



# Training and assessment strategy

BSB20115 Certificate II in Business

Burnside State High School

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# About this template

Every qualification on an RTO's scope of registration must have documented training and assessment strategies and practices. As these must be current, the TAS must be a dynamic document, which is updated whenever strategies and practices change. Further, the TAS must be of an auditable standard, meaning that it contains verifiable information and meets the requirement of the *Standards for Registered Training Organisations (RTOs) 2015*. The TAS may be made available to students prior to enrolment, to enable students to make informed decisions about undertaking the training with the RTO.

## Who should use it

This document has been provided by the Queensland Curriculum and Assessment Authority (QCAA) for use in Queensland school RTOs.

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Queensland school RTOs may use this document to assist with their quality assurance processes and systematic monitoring of RTO operations as outlined within the regulatory *Standards for Registered Training Organisations (RTOs) 2015*. These standards form part of the VET Quality Framework.

## How to use it

Read through and customise the information in this TAS to represent the RTO's current policies and practices. The format is recommended, but not mandatory. Sections 1 to 4 may be provided direct to students to meet disclosure requirements. To complete the TAS, the following people will need to be involved: RTO Manager/s (RTOM), Principal, trainers/assessors and industry representatives.

Text in grey in the tables may be overwritten. Text in black is intended to remain but may be customised. Guidance and instructions are set in italics: these range from instructions to copy or match information in other sections, or to adjust the provided text as appropriate to the RTOs situation, to samples and notes.

- **Relevant standards:** Standard 1 relates to the training and assessment strategy and practices, but due to the overlapping nature of the standards, the TAS also contributes evidence for a number of other Standards. Each section of the TAS indicates which standards and clause/s apply. You can access the Standards at: [www.comlaw.gov.au/Details/F2014L01377](http://www.comlaw.gov.au/Details/F2014L01377).
- **Industry relevance:** In Section 7, RTOs show that the TAS was developed through engagement with industry. Auditable-quality information on engagement, recommendations and resulting actions can be recorded here.
- **Assessment tools:** Register all assessment tools used to determine competency outcomes for this qualification in Section 8. Having a register of all assessment tools makes it easier to identify and select the assessment tools to validate, and contributes to systematic monitoring.
- **Systematic validation:** All RTOs must have a five-year validation plan that covers all qualifications on scope. Section 9 explains how to conduct the validation and record the outcomes and resulting actions. It has provision to record validation of up to 16 assessment tools with auditable-quality information to meet the requirements of Standards 1.9–1.11.
- **Systematic monitoring:** Sections 10 and 11 are checklists to provide evidence of systematic monitoring. Evidence that RTO management has a system for monitoring training, assessment and practices is an auditable requirement of the Standards. Checkboxes throughout the TAS allow for more specific monitoring evidence of practices.

1.2 Qualification		
Requirement	Packaging rules	Confirmed by RTOM
<b>Qualification description and job roles</b>	<p>This qualification reflects the role of individuals in a variety of junior administrative positions who perform a range of mainly routine tasks using limited practical skills and fundamental operational knowledge in a defined context. Individuals in these roles generally work under direct supervision.</p> <p>This qualification may lead to job roles where the individual may perform a range of mainly routine tasks using limited practical skills and fundamental operational knowledge in a defined context, working under direct supervision in roles such as Administration Assistant, Clerical Worker, Data Entry Operator, Office Junior or Receptionist.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>Packaging rules</b>	<p><b>Total number of units = 12</b></p> <p><b>1 core unit <i>plus</i></b></p> <p><b>11 elective units</b></p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

1.3 Delivery and assessment		
Requirement	Pre-enrolment information	Confirmed by RTOM
<b>Entry requirements and reasonable adjustments</b> (Adjust as appropriate)	<p><b>There are no formal qualification entry requirements.</b></p> <p><b>Entry requirements for this program include the student's agreement and ability to undertake the following:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate evidence of language, literacy and numeracy skills at the requisite ACSF level.</li> <li>• Attend and participate in scheduled training and assessment.</li> <li>• Comply with Burnside SHS RTO code of conduct requirements, directions on work, and health and safety matters.</li> <li>• 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.</li> </ul> <p>Any gaps with the foundation skills will be addressed during the training and assessment process with appropriate adjustments made when required.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
	<p>Work Placement is optional. Subject requires school resource to be paid to cover consumables during the delivery of the course.</p>	<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 <a href="https://burnsideshs.eq.edu.au/Curriculum/VocationalEducation/Pages/VocationalEducation.aspx">https://burnsideshs.eq.edu.au/Curriculum/VocationalEducation/Pages/VocationalEducation.aspx</a></p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>Mode of delivery</b> (Adjust as appropriate)	<p>The mode of delivery includes:</p> <ul style="list-style-type: none"> <li>• Face to face in a simulated workplace training environment for required skills</li> <li>• Online for some components of training for required knowledge</li> <li>• in a classroom ('off the job') for some components of training for knowledge evidence</li> </ul>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

## 1.3 Delivery and assessment

Requirement	Pre-enrolment information	Confirmed by RTOM
<b>Delivery location</b> (Adjust as appropriate)	The delivery location is the principle place of business of the RTO, within the simulated classroom/training room. <i>BURNSIDE STATE HIGH SCHOOL 51 BLAXLAND RD BURNSIDE QLD</i>	<i>If work experience is mandatory and travel to another location is required, this information must be included in Section 4.</i> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>Program duration</b> (Adjust as appropriate)	Total program duration is 2 year of delivery and assessment. 3 x 70 minute lessons per week Students will also be required to complete independent study time outside of these timetabled lessons	<i>School RTOs may only deliver to students enrolled in a Queensland school in Years 10–12.</i> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>Amount of learning</b>	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: <input type="checkbox"/> 1 year <input checked="" type="checkbox"/> 2 years <input type="checkbox"/> 3 years. This includes: <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> 110 hours <input checked="" type="checkbox"/> 220 hours <input type="checkbox"/> 330 hours of scheduled training and assessment activity</li> <li>Workplace excursions and/or instruction</li> <li>Catch up sessions scheduled during exam block</li> <li>Personal study time, either at school or home</li> <li>Additional language literacy and numeracy training while enrolled and undertaking full time school based studies</li> <li>Online learning activities</li> </ul> Total amount of learning: <input checked="" type="checkbox"/> 600–1200 hours <input type="checkbox"/> 1200–2400 hours	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>Learning resources</b>	<b>There are sufficient learning resources, equipment and facilities to:</b> <ul style="list-style-type: none"> <li>enable students to meet the requirements for each unit of competency</li> <li>support the number of students undertaking the training and assessment.</li> </ul> <b>Learners in this cohort are school students.</b> The school will schedule supervised training and assessment sessions based on the school timetable. Negotiation on support for students to develop the required skills and knowledge in addition to scheduled hours is available to students. Full details on accessing additional support are contained in the student handbook.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>Assessment resources</b> (Adjust as appropriate)	Assessments will be formative and conducted on the job, where skills, knowledge and understanding may be demonstrated in the simulated workplace environment. That is, assessment of knowledge and skills will be integrated with assessment of their practical application. 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 performance requirements of the units of competency. Evidence of skills and knowledge will be gathered simultaneously.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

