where and to what standard. Summarise each of these assessment activities in Section 3.
3. Develop a set of evidence-gathering tools for each assessment activity. Include instructions to the assessor and student on how they are to be used. All assessment techniques basically fall into the following categories: direct observations of student activity, questions (written, online or direct verbal), and reviews of things a student produces (project work, folios, artefacts, online materials, services etc.). In addition, there may be third party written reports. List these assessment tools in Section 3.
4. Develop a single mapping or benchmarking tool to establish validity for all assessment tools identified in this TAS. It will indicate the relationship between the requirements of the unit/s of competency, the activities and evidence gathered. Record the unit/s for which partial or complete evidence will be gathered in Section 3.

When this qualification is due for validation ensure that Section 8 is completed and the assessment tools, including the mapping tool are available for validators.

Relevant standards: 1.1, 1.2, 1.3(c), 1.8, 2.1, 2.2, 5.2

| Assessment project / activity / task (All codes and names must match Section 8) | | | | |
|---|--|---|--|--|
| Project 1 | Contribute to Health and Safety of Self and Others | | | |
| Estimated duration | 6 weeks | Unit/s for which partial or complete evidence will be gathered (Record unit code and title only here) | Evidence-gathering techniques used (More than one technique must be ticked for each unit or cluster of units.) | Evidence-gathering tool code |
| Description (summary) | This unit covers following work health and safety (WHS) and emergency procedures and instructions, implementing WHS requirements and participating in WHS consultative processes relevant to BSBWHS201. Evidence is recorded in the student profile as 'satisfactory' or 'unsatisfactory'. | <ul style="list-style-type: none"> • <i>BSBWHS201 CONTRIBUTE TO HEALTH AND SAFETY OF OTHERS</i> • http://training.gov.au/Training/Details/BSBWHS201 | Observation checklist | <input checked="" type="checkbox"/> OBSERVATION CHECKLIST |
| | | | Questions checklist | <input checked="" type="checkbox"/> STUDENT WORK BOOKLET |
| | | | Review of product /service against specifications | <input type="checkbox"/> |
| | | | Review folio of work against specifications | <input type="checkbox"/> |
| | | | Third party report | <input type="checkbox"/> SUPERVISED WORK PLACEMENT STUDENT BOOKLET |
| | | | Safety induction checklist | <input type="checkbox"/> |
| Project 2 | Work Effectively in a Business Environment | | | |
| Estimated duration | 6 weeks | Unit/s for which evidence will be gathered | Evidence-gathering techniques used (More than one technique must be ticked for each unit or cluster of units) | Evidence-gathering tool code |
| Description (summary) | This unit describes the skills and knowledge | BSBIND201 WORK EFFECTIVELY IN A BUSINESS ENVIRONMENT | Observation checklist | <input checked="" type="checkbox"/> OBSERVATION CHECKLIST |

| Assessment project / activity / task (All codes and names must match Section 8) | | | | | | | | | | | | | | | | | | | | |
|---|---|---|--|-------------------------------------|-------------------------------------|----------------------|---|--------------------------|--|---|--------------------------|--|--------------------|-------------------------------------|---|----------------------------|--------------------------|--|--|--|
| | required to work effectively in a business environment. It includes identifying and working to organisational standards, managing workload and working as part of a team. | http://training.gov.au/Training/Details/BSBIND201 | <table border="1"> <tr> <td>Questions checklist</td> <td><input checked="" type="checkbox"/></td> <td>STUDENT WORK BOOKLET</td> </tr> <tr> <td>Review of product /service against specifications</td> <td><input type="checkbox"/></td> <td></td> </tr> <tr> <td>Review folio of work against specifications</td> <td><input type="checkbox"/></td> <td></td> </tr> <tr> <td>Third party report</td> <td><input checked="" type="checkbox"/></td> <td>SUPERVISED WORK PLACEMENT STUDENT BOOKLET</td> </tr> <tr> <td>Safety induction checklist</td> <td><input type="checkbox"/></td> <td></td> </tr> </table> | Questions checklist | <input checked="" type="checkbox"/> | STUDENT WORK BOOKLET | Review of product /service against specifications | <input type="checkbox"/> | | Review folio of work against specifications | <input type="checkbox"/> | | Third party report | <input checked="" type="checkbox"/> | SUPERVISED WORK PLACEMENT STUDENT BOOKLET | Safety induction checklist | <input type="checkbox"/> | | | |
| Questions checklist | <input checked="" type="checkbox"/> | STUDENT WORK BOOKLET | | | | | | | | | | | | | | | | | | |
| Review of product /service against specifications | <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | |
| Review folio of work against specifications | <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | |
| Third party report | <input checked="" type="checkbox"/> | SUPERVISED WORK PLACEMENT STUDENT BOOKLET | | | | | | | | | | | | | | | | | | |
| Safety induction checklist | <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | |
| Project 3 | Apply Basic Communication Skills & Develop Keyboard Skills | | | | | | | | | | | | | | | | | | | |
| Estimated duration | 6 weeks | Unit/s for which evidence will be gathered | Evidence-gathering techniques used (More than one technique must be ticked for each unit or cluster of units) | Evidence-gathering tool code | | | | | | | | | | | | | | | | |
| Description (summary) | This unit describes the performance outcomes, skills and knowledge required to develop communication skills in the workplace. It covers gathering, conveying and receiving information along with completing assigned written information under direct supervision. It also involves skills and knowledge to start up and | BSBCMM101 APPLY BASIC COMMUNICATION SKILLS http://training.gov.au/Training/Details/BSBCMM101 BSBITU102 DEVELOP KEYBOARD SKILLS http://training.gov.au/Training/Details/BSBITU102 | Observation checklist | <input checked="" type="checkbox"/> | OBSERVATION CHECKLIST | | | | | | | | | | | | | | | |
| | | | Questions checklist | <input checked="" type="checkbox"/> | STUDENT WORK BOOKLET | | | | | | | | | | | | | | | |
| | | | Review of product /service against specifications | <input type="checkbox"/> | | | | | | | | | | | | | | | | |
| | | | Review folio of work against specifications | <input type="checkbox"/> | | | | | | | | | | | | | | | | |
| | | | Third party report | <input checked="" type="checkbox"/> | STUERVED WORK | | | | | | | | | | | | | | | |

