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# Section 1: Meeting VET sector requirements

Training organisations have a range of requirements that they must meet in developing and implementing quality training and assessment strategies and practices for course programs. As a trainer, you also have a range of requirements that must be considered when implementing programs for your specific group of learners.

## 1.1 How Aspire's resources assist in meeting requirements

The following section outlines a range of VET sector requirements and how Aspire's resources may assist you and your training organisation in implementing a quality learning experience.

VET sector requirement	Aspire's approach
<b>Australian Qualifications Framework</b> The Australian Qualifications Framework is the national policy for regulated qualifications in the Australian education and training system. The AQF incorporates the quality assured qualifications from each education and training sector into a single comprehensive national qualifications framework. You and your training organisation must be aware of the requirements of the relevant AQF qualification or course requirements, from the endorsed training package, as you implement course delivery.	Aspire's learning resources, practice tasks and learning checkpoints have been pitched at a level suitable for the unit of competency and the qualifications for which it is relevant, based on the specifications in the Australian Qualifications Framework (AQF) (Second edition, January 2013). For more information regarding these specifications, and to download the Australian Qualifications Framework, visit the AQF website at: <a href="http://www.aqf.edu.au">www.aqf.edu.au</a> .
<b>Volume of learning</b> When developing training and assessment strategies for this unit and the qualification for which it is relevant, you and your training organisation must take into account the volume of learning requirements as defined by the Australian Qualifications Framework. An explanation of volume of learning can be accessed at: <a href="http://www.aqf.edu.au/wp-content/uploads/2013/06/Volume-of-Learning-Explanation.pdf">www.aqf.edu.au/wp-content/uploads/2013/06/Volume-of-Learning-Explanation.pdf</a>	The sample delivery plans provided in section 3.2 include suggested time allocations. You may need to adjust these allocations when planning delivery in the context of a whole qualification to meet volume of learning requirements and learner needs.

## Section 2: Unit of competency information

### 2.1 Unit of competency

#### BSBITU303 Design and produce text documents

##### Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

##### Application

This unit describes the skills and knowledge required to design and develop text-based documents using advanced features of word processing software.

It applies to individuals who possess fundamental skills in computer operations and keyboarding, and basic skills in operation of word processing software. They may work as individuals who provide administrative support within an enterprise, or may be technical/knowledge experts responsible for production of their own word processed documents.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

##### Unit sector

Information and Communications Technology – IT Use

##### Elements and Performance Criteria

Element	Performance Criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>

## 3.2 Delivery plans

The following sample delivery plans can be used to deliver *BSBITU303 Design and produce text documents*. These plans, including the time allocations, are suggestions only. You may need to add to them, change them or substitute your own activities according to the interest level, experience of the learners and the specific situation. Remember, it is your responsibility as the trainer to use the most appropriate strategies for your learners.

The delivery plans have been developed for use in a face-to-face delivery environment. However, certain features of the delivery plans can be adapted to be used for individual/online learners, particularly for those parts of the learning content that necessitate some form of group interaction or communication.

Topic 1: Prepare to produce word-processed documents	
<b>Suggested time allocation:</b> 12 hours <b>Suggested resources:</b> <ul style="list-style-type: none"> <li>Recommended reading</li> <li>Slide presentation software</li> </ul>	Slide nos: 2–12
Recommended reading	Terminology checklist
Aspire learner guide <i>BSBITU303 Design and produce text documents</i> , Release 1 Topic 1: Prepare to produce word-processed documents	<ul style="list-style-type: none"> <li>Word processing</li> <li>Documents</li> <li>Home office</li> <li>Hot desking</li> <li>Standing desks</li> <li>Ergonomics</li> <li>Paper waste management</li> <li>Energy use</li> <li>Resource conservation</li> <li>Letters, memos and faxes</li> <li>Promotional materials</li> <li>Flyers and brochures</li> <li>Forms and tables</li> <li>Reports</li> <li>Schedules</li> <li>Calendars</li> <li>Mail merge</li> <li>Corporate image</li> <li>Guidelines</li> <li>Style guides</li> <li>Preferred layouts</li> <li>Templates</li> <li>Headers and footers</li> <li>Content restrictions</li> <li>Copyright</li> </ul>