1.3 Delivery and assessment		Confirmed by RTOM
Requirement	Pre-enrolment information	
<b>Evidence-gathering conditions</b> (Adjust as appropriate)	<ul style="list-style-type: none"> <li>Will be progressively gathered for groups of units simultaneously.</li> <li>Methods will confirm consistency of performance over time and in a range of workplace-relevant contexts, rather than a single assessment event.</li> <li>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.</li> <li>Will be done under the specific assessment conditions required by the units</li> </ul>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>Work placement arrangements for students</b>	Work Placement is optional. As a result of this, an official work place agreement has not been made with National First Aid Training Institute.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
	Refer to VET Student Handbook and other electronic resources available at <a href="https://burnsideshs.eq.edu.au/Curriculum/VocationalEducation/Pages/VocationalEducation.aspx">https://burnsideshs.eq.edu.au/Curriculum/VocationalEducation/Pages/VocationalEducation.aspx</a>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>Third party arrangements</b> (Adjust as appropriate)	<p>No services are delivered on behalf of the RTO.</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
<b>Educational and support services</b>	<p>Learners in this cohort are school students.</p> <p>The RTO will schedule supervised training and assessment sessions based on the timetable. Students may negotiate 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 <a href="https://burnsideshs.eq.edu.au/Curriculum/VocationalEducation/Pages/VocationalEducation.aspx">https://burnsideshs.eq.edu.au/Curriculum/VocationalEducation/Pages/VocationalEducation.aspx</a>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>Early termination of program</b>	<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"> <li>students will be issued with a statement of attainment for any successfully completed units of competency</li> <li>any fees paid toward the program will be refunded on a pro rata basis.</li> </ul>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
	Refer to VET Student Handbook and other electronic resources available at <a href="https://burnsideshs.eq.edu.au/Curriculum/VocationalEducation/Pages/VocationalEducation.aspx">https://burnsideshs.eq.edu.au/Curriculum/VocationalEducation/Pages/VocationalEducation.aspx</a>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

## 1.3 Delivery and assessment

Requirement	Pre-enrolment information	Confirmed by RTOM
<b>Transition</b>	<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"><li>• 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</li><li>• 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.</li></ul>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

1.4 Certification		Confirmed by RTOM
Requirement	Description	
<b>Certificates and Statements of Attainment</b>	<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"> <li>• an <b>AQF certificate and record of results</b> will be issued if the qualification in which the learner is enrolled is complete</li> <li>• a <b>statement of attainment</b> will be issued if the qualification in which the learner is enrolled is partially complete</li> </ul>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>Credit arrangements</b>	<p><b>Transitioning from an old version to a new version of a training product</b></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><b>If a student already holds a unit of competency</b></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
<b>Recognition of prior learning (RPL) arrangements</b>	<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 <a href="https://burnsideshs.eq.edu.au/Curriculum/VocationalEducation/Pages/VocationalEducation.aspx">https://burnsideshs.eq.edu.au/Curriculum/VocationalEducation/Pages/VocationalEducation.aspx</a></p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>Reissuing of Certificates and Statements of Attainment</b>	<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"> <li>• <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"> <li>– <i>the holder of the qualification</i></li> <li>– <i>the AQF qualification by its full title</i></li> <li>– <i>date of issue/award/conferral.</i></li> </ul> </li> <li>• <i>have a policy that permits replacement of certification documentation.</i></li> <li>• <i>be responsible for authentication and verification of any replacement certification documentation. <a href="http://www.aqf.edu.au/resources/aqf/">http://www.aqf.edu.au/resources/aqf/</a></i></li> </ul>
	<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>	
	<p>Refer to Student Handbook for VET and available electronically at <a href="https://burnsideshs.eq.edu.au/Curriculum/VocationalEducation/Pages/VocationalEducation.aspx">https://burnsideshs.eq.edu.au/Curriculum/VocationalEducation/Pages/VocationalEducation.aspx</a></p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No



1.4 Certification		
<b>Unique Student Identifier (USI)</b>	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: <a href="http://usi.gov.au/Students/pages/default.aspx">http://usi.gov.au/Students/pages/default.aspx</a>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

