



# Training and assessment strategy

BSB10120 - Certificate I in Workplace Skills

Burnside State High School

QCAA standardised training and assessment strategy document, updated February 2020

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## 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.

2.1 Core and elective units being offered			
Enter the unit code and title Hyperlink to unit on TGA is recommended	Unit type	Pre-requisite unit required?	Potential higher risk unit
BSBOPS101 Use business resources <a href="https://training.gov.au/Training/Details/BSBOPS101">https://training.gov.au/Training/Details/BSBOPS101</a>	Core Unit	<input type="checkbox"/>	<input type="checkbox"/>
BSBPEF101 Plan and prepare for work readiness <a href="https://training.gov.au/Training/Details/BSBPEF101">https://training.gov.au/Training/Details/BSBPEF101</a>	Core Unit	<input type="checkbox"/>	<input type="checkbox"/>
BSBCMM211 Apply communication skills <a href="https://training.gov.au/Training/Details/BSBCMM211">https://training.gov.au/Training/Details/BSBCMM211</a>	Listed Elective	<input type="checkbox"/>	<input type="checkbox"/>
BSBOPS201 Work effectively in business environments <a href="https://training.gov.au/Training/Details/BSBOPS201">https://training.gov.au/Training/Details/BSBOPS201</a>	Listed Elective	<input type="checkbox"/>	<input type="checkbox"/>
BSBTEC101 Operate digital devices <a href="https://training.gov.au/Training/Details/BSBTEC101">https://training.gov.au/Training/Details/BSBTEC101</a>	Listed Elective	<input type="checkbox"/>	<input type="checkbox"/>
BSBWHS211 Contribute to the health and safety of self and others <a href="https://training.gov.au/Training/Details/BSBWHS211">https://training.gov.au/Training/Details/BSBWHS211</a>	Listed Elective	<input type="checkbox"/>	<input type="checkbox"/>

### 2.2 Optional units and flexibility

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

### 2.3 Higher risk units

**Do any units have potentially higher risks?**

Yes  No

When units of competency offered to students include potentially higher risks, the RTO has identified these units and conducted a documented risk assessment to mitigate risks and enable the activity to be conducted safely.

**Has a risk assessment been conducted?**

Yes  No

The following table includes examples of some potentially higher risk categories. This is not an exhaustive list.

Type of unit	Trainer/assessor might require one or more of the following:	Students might require one or more of the following:
Welding Chemicals Animals Vehicles First aid Chainsaws Coaching Construction Training minors Child care Aged care Quad bikes Retail/Sales Providing advice	<ul style="list-style-type: none"> <li>• Statement of attainment</li> <li>• Trade certificate</li> <li>• VET AQF certification</li> <li>• Licences</li> <li>• Verifiable evidence of currency</li> <li>• Industry recognised certificate</li> <li>• White card</li> </ul>	<ul style="list-style-type: none"> <li>• Blue card</li> <li>• White card</li> <li>• First Aid Statement of attainment</li> <li>• Relevant level maturity</li> </ul>
Specific industry experience Hospitality Civil construction Sport and recreation Agriculture	<ul style="list-style-type: none"> <li>• Verifiable details in staff profile to support length of time in industry relevant to the skills and knowledge requirements.</li> <li>• Risk assessment evidence from the RTO</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to demonstrate skills in a specific environment/ context.</li> </ul>

## Section 3 Program assessment details

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

Use this section 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, and list the evidence-gathering tools to be used. 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.

### 3.1 Developing assessment tools

Use these six 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 3.4.

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)
  - reviews of things a student produces (e.g. project work, folios, artefacts, online materials, services).

In addition, there may be third party written reports.

List these assessment tools in Section 3.4.

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 3.4.

5. Develop a student profile. Each student must have their own profile that has provision to record outcomes for units of competency. As a minimum the profile must include:
  - student and assessor identification
  - dates or date ranges for completions
  - all units of competency the student is enrolled in, including code and title of qualification
  - a relevant final outcome on exit, e.g. Competent, Not Competent, Credit Transfer, Recognition of Prior Learning (RPL), Withdrawn
  - name of RTO
  - student year level.

You may optionally include a relevant interim outcome while gathering evidence, e.g. sufficient/insufficient or satisfactory/unsatisfactory.

The final outcome is used when updating student management records. Outcomes are recorded toward the end of the program when the assessor is satisfied there is enough valid evidence.

6. 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.

## 3.2 Student work

The assessment tools may not result in the production of tangible student work. This should not concern validators or assessors. Competency-based assessment is substantially reliant on direct observation and questioning evidence being gathered while an assessment task is being undertaken.

The principle of validity includes the requirement that assessment of knowledge and skills is integrated with their practical application. Assessment by practical application results in assessment tools that may produce both tangible and intangible evidence of students' skills and knowledge. Observations and direct questions do not produce tangible evidence, whereas products, artefacts and folios do. Assessment tools producing both types of evidence should be validated.

For both types of evidence, validators must analyse the decision-making rules. The decision-making rules are the lists of observations, acceptable answers and product/artefact/folio specifications used by the assessors to make judgments on evidence that is seen, heard or produced.