| Assessment project / activity / task (All codes and names must match Section 8) | | | | |
|---|--|--|---|---|
| | use a range of basic functions on a personal computer or business computer terminal. | | | PLACEMENT STUDENT BOOKLET |
| | | | Safety induction checklist | <input type="checkbox"/> |
| Project 4 | Use Business Equipment and Resources | | | |
| Estimated duration | 6 weeks | Unit/s for which evidence will be gathered | Evidence-gathering techniques used (More than one technique must be ticked for each unit or cluster of units) | Evidence-gathering tool code |
| Description (summary) | This unit describes the performance outcomes, skills and knowledge required to choose business equipment and resources to complete a variety of tasks. | BSBADM101 USE BUSINESS EQUIPMENT AND RESOURCES http://training.gov.au/Training/Details/BSBADM101A | Observation checklist | <input checked="" type="checkbox"/> OBSERVATION CHECKLIST |
| | | | Questions checklist | <input checked="" type="checkbox"/> STUDENT WORK BOOKLET |
| | | | Review of product /service against specifications | <input type="checkbox"/> |
| | | | Review folio of work against specifications | <input type="checkbox"/> |
| | | | Third party report | <input type="checkbox"/> |
| | | | Safety induction checklist | <input type="checkbox"/> |
| Project 5 | Operate a Personal Computer | | | |
| Estimated duration | 6 weeks | Unit/s for which evidence will be gathered | Evidence-gathering techniques used (More than one technique must be ticked for each unit or cluster of units) | Evidence-gathering tool code |

Assessment project / activity / task (All codes and names must match Section 8)

| | | | | | |
|--|---|--|--|-------------------------------------|-----------------------|
| Description <i>(summary)</i> | This competency and assessment involves skills and knowledge to start up and use a range of basic functions on a personal computer or business computer terminal. | BSBITU101 OPERATE A PERSONAL COMPUTER http://training.gov.au/Training/Details/BSBITU101 | Observation checklist | <input checked="" type="checkbox"/> | OBSERVATION CHECKLIST |
| | | | Questions checklist | <input checked="" type="checkbox"/> | STUDENT WORK BOOKLET |
| | | | Review of product /service against specifications | <input type="checkbox"/> | |
| | | | Review folio of work against specifications | <input type="checkbox"/> | |
| | | | Third party report | <input type="checkbox"/> | |
| | | | Safety induction checklist | <input type="checkbox"/> | |

Section 4 Work experience

Use this section to outline any work experience arrangements. The RTO must disclose to the student before enrolment, in print or electronic copy, whether work experience is a requirement to successfully complete the qualification. Under the legislation, a work experience arrangement must be in writing, and 'must be made before the student starts a work experience placement' (*Education (Work Experience) Act 1996*, effective as of November 2014). Engage with industry to confirm the relevance of work experience and record this in Section 7.

Whether work experience is compulsory or not, are the following conditions met?

- Is there a written agreement between the work experience provider and the RTO?
- Will the work experience provider offer realistic workplace experience relevant to this program?
- Has the work experience provider agreed to complete written third party reports for each student?

Relevant standards: 1.1, 1.5, 1.6(a), 1.8, 2.1, 5.2, 8.5

| | | | |
|---|--------------------------|---------------------------------|-------------------------------------|
| On what basis is work experience provided? | | Not provided (Go to Section 5.) | <input type="checkbox"/> |
| VET program/course requirement | <input type="checkbox"/> | Student wants work experience | <input type="checkbox"/> |
| RTO requirement | <input type="checkbox"/> | Optional | <input checked="" type="checkbox"/> |

| Business, company, or industry providing work experience opportunities for students | | | |
|---|---|--|-------------------------------------|
| Details of arrangements | Students are placed in an existing local business to complete work experience for a one week time period | | |
| File location | G:/coredata/curriculum/seniorschool/subjects/business/ Cert I in Business/ Year 10 Certificate I Business/ Management | | |
| Business name | Cosmo Hair and Beauty | | |
| Contact name | Sue Thomson | Written agreement | <input type="checkbox"/> |
| Position | Owner | Realistic workplace experience | <input type="checkbox"/> |
| Phone/Mobile | 54762355 | Supervised Work Placement Student Booklet | <input checked="" type="checkbox"/> |
| Email/ Address | 26 Arundel Ave, Nambour | | |
| Business name | Ben McFarlane Automotive | | |
| Contact name | Benn McFarlane | Written agreement | <input type="checkbox"/> |
| Position | Owner | Realistic workplace experience | <input type="checkbox"/> |
| Phone/Mobile | 544177332 | Supervised Work Placement Student Booklet | <input checked="" type="checkbox"/> |
| Email/ Address | Shed 1/27 Rigby street Nambour | | |