1.5 Reporting		
Requirement	Description	Confirmed by RTOM
<b>Recording results</b> (Adjust the first three points as appropriate)	<ul style="list-style-type: none"> <li>Evidence-gathering tools are used as evidence of a student's progress toward competency.</li> <li>The interim outcome descriptors of 'Satisfactory' or 'Unsatisfactory' will be used on students' projects and evidence documents.</li> <li>Students may continue to submit evidence until they exit the program.</li> <li>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.</li> <li>RTO management will record final outcomes (usually using the descriptors Competent, Not Competent, Credit Transfer, Superseded or Withdrawn) in Student Data Capture System (SDCS).</li> <li>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.</li> <li>RTO management reports student enrolment data to QCAA within the first term of the student's commencement of the VET program.</li> </ul>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>Student profiles</b> (Adjust the first two points as appropriate)	<ul style="list-style-type: none"> <li>Student profiles are updated by the assessor and are accessible to students on request.</li> <li>Assessors update the profile to confirm an individual student's submission of evidence and record interim and final outcomes.</li> <li>RTO management uses final outcomes recorded in student profiles to update SDCS and/or SLIMS.</li> </ul>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>Projects and evidence-gathering instruments</b>	<ul style="list-style-type: none"> <li>All assessment activities, including projects and evidence-gathering tools, are identified by a code and listed in this document.</li> <li>A mapping document provides evidence of how assessment activities, projects and evidence-gathering tools meet the requirements for each unit of competency.</li> </ul>	<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?
<b>BSBWHS201</b> Contribute to health and safety of self and others <a href="http://training.gov.au/Training/Details/BSBWHS201">http://training.gov.au/Training/Details/BSBWHS201</a>	Core Unit	<input type="checkbox"/>
BSBITU203 Communicate electronically <a href="http://training.gov.au/Training/Details/BSBITU203">http://training.gov.au/Training/Details/BSBITU203</a>	Listed Elective	<input type="checkbox"/>
BSBWOR204 Use business technology <a href="http://training.gov.au/Training/Details/BSBWOR204">http://training.gov.au/Training/Details/BSBWOR204</a>	Listed Elective	<input type="checkbox"/>
BSBCMM201 Communicate in the workplace <a href="http://training.gov.au/Training/Details/BSBCMM201">http://training.gov.au/Training/Details/BSBCMM201</a>	Listed Elective	<input type="checkbox"/>
BSBINM201 Process and maintain workplace information <a href="http://training.gov.au/Training/Details/BSBINM201">http://training.gov.au/Training/Details/BSBINM201</a>	Listed Elective	<input type="checkbox"/>
BSBSUS201 Participate in environmentally sustainable work practices <a href="http://training.gov.au/Training/Details/BSBSUS201">http://training.gov.au/Training/Details/BSBSUS201</a>	Listed Elective	<input checked="" type="checkbox"/>
BSBWOR203 Work effectively with others <a href="http://training.gov.au/Training/Details/BSBWOR203">http://training.gov.au/Training/Details/BSBWOR203</a>	Listed Elective	<input type="checkbox"/>
BSBWOR202 Organise and complete daily work activities <a href="http://training.gov.au/Training/Details/BSBWOR202">http://training.gov.au/Training/Details/BSBWOR202</a>	Listed Elective	<input type="checkbox"/>
BSBIND201 Work effectively in a business environment <a href="http://training.gov.au/Training/Details/BSBIND201">http://training.gov.au/Training/Details/BSBIND201</a>	Listed Elective	<input type="checkbox"/>
BSBITU202 Create and use spreadsheets <a href="http://training.gov.au/Training/Details/BSBITU202">http://training.gov.au/Training/Details/BSBITU202</a>	Listed Elective	<input type="checkbox"/>
BSBITU201 Produce simple word processed documents <a href="http://training.gov.au/Training/Details/BSBITU201">http://training.gov.au/Training/Details/BSBITU201</a>	Listed Elective	<input type="checkbox"/>
BSBITU102 Develop Keyboard Skills* <a href="http://training.gov.au/Training/Details/BSBITU102">http://training.gov.au/Training/Details/BSBITU102</a> *Completed in the Cert I Business if undertaken in Year 10 at BSHS.	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 within the Certificate I in Business or Certificate II in Tourism run at Burnside State High School provided 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

# Course Layout – Teacher Reference Only

## Certificate II Business – BSB20115

Units of Competency		Possible RPL	SEM
BSBITU203 Communicate electronically			Sem 1
BSBWOR204 Use business technology			
BSBCMM201 Communicate in the workplace			
BSBINM201 Process and maintain workplace information			Sem 2
BSBSUS201 Participate in environmentally sustainable work practices		Credit Transfer	
BSBWHS201 Contribute to health and safety of self and others		Credit Transfer	
BSBWOR203 Work effectively with others	Cluster		Sem 3
BSBWOR202 Organise and complete daily work activities			
BSBIND201 Work effectively in a business environment		Credit Transfer	
BSBITU202 Create and use spreadsheets			Sem 4
BSBITU201 Produce simple word processed documents		Credit Transfer from Tourism	
BSBITU102 – Develop Keyboard Skills		Credit Transfer from Tourism	

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

<b>Project 1</b>	<b>BSBITU203 - Communicate electronically</b> <i>Project can be found at:</i> G:\Coredata\Curriculum\SENIOR SCHOOL\ VOCATIONAL EDUCATION\2017\Subjects\Certificate II in Business\Competencies									
<b>Estimated duration</b>	6 weeks	<b>Unit/s for which evidence will be gathered</b>	<b>Evidence-gathering techniques used</b> (More than one technique must be ticked for each unit or cluster of units)	<b>Evidence-gathering tool code</b>						
<b>Description (summary)</b>	This unit describes the skills and knowledge required to send, receive and manage electronic mail (email), as well as collaborate online using chat rooms, intranets and instant messaging.	<p><b>BSBITU203 COMMUNICATE ELECTRONICALLY</b> <a href="http://training.gov.au/Training/Details/BSBITU203">http://training.gov.au/Training/Details/BSBITU203</a> A holistic approach is taken to the assessment of BSBITU203. There is a combination of activities, a portfolio and a simulation. The following outlines how these assessment items meet the requirements of the Unit of Competency:</p> <table border="1" data-bbox="734 587 1370 1273"> <tr> <td data-bbox="734 587 990 762"> <b>Simulation</b> BSBSIM01_9             </td> <td data-bbox="999 587 1370 762">                 Spam Simulation including:                 <ul style="list-style-type: none"> <li>Opening email program</li> <li>Blocking unwanted senders</li> <li>Deleting junk emails</li> <li>Set up junk email filter – security</li> </ul> </td> </tr> <tr> <td data-bbox="734 769 990 1072"> <b>Activity Sheet (ACT)</b> BSBACT01_9             </td> <td data-bbox="999 769 1370 1072">                 10 Activities covering:                 <ul style="list-style-type: none"> <li>Send and receive email</li> <li>Organisations policies and procedures</li> <li>Workplace communication</li> <li>Email attachments</li> <li>Types of email</li> <li>Email etiquette</li> <li>Problem solving</li> <li>Outgoing email</li> <li>Online collaboration</li> <li>Legislation</li> <li>Email management (screen shots)</li> </ul> </td> </tr> <tr> <td data-bbox="734 1078 990 1273"> <b>Portfolio (POR)</b> BSBPRT01_9             </td> <td data-bbox="999 1078 1370 1273">                 Portfolio including:                 <ul style="list-style-type: none"> <li>Organisational email policies &amp; procedures</li> <li>Organisational online collaboration tools</li> <li>Dealing with returned/bounced email – role play activity</li> <li>Testimonial</li> </ul> </td> </tr> </table>	<b>Simulation</b> BSBSIM01_9	Spam Simulation including: <ul style="list-style-type: none"> <li>Opening email program</li> <li>Blocking unwanted senders</li> <li>Deleting junk emails</li> <li>Set up junk email filter – security</li> </ul>	<b>Activity Sheet (ACT)</b> BSBACT01_9	10 Activities covering: <ul style="list-style-type: none"> <li>Send and receive email</li> <li>Organisations policies and procedures</li> <li>Workplace communication</li> <li>Email attachments</li> <li>Types of email</li> <li>Email etiquette</li> <li>Problem solving</li> <li>Outgoing email</li> <li>Online collaboration</li> <li>Legislation</li> <li>Email management (screen shots)</li> </ul>	<b>Portfolio (POR)</b> BSBPRT01_9	Portfolio including: <ul style="list-style-type: none"> <li>Organisational email policies &amp; procedures</li> <li>Organisational online collaboration tools</li> <li>Dealing with returned/bounced email – role play activity</li> <li>Testimonial</li> </ul>	<b>Observation checklist</b> <input type="checkbox"/>	
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			<b>Questions checklist</b>	<input checked="" type="checkbox"/>	BSBITU203					
			<b>Review of product /service against specifications</b>	<input type="checkbox"/>						
<b>Review folio of work against specifications</b>	<input checked="" type="checkbox"/>	BSBITU203								
<b>Third party report</b>	<input type="checkbox"/>									
<b>Safety induction checklist</b>	<input type="checkbox"/>									