### 3.3 Program details

<b>Project 1</b>	<ul style="list-style-type: none"> <li>• BSBCMM211- Apply communication skills</li> <li>• BSBTEC101 – Operate a digital device</li> <li>• BSBOPS101 – Use business resources</li> </ul>				
<b>Estimated duration</b>	Three weeks	<b>Outcome type</b>	<input type="checkbox"/> Interim <input checked="" type="checkbox"/> Final	<b>Assessment tools mapped on separate document</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>Assessment activity</b>	<b>Unit/s for which partial or complete evidence will be gathered</b>		<b>Evidence-gathering tools used</b>		<b>Tool code</b>
<p><i>This series of assessment activities has the student demonstrate basic communication skills (verbal and non-verbal) whilst incorporating some digital technologies. These skills are demonstrated with and without the use of a personal digital device.</i></p> <p><i>Tasks integrate and contextualise LLN with vocational units to support achievement of competency. Students work through a series of contextualised tasks which simulate those encountered in a typical business environment, following basic workplace routines and written instructions.</i></p> <p><i>Assessors will review LLN and suitability of communication skills. Assessors will make observations, ask direct questions, review completion of typical workplace documents, Evidence is recorded in the student profile as 'satisfactory' or 'unsatisfactory'. After a second series of similar assessment tasks, final outcomes may be recorded unless competency gap training is indicated.</i></p>	<ul style="list-style-type: none"> <li>• BSBCMM211- Apply communication skills</li> <li>• BSBTEC101 – Operate a digital device</li> <li>• BSB101 – Use business resources</li> </ul>		Observation checklist	<input checked="" type="checkbox"/>	WRKSK-OC1
			Questions checklist	<input checked="" type="checkbox"/>	
			Review of product/service against specifications	<input type="checkbox"/>	
			Review folio of work against specifications	<input checked="" type="checkbox"/>	WRKSK-DF1
			Third party report	<input checked="" type="checkbox"/>	WRKSK-TPR
			Safety induction checklist	<input type="checkbox"/>	

Project 2		BSBWHS211 – Contribute to health and safety of self and others			
Estimated duration	Two weeks	Outcome type	<input type="checkbox"/> Interim <input checked="" type="checkbox"/> Final	Assessment tools mapped on separate document	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Assessment activity		Unit/s for which partial or complete evidence will be gathered	Evidence-gathering tools used		Tool code
<p>This project requires students to follow work health and safety (WHS) and emergency procedures and instructions, whilst implementing basic WHS requirements and participating in WHS consultative processes relevant to BSBWHS201. <i>Evidence is recorded in the student profile as 'satisfactory' or 'unsatisfactory'. After a second series of similar assessment tasks, final outcomes may be recorded unless competency gap training is indicated.</i></p>		<ul style="list-style-type: none"> <li>BSBWHS211 – Contribute to health and safety of self and others</li> </ul>	Observation checklist	<input checked="" type="checkbox"/>	WRKSK-OC2
			Questions checklist	<input type="checkbox"/>	
			Review of product/service against specifications	<input type="checkbox"/>	
			Review folio of work against specifications	<input checked="" type="checkbox"/>	WRKSK-DF2
			Third party report	<input checked="" type="checkbox"/>	WRKSK-TPR
			Safety induction checklist	<input type="checkbox"/>	
Project 3		BSBOPS201 – Work effectively in business			
Estimated duration	Two weeks	Outcome type	<input type="checkbox"/> Interim <input checked="" type="checkbox"/> Final	Assessment tools mapped on separate document	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Assessment activity		Unit/s for which partial or complete evidence will be gathered	Evidence-gathering tools used		Tool code
<p>This project requires students to describe the skills and knowledge required to work effectively in business environments. It includes identifying and working to organisational standards, managing workload and working as part of a team.</p>		<ul style="list-style-type: none"> <li>BSBOPS201 – Work effectively in business</li> </ul>	Observation checklist	<input checked="" type="checkbox"/>	WRKSK-OC3
			Questions checklist	<input type="checkbox"/>	
			Review of product/service against specifications	<input type="checkbox"/>	
			Review folio of work against specifications	<input checked="" type="checkbox"/>	WRKSK-DF3
			Third party report	<input checked="" type="checkbox"/>	WRKSK-TPR

			Safety induction checklist	<input type="checkbox"/>		
<b>Project 4</b>	<b>BSBPEF101 – Plan and prepare for work readiness</b>					
<b>Estimated duration</b>	Two weeks.	<b>Outcome type</b>	<input type="checkbox"/> Interim <input checked="" type="checkbox"/> Final	<b>Assessment tools mapped on separate document</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<b>Assessment activity</b>		<b>Unit/s for which partial or complete evidence will be gathered</b>		<b>Evidence-gathering tools used</b>	<b>Tool code</b>	
<p>This project requires students to describe the skills and knowledge required to identify and document current skills and plan future skills development with support and supervision.</p> <p>The project also requires students to describe the skills and knowledge required to identify, use and maintain resources to complete a variety of tasks under direct supervision</p>		<ul style="list-style-type: none"> <li>• BSBPEF101 – Plan and prepare for work readiness.</li> </ul>		Observation checklist	<input checked="" type="checkbox"/> <i>WRKSK-OC4</i>	
				Questions checklist	<input type="checkbox"/>	
				Review of product/service against specifications	<input type="checkbox"/>	
				Review folio of work against specifications	<input checked="" type="checkbox"/> <i>WRKSK-DF4</i>	
				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

4.1 Work experience arrangements			
On what basis is work experience provided?		For all employers providing work experience relevant to this qualification:	
Not provided (go to Section 5)	<input type="checkbox"/>	Written agreements are in place.	<input type="checkbox"/>
VET program/course requirement	<input type="checkbox"/>	Realistic workplace experience	<input type="checkbox"/>
RTO requirement	<input checked="" type="checkbox"/>	Third party report included in Section 3.4	<input type="checkbox"/>
Student wants work experience	<input type="checkbox"/>	Student information in Section 1 of TAS is accurate.	<input type="checkbox"/>
Optional	<input type="checkbox"/>	Completed risk assessment	<input type="checkbox"/>
File location of work experience agreements	SharePoint-Common-SAT&WorkExperience		

4.2 Register of employers with written agreements in place	
Enter name and location of each business, company or industry providing work experience	