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

Project 2	<b>BSBWOR204 - Use business technology</b> Project can be found at: G:\Coredata\Curriculum\SENIOR SCHOOL VOCATIONAL EDUCATION\2017\Subjects\Certificate II in Business\Competencies					
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		
<b>Description (summary)</b> This unit describes the skills and knowledge required to select and use computer software and organise electronic information and data.	<b>BSBWOR204 USE BUSINESS TECHNOLOGY</b> <a href="http://training.gov.au/Training/Details/BSBWOR204">http://training.gov.au/Training/Details/BSBWOR204</a> A holistic approach is taken to the assessment of BSBWOR204. There is a combination of observations, activities and an assignment. The following outlines how these assessment items meet the requirements of the Unit of Competency:		<b>Observation checklist</b>	<input checked="" type="checkbox"/> BSBWOR204		
	<table border="1"> <tr> <td data-bbox="689 587 857 662"><b>Observation (OBS)</b></td> <td data-bbox="869 587 1417 662">                             Students will be observed doing the following:                             <ul style="list-style-type: none"> <li>Ergonomically setting up their workstation</li> <li>Using a range of business equipment</li> <li>Maintaining a range of business equipment</li> </ul> </td> </tr> </table>		<b>Observation (OBS)</b>	Students will be observed doing the following: <ul style="list-style-type: none"> <li>Ergonomically setting up their workstation</li> <li>Using a range of business equipment</li> <li>Maintaining a range of business equipment</li> </ul>	<b>Questions checklist</b>	<input checked="" type="checkbox"/> BSBWOR204
	<b>Observation (OBS)</b>	Students will be observed doing the following: <ul style="list-style-type: none"> <li>Ergonomically setting up their workstation</li> <li>Using a range of business equipment</li> <li>Maintaining a range of business equipment</li> </ul>				
	<table border="1"> <tr> <td data-bbox="689 667 857 742"><b>Activity Sheet (ACT)</b></td> <td data-bbox="869 667 1417 742">                             Students will undertake a range of activities which include investigating: technology; software; ergonomics; software features; routine maintenance procedures; naming and storage conventions; back-up and computer maintenance; WHS policy and procedures.                         </td> </tr> </table>		<b>Activity Sheet (ACT)</b>	Students will undertake a range of activities which include investigating: technology; software; ergonomics; software features; routine maintenance procedures; naming and storage conventions; back-up and computer maintenance; WHS policy and procedures.	<b>Review of product /service against specifications</b>	<input checked="" type="checkbox"/> BSBWOR204
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	<table border="1"> <tr> <td data-bbox="689 746 857 917"><b>Assignment</b></td> <td data-bbox="869 746 1417 917">                             Students will select appropriate equipment and software; discuss back-up procedures. Students will then use business equipment (computer, keyboard, mouse, printers); and software applications to complete organisational tasks, this includes creating and storing files and using help to overcome basic difficulties.                         </td> </tr> </table>		<b>Assignment</b>	Students will select appropriate equipment and software; discuss back-up procedures. Students will then use business equipment (computer, keyboard, mouse, printers); and software applications to complete organisational tasks, this includes creating and storing files and using help to overcome basic difficulties.	<b>Review folio of work against specifications</b>	<input type="checkbox"/>
<b>Assignment</b>	Students will select appropriate equipment and software; discuss back-up procedures. Students will then use business equipment (computer, keyboard, mouse, printers); and software applications to complete organisational tasks, this includes creating and storing files and using help to overcome basic difficulties.					
		<b>Third party report</b>	<input type="checkbox"/>			
		<b>Safety induction checklist</b>	<input type="checkbox"/>			

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

<b>Project 3</b>	<b>BSBCMM201 - Communicate in the workplace</b> <i>Project can be found at:</i> G:\Coredata\Curriculum\SENIOR SCHOOL\ VOCATIONAL EDUCATION\2017\Subjects\Certificate II in Business\Competencies																
<b>Estimated duration</b>	6 weeks	<b>Unit/s for which evidence will be gathered</b>	<b>Evidence-gathering techniques used</b> (More than one technique must be ticked for each unit or cluster of units)	<b>Evidence-gathering tool code</b>													
<b>Description (summary)</b>	This unit describes the skills and knowledge required to communicate in the workplace including gathering, conveying and receiving information and completing routine written correspondence.	<p><b>BSBCMM201 COMMUNICATE IN THE WORKPLACE</b>  <a href="http://training.gov.au/Training/Details/BSBCMM201">http://training.gov.au/Training/Details/BSBCMM201</a>                      A range of assessment methods have been included and the following outlines how these assessment items meet the requirements of the Units of Competency:</p> <table border="1"> <thead> <tr> <th>Task</th> <th>Details</th> </tr> </thead> <tbody> <tr> <td><b>Activity Sheet (ACT)</b></td> <td>These activities look at types of communication, barriers to communication, seeking assistance, writing instructions</td> </tr> <tr> <td><b>Portfolio (POR)</b></td> <td>There are a range of activities which require the student to access workplace information; complete workplace forms; take messages; prepare business letters and memo</td> </tr> <tr> <td><b>Case Studies (CS)</b></td> <td>There are a range of Case Studies which consider communication with customers; culturally appropriate communication; verbal and nonverbal language; workplace etiquette; confidence and trust; and barriers to effective communication</td> </tr> <tr> <td><b>Role Play (RP)</b></td> <td>Requires students to understand job roles; communicate with colleagues; use appropriate language; use positive communication skills; use workplace documentation</td> </tr> <tr> <td><b>Observations (OBS)</b></td> <td>Student's communication skills are observed in class discussions, specifically with regards to: active listening; respect; courtesy; sensitivity; and feedback.</td> </tr> </tbody> </table>	Task	Details	<b>Activity Sheet (ACT)</b>	These activities look at types of communication, barriers to communication, seeking assistance, writing instructions	<b>Portfolio (POR)</b>	There are a range of activities which require the student to access workplace information; complete workplace forms; take messages; prepare business letters and memo	<b>Case Studies (CS)</b>	There are a range of Case Studies which consider communication with customers; culturally appropriate communication; verbal and nonverbal language; workplace etiquette; confidence and trust; and barriers to effective communication	<b>Role Play (RP)</b>	Requires students to understand job roles; communicate with colleagues; use appropriate language; use positive communication skills; use workplace documentation	<b>Observations (OBS)</b>	Student's communication skills are observed in class discussions, specifically with regards to: active listening; respect; courtesy; sensitivity; and feedback.	<b>Observation checklist</b>	<input checked="" type="checkbox"/>	BSBCMM201
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<b>Third party report</b>	<input type="checkbox"/>																
<b>Safety induction checklist</b>	<input type="checkbox"/>																

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

Project 4	<b>BSBINM201 - Process and maintain workplace information</b> <i>Project can be found at:</i> G:\Coredata\Curriculum\SENIOR SCHOOL\ VOCATIONAL EDUCATION\2017\Subjects\Certificate II in Business\Competencies													
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										
<b>Description (summary)</b> This unit describes the skills and knowledge required to collect, process and store, and maintain workplace information and systems. It also includes the maintenance of filing and records systems.	<b>BSBINM201 PROCESS AND MAINTAIN WORKPLACE INFORMATION</b> <a href="http://training.gov.au/Training/Details/BSBINM201">http://training.gov.au/Training/Details/BSBINM201</a> A holistic approach is taken to the assessment of BSBINM201. There is a combination of a quiz, observations, activities, a case study and an assignment. The following outlines how these assessment items meet the requirements of the Unit of Competency:		<b>Observation checklist</b>	<input checked="" type="checkbox"/> BSBINM201										
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Assessment project / activity / task (All codes and names must match Section 8)

<b>Project 5</b>	<b>BSBSUS201 - Participate in environmentally sustainable work practices</b> <i>Project can be found at:</i> G:\Coredata\Curriculum\SENIOR SCHOOL\ VOCATIONAL EDUCATION\2017\Subjects\Certificate II in Business\Competencies										
<b>Estimated duration</b>	6 weeks	<b>Unit/s for which evidence will be gathered</b>	<b>Evidence-gathering techniques used</b> (More than one technique must be ticked for each unit or cluster of units)	<b>Evidence-gathering tool code</b>							
<b>Description (summary)</b>	This unit describes the skills and knowledge required to effectively measure current resource use and carry out improvements, including reducing the negative environmental impact of work practices.	<b>BSBSUS201 PARTICIPATE IN ENVIRONMENTALLY SUSTAINABLE WORK PRACTICES</b> <a href="http://training.gov.au/Training/Details/BSBSUS201">http://training.gov.au/Training/Details/BSBSUS201</a> A holistic approach is taken to the assessment and there is a combination of short answer questions; activities and a team project. The following outlines how these assessment items meet the requirements of the Units of Competency:	<b>Observation checklist</b>	<input type="checkbox"/>							
			<b>Questions checklist</b>	<input checked="" type="checkbox"/>	BSBSUS201						
			<b>Review of product /service against specifications</b>	<input checked="" type="checkbox"/>	BSBSUS201						
			<b>Review folio of work against specifications</b>	<input type="checkbox"/>							
			<b>Third party report</b>	<input checked="" type="checkbox"/>	BSBSUS201						
			<b>Safety induction checklist</b>	<input type="checkbox"/>							
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**Assessment project / activity / task** (All codes and names must match Section 8)

			Students then create a presentation to be used to induct staff into the business protocols with respect to environmental legislation and sustainable work practices.			
<b>Project 6</b>	<b>BSBWHS201 - Contribute to health and safety of self and others</b> - Project document is found at: G:\Coredata\Curriculum\SENIOR SCHOOL\VOCCATIONAL EDUCATION\2017\Subjects\Certificate II in Business\Competencies					
<b>Estimated duration</b>	6 weeks	<b>Unit/s for which partial or complete evidence will be gathered</b> (Record unit code and title only here)		<b>Evidence-gathering techniques used</b> (More than one technique must be ticked for each unit or cluster of units.)		<b>Evidence-gathering tool code</b>
<b>Description (summary)</b>	This unit describes the skills and knowledge required to work in a manner that is healthy and safe in relation to self and others and to respond to emergency incidents. It covers following work health and safety (WHS) and emergency procedures and instructions, implementing	<b>BSBWHS201 CONTRIBUTE TO HEALTH AND SAFETY OF SELF AND OTHERS</b> <a href="http://training.gov.au/Training/Details/BSBWHS201">http://training.gov.au/Training/Details/BSBWHS201</a> A holistic approach is taken to the assessment of BSBWHS201. There is a combination of a quiz, observations, short answer questions, case studies and a team project. The following outlines how these assessment items meet the requirements of the Unit of Competency:		<b>Observation checklist</b>	<input checked="" type="checkbox"/>	BSBWHS201
				<b>Questions checklist</b>	<input checked="" type="checkbox"/>	BSBWHS201
				<b>Review of product /service against specifications</b>	<input checked="" type="checkbox"/>	BSBWHS201
				<b>Review folio of work against specifications</b>	<input type="checkbox"/>	
				<b>Third party report</b>	<input type="checkbox"/>	
		<b>Quiz</b>	There are 28 questions students have to complete including: multiple choice; multiple selection; fill in blanks and true/false on a range of WHS issues, including:			

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

<p>WHS requirements and participating in WHS consultative processes.</p> <p>It applies to individuals who require a basic knowledge of WHS to carry out work in a defined context under direct supervision or with some individual responsibility, in a range of industry and workplace contexts.</p> <p>Evidence is recorded in the student profile as 'satisfactory' or 'unsatisfactory'.</p>		PCBU and worker responsibilities; Legislation; Hazards; duty holders; Safety signs, Ergonomics and following safe work procedures	<p><b>Safety induction checklist</b></p> <p><input type="checkbox"/></p>	
	<b>Observations (OBS)</b>	Students are observed ergonomically setting up their workstation, safely using a computer; checking equipment before use; and participating in emergency evacuation drills		
	<b>Short Answer Questions</b>	Students answer 4 short answer questions pertaining to their college/workplace WHS procedures		
	<b>Case Studies</b>	Students complete 3 case studies: <ol style="list-style-type: none"> <li>1. Completion of hazard and incident forms, participate in a WHS meeting and answer questions regarding a workplace incident where staff have been injured.</li> <li>2. Consideration of emergency procedures if there is a Fire in the workplace</li> <li>3. WHS issue, reporting, solutions and monitoring</li> </ol>		
	<b>Team Project (TP)</b>	Students are required to undertake a WHS inspection and report on 3 hazards they have found, considering risk and control options. They are then required to prepare a PPT for induction of new staff including organisational structure; employment terms and conditions; legislation; and procedures to deal with emergency incidents		

**Project 7**    **BSBWOR203 - Work effectively with others** *Project can be found at:*  
*G:\Coredata\Curriculum\SENIOR SCHOOL\ VOCATIONAL EDUCATION\2017\Subjects\Certificate II in Business\Competencies*

Estimated duration	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
6 weeks	<p><b>BSBWOR203 WORK EFFECTIVELY WITH OTHERS</b>  <a href="http://training.gov.au/Training/Details/BSBWOR203">http://training.gov.au/Training/Details/BSBWOR203</a>                      *Clustered with BSBWOR202 ORGANISE AND COMPLETE DAILY WORK ACTIVITIES</p> <p>A range of assessment methods have been included and the following outlines how these assessment items meet the requirements of these Units of Competency:</p>	<b>Observation checklist</b> <input checked="" type="checkbox"/>	BSBWOR203
<p><b>Description (summary)</b></p> <p>This unit describes the skills and knowledge required to work cooperatively with others and deal effectively with issues, problems and conflict.</p>		<b>Questions checklist</b> <input checked="" type="checkbox"/>	BSBWOR203
		<b>Review of product /service against specifications</b> <input type="checkbox"/>	

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

		Task	Task outline	Review folio of work against specifications	<input checked="" type="checkbox"/>	BSBWOR203
		<b>Goal Setting and Personal Priorities Activity Sheet (GS)</b>	Tasks/goals; personal priorities; barriers; time management; determine own personal priorities	<b>Third party report</b>	<input checked="" type="checkbox"/>	BSBWOR203
		<b>Workplace Activity Sheet (WA)</b>	Range of questions- organisational policies and procedures; goals; schedules; priorities; communication; teamwork; conflict resolution; and improving work performance	<b>Safety induction checklist</b>	<input type="checkbox"/>	
		<b>Short Answer Questions (SAQ)</b>	Workplace documents, dealing with distractions, understanding work role; conflict resolution, communication differences, managing time and relationship between organisational and individual goals			
		<b>Case Studies (CS)</b>	8 case studies considering: priorities; feedback; organisational values and team work; working with diversity; linguistic and cultural communication; balancing priorities; dealing with conflict; and areas for improvement			
		<b>Team Project (TP)</b>	Students work in a team to produce a set outcome, this includes a short summary of their ability to work in a team and contribute to a positive supportive outcome			
		<b>Observation (OBS)</b>	Students are observed working in their team environment in a positive and supportive manner: using appropriate communication principles and seeking assistance, using technology, completing tasks			

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

<b>Project 8</b>	<b>BSBWOR202 - Organise and complete daily work activities</b> <i>Project can be found at:</i> G:\Coredata\Curriculum\SENIOR SCHOOL\ VOCATIONAL EDUCATION\2017\Subjects\Certificate II in Business\Competencies											
<b>Estimated duration</b>	6 weeks	<b>Unit/s for which evidence will be gathered</b>	<b>Evidence-gathering techniques used</b> (More than one technique must be ticked for each unit or cluster of units)	<b>Evidence-gathering tool code</b>								
<b>Description (summary)</b>	This unit describes the skills and knowledge required to seek feedback for performance improvement and use current technology appropriate to the task.	<p><b>BSBWOR202 ORGANISE AND COMPLETE DAILY WORK ACTIVITIES</b>  <a href="http://training.gov.au/Training/Details/BSBWOR202">http://training.gov.au/Training/Details/BSBWOR202</a>  <i>*Clustered with BSBWOR203 WORK EFFECTIVELY WITH OTHERS</i>                      A range of assessment methods have been included and the following outlines how these assessment items meet the requirements of these Units of Competency:</p>	<b>Observation checklist</b>	<input checked="" type="checkbox"/> BSBWOR202								
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<b>Project 9</b>	<b>BSBIND201 - Work effectively in a business environment</b> <i>Project can be found at: G:\Coredata\Curriculum\SENIOR SCHOOL VOCATIONAL EDUCATION\2017\Subjects\Certificate II in Business\Competencies</i>											
<b>Estimated duration</b>	6 weeks	<b>Unit/s for which evidence will be gathered</b>	<b>Evidence-gathering techniques used</b> (More than one technique must be ticked for each unit or cluster of units)	<b>Evidence-gathering tool code</b>								
<b>Description (summary)</b>	This unit describes the skills and knowledge 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	<b>BSBIND201 WORK EFFECTIVELY IN A BUSINESS ENVIRONMENT</b> <a href="http://training.gov.au/Training/Details/BSBIND201">http://training.gov.au/Training/Details/BSBIND201</a> A range of assessment methods have been included and the following outlines how these assessment items meet the requirements of the Units of Competency:	<b>Observation checklist</b>	<input checked="" type="checkbox"/>	BSBIND201							
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<b>Project 10</b>	<b>BSBITU202 - Create and use spreadsheets</b> <i>Project can be found at:</i> <i>G:\Coredata\Curriculum\SENIOR SCHOOL\ VOCATIONAL EDUCATION\2017\Subjects\Certificate II in Business\Competencies</i>										
<b>Estimated duration</b>	6 weeks	<b>Unit/s for which evidence will be gathered</b>	<b>Evidence-gathering techniques used</b> (More than one technique must be ticked for each unit or cluster of units)	<b>Evidence-gathering tool code</b>							
<b>Description (summary)</b>	This unit describes the skills and knowledge required to correctly create and use spreadsheets and charts using spreadsheet software.	<b>BSBITU202 CREATE AND USE SPREADSHEETS</b> <a href="http://training.gov.au/Training/Details/BSBITU202">http://training.gov.au/Training/Details/BSBITU202</a> A holistic approach is taken to the assessment of BSBITU202. There is a combination of observations, short answer questions and practical activities (portfolio and an assignment). The following outlines how these assessment items meet the requirements of the Unit of Competency:	<b>Observation checklist</b>	<input checked="" type="checkbox"/>	BSBITU202						
			<b>Questions checklist</b>	<input checked="" type="checkbox"/>	BSBITU202						
			<b>Review of product /service against specifications</b>	<input checked="" type="checkbox"/>	BSBITU202						
			<b>Review folio of work against specifications</b>	<input checked="" type="checkbox"/>	BSBITU202						
			<b>Third party report</b>	<input type="checkbox"/>							
			<b>Safety induction checklist</b>	<input type="checkbox"/>							
		<table border="1"> <tr> <td><b>Observation record (OBS)</b></td> <td>Observes students: working ergonomically; conserving resources; seeking assistance, clarifying task requirements and following organisational procedures</td> </tr> <tr> <td><b>Short Answer Questions</b></td> <td>Range of questions covering: ergonomics, sustainable work practices, spreadsheet design, conservation, and problem solving</td> </tr> <tr> <td><b>Portfolio (POR)</b></td> <td>                     Range of tasks creating several spreadsheets incorporating:                     <ul style="list-style-type: none"> <li>• Formatting</li> <li>• Charts</li> <li>• Absolute cell references</li> <li>• Formulas</li> <li>• Sum</li> </ul> </td> </tr> </table>	<b>Observation record (OBS)</b>	Observes students: working ergonomically; conserving resources; seeking assistance, clarifying task requirements and following organisational procedures	<b>Short Answer Questions</b>	Range of questions covering: ergonomics, sustainable work practices, spreadsheet design, conservation, and problem solving	<b>Portfolio (POR)</b>	Range of tasks creating several spreadsheets incorporating: <ul style="list-style-type: none"> <li>• Formatting</li> <li>• Charts</li> <li>• Absolute cell references</li> <li>• Formulas</li> <li>• Sum</li> </ul>			
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Assessment project / activity / task (All codes and names must match Section 8)

		<ul style="list-style-type: none"> <li>• Average</li> <li>• Max</li> <li>• Min</li> <li>• Addition</li> <li>• Multiplication</li> </ul>												
		<p><b>Assignment (In Class Supervised Open book)</b></p> <ul style="list-style-type: none"> <li>• Students create the following spreadsheets and chart</li> <li>• Wages calculation spreadsheet, input data and amend data</li> <li>• Stock list, totals and chart</li> <li>• Formats spreadsheet according to the Style guide</li> </ul>												
<b>Project 11</b>	<p><b>BSBITU201 - Produce simple word processed documents</b> <i>Project can be found at:</i>  <i>G:\Coredata\Curriculum\SENIOR SCHOOL\VOCCATIONAL EDUCATION\2017\Subjects\Certificate II in Business\Competencies</i></p>													
<b>Estimated duration</b>	6 weeks	<b>Unit/s for which evidence will be gathered</b>		<b>Evidence-gathering techniques used</b> (More than one technique must be ticked for each unit or cluster of units)	<b>Evidence-gathering tool code</b>									
<b>Description (summary)</b>	This unit describes the skills and knowledge required to correctly operate word processing applications in production of workplace documents.	<p><b>BSBITU201 PRODUCE SIMPLE WORD DOCUMENTS</b>  <a href="http://training.gov.au/Training/Details/BSBITU201">http://training.gov.au/Training/Details/BSBITU201</a></p> <p>A holistic approach is taken to the assessment of BSBITU201. Clustering of assessment and a combination of short answer questions, practical activities, observations and an assignment have been used to provide evidence of a student's competency.</p> <p>The following outlines how these assessment items meet the requirements of these Units of Competency:</p> <table border="1"> <thead> <tr> <th>Assessment Name</th> <th>Assessment Outline</th> </tr> </thead> <tbody> <tr> <td><b>Observations (OBS)</b></td> <td>Students will be observed following ergonomic requirements; accessing a computer; using MS Word system features, conserving resources and seeking assistance, completing tasks as per required timelines</td> </tr> <tr> <td><b>Short Answer questions</b></td> <td>Student complete a range of questions covering: ergonomics, WHS; conservation of resources; organisational style guide; document formatting; report writing; file naming; file storage; and MS Word purpose, use and functions</td> </tr> <tr> <td><b>Activity Sheet – General</b></td> <td>Students will complete a range of activities that include: ergonomics; tasks and software applications, and a range of screen shots showing use of MS word</td> </tr> </tbody> </table>		Assessment Name	Assessment Outline	<b>Observations (OBS)</b>	Students will be observed following ergonomic requirements; accessing a computer; using MS Word system features, conserving resources and seeking assistance, completing tasks as per required timelines	<b>Short Answer questions</b>	Student complete a range of questions covering: ergonomics, WHS; conservation of resources; organisational style guide; document formatting; report writing; file naming; file storage; and MS Word purpose, use and functions	<b>Activity Sheet – General</b>	Students will complete a range of activities that include: ergonomics; tasks and software applications, and a range of screen shots showing use of MS word	<b>Observation checklist</b>	<input checked="" type="checkbox"/>	BSBITU201
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				<b>Questions checklist</b>	<input checked="" type="checkbox"/>	BSBITU201								
<b>Review of product /service against specifications</b>	<input checked="" type="checkbox"/>	BSBITU201												
<b>Review folio of work against specifications</b>	<input checked="" type="checkbox"/>	BSBITU201												
<b>Third party report</b>	<input type="checkbox"/>													
<b>Safety induction checklist</b>	<input type="checkbox"/>													



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

		<p><b>Activity Sheet – Word processing (WO)</b></p> <p>Students will complete a range of activities that includes creating a word document for each of the following:</p> <ol style="list-style-type: none"> <li>1. Help Documentation</li> <li>2. A simple flier including: organisation requirements; styles; bolding; font; clip art; colour; and bullets</li> <li>3. A memo including: margins; font; colour; bolding; columns; line spacing</li> <li>4. Staff Notice, including identification of: audience, purpose, presentation requirements; fonts, formatting and document design principles</li> </ol>		
		<p><b>Assignment software applications</b></p> <p>Students will complete one task: Letters – create business letterhead template and use to the letterhead to prepare 2 business letters.</p>		

**Project 12** **BSBITU102 - Develop keyboard skills\*** Project can be found at:  
G:\Coredata\Curriculum\SENIOR SCHOOL\VOCATIONAL EDUCATION\2017\Subjects\Certificate II in Business\Competencies

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						
<p><b>Description (summary)</b></p> <p>This unit describes the skills and knowledge required to develop basic keyboard skills using touch typing techniques in a broad range of settings.</p>	<p><b>BSBITU102 DEVELOP KEYBOARD SKILLS</b> <a href="http://training.gov.au/Training/Details/BSBITU102">http://training.gov.au/Training/Details/BSBITU102</a></p> <p>A holistic approach is taken to the assessment of BSBITU102, using a combination of activities, observations and a portfolio have been used to evidence a student's competency. These are outlined on the following page.</p> <p>The following outlines how these assessment items meet the requirements of these Units of Competency:</p>	<table border="1"> <thead> <tr> <th>Assessment Name</th> <th>Assessment Outline</th> </tr> </thead> <tbody> <tr> <td><b>Observations (OBS)</b></td> <td>Students will be observed in a simulated business environment demonstrating skills in the following areas:                             <ul style="list-style-type: none"> <li>• Ergonomics</li> <li>• Following organisational procedures</li> <li>• Computer usage</li> </ul> </td> </tr> <tr> <td><b>Activity Sheet (ACT)</b></td> <td>Students will complete 5 activities including:                             <ul style="list-style-type: none"> <li>• Activity 1: Workstation design</li> </ul> </td> </tr> </tbody> </table>	Assessment Name	Assessment Outline	<b>Observations (OBS)</b>	Students will be observed in a simulated business environment demonstrating skills in the following areas: <ul style="list-style-type: none"> <li>• Ergonomics</li> <li>• Following organisational procedures</li> <li>• Computer usage</li> </ul>	<b>Activity Sheet (ACT)</b>	Students will complete 5 activities including: <ul style="list-style-type: none"> <li>• Activity 1: Workstation design</li> </ul>	<p><b>Observation checklist</b></p>	<input checked="" type="checkbox"/>	BSBITU102
			Assessment Name	Assessment Outline							
			<b>Observations (OBS)</b>	Students will be observed in a simulated business environment demonstrating skills in the following areas: <ul style="list-style-type: none"> <li>• Ergonomics</li> <li>• Following organisational procedures</li> <li>• Computer usage</li> </ul>							
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			<p><b>Questions checklist</b></p>	<input checked="" type="checkbox"/>	BSBITU102						
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<p><b>Review folio of work against specifications</b></p>	<input checked="" type="checkbox"/>	BSBITU102									
<p><b>Third party report</b></p>	<input type="checkbox"/>										
<p><b>Safety induction checklist</b></p>	<input type="checkbox"/>										

			<ul style="list-style-type: none"> <li>• Activity 2: WHS legislation and the safe use of computers</li> <li>• Activity 3: Identify parts of a keyboard</li> <li>• Activity 4: Alpha &amp; Numeric keyboard functions</li> <li>• Activity 5: Proof Reading</li> </ul>			
		<b>Portfolio (POR)</b>	<p>Students are required to complete 3 tasks as part of this portfolio:</p> <ol style="list-style-type: none"> <li>1. Typing speed &amp; accuracy tests</li> <li>2. Amend document as per organisational requirements</li> <li>3. Proof read and amend document</li> </ol>			

## 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

<b>On what basis is work experience provided?</b>		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"/>

<b>Business, company, or industry providing work experience opportunities for students</b>			
<b>Details of arrangements</b>	Providing experience in the use of business equipment, sustainability and communicating effectively in a team environment.		
<b>File location</b>	As a result of work placement being optional, an official work place agreement has not been made with National First Aid Training Institute.		
<b>Business name</b>	National First Aid Training Institute		
<b>Contact name</b>	Liz Bryant	<b>Written agreement</b>	<input type="checkbox"/>
<b>Position</b>	RTO Manager	<b>Realistic workplace experience</b>	<input checked="" type="checkbox"/>
<b>Phone/Mobile</b>	(07) 5443 1966	<b>Third party report</b>	<input type="checkbox"/>
<b>Email</b>	liz@nfti		
<b>Business name</b>			
<b>Contact name</b>		<b>Written agreement</b>	<input type="checkbox"/>
<b>Position</b>		<b>Realistic workplace experience</b>	<input type="checkbox"/>
<b>Phone/Mobile</b>		<b>Third party report</b>	<input type="checkbox"/>
<b>Email</b>			