## 3.3 Learning mapping

*BSBITU303 Design and produce text documents, Release 1*

Unit of competency	Content	Practice tasks	Learning checkpoint
<b>Element 1: Prepare to produce word processed documents</b>			
1.1 Use safe work practices to ensure ergonomic, work organisation, energy and resource conservation requirements are met	1A Use safe work practices	1	LC 1: Part A 1, 2 Part B 1, 2, 3
1.2 Identify document purpose, audience and presentation requirements, and clarify with relevant personnel as required	1B Identify and clarify the purpose, audience and presentation requirements of a document	2	LC 1: Part C 1
1.3 Identify organisational and task requirements for text-based business documents to ensure consistency of style and image	1C Identify requirements to ensure consistency of style and image	3	LC 1: Part C 1, 2, 3
<b>Element 2: Design word processed documents</b>			
2.1 Design document structure and layout to suit purpose, audience and information requirements of task	2A Design the structure and layout of a document	4	LC 2: Part A 1, 2, 3 Part B 1, 2, 3
2.2 Design document to enhance readability and appearance, and to meet organisational and task requirements for style and layout	2B Design the document to enhance readability and appearance	5	LC 2: Part A 1, 2, 3
2.3 Use style sheets and automatic functions to ensure consistency of design and layout	2C Ensure consistency of design and layout	6, 7, 8	LC 2: Part C Part D 1, 2
<b>Element 3: Add tables and other data</b>			

## Section 4: Assessment

### 4.1 Assessment approach

Assessment is all about collecting evidence and making decisions as to whether or not a learner has achieved competency. Assessment confirms that the learner can perform to the expected workplace standard, as outlined in the units of competency.

This section contains marking guidance for the final assessment tasks in the corresponding Aspire learner guide.

It is an important responsibility of trainers and assessors to complete the assessment records themselves. This ensures all additional assessment activities deemed appropriate, outside those in the Aspire learner guide, are included in these records.

All assessment activities should be undertaken in conjunction with your training organisation's relevant course training and assessment strategy, policies and procedures.

## 4.2 Assessment procedures

### Contextualisation

Final assessment tasks provided to candidates may need to be contextualised to include such requirements as organisational policies and procedures, work health and safety management strategies, state/territory regulatory requirements and organisational resources or equipment.

If contextualising any resources, assessors must:

- meet with key personnel within the organisation such as supervisors, human resources personnel and team leaders to identify sources of information and establish how performance and knowledge are demonstrated within the workplace
- re-map the resources in the relevant mapping documentation to ensure the integrity of the assessment tool is unaffected
- forward contextualised resources to your training organisation's compliance manager for approval.

## Final assessment tasks and recommended options

The final assessment provided in Aspire's print learner guide or online resource includes an overview that is laid out as follows (or similar):

To demonstrate your competency using this final assessment you must successfully complete three assessment tasks.

<b>Complete the following task</b>	Part A – Questioning You will demonstrate a sound knowledge of the unit requirements in your responses.
<b>Select and complete one of the following</b>	Part B – Project: Designing and producing text documents at BizOps Enterprises You will demonstrate your skills and knowledge by completing a scenario-based project. OR Part C – Project: Designing and producing text documents at work You will demonstrate your skills and knowledge by completing a project in your workplace.
<b>Select and complete one of the following</b>	Part D – Observation Your work performance will be documented while being observed by an assessor. OR Part E – Third-party report Your work performance will be documented using a third-party report completed by a relevant supervisor.

## Negotiating assessment tasks

It is critical that candidates understand the assessment tasks and expectations of their performance, as well as any options that may be available. Aspire's learner guides include a range of options for assessment (as outlined), depending on the unit being assessed and the characteristics of the candidate.

For example, a candidate completing assessment in a workplace (their own or via a work placement) may rely on a third-party report assessment. However, candidates completing assessment after a workshop-based program may require assessor observations in a simulated workplace task.

Candidates may also typically have the option of a verbal interview with their assessor or a written assessment (written questions) to demonstrate their knowledge of the unit being assessed. It should be noted that, even where only a written assessment option is provided, assessors may undertake this assessment in a verbal interview mode if suitable for the unit content, as a reasonable adjustment strategy.



## How to use the assessment plan

Once assessment tasks and options have been discussed with the candidate, required and preferred tasks should be selected and documented in the assessment plan. An example of the assessment plan is provided here.

Assessment plan	
<b>Training organisation name:</b>	
<b>Candidate name:</b>	
<b>Phone number:</b>	
<b>Date:</b>	
<b>Email:</b>	
<b>Assessor name:</b>	
<b>Unit of competency:</b>	BSBITU303 Design and produce text documents, Release 1
<b>Assessment tasks selected:</b>	<p>Part A – Questioning</p> <p>Select and complete one of the following:</p> <p><input type="checkbox"/> Part B – Project: Designing and producing text documents at BizOps Enterprises OR</p> <p><input type="checkbox"/> Part C – Project: Designing and producing text documents at work</p> <p>Select and complete one of the following:</p> <p><input type="checkbox"/> Part D – Observation OR</p> <p><input type="checkbox"/> Part E – Third-party report</p>

## 4.3 Assessment mapping

*BSBITU303 Design and produce text documents, Release 1*

Unit of competency	Part A – Questioning	Part B – Project: Scenario	Part C – Project: At work	Part D – Observation	Part E – Third-party report
<b>Element 1: Prepare to produce word processed documents</b>					
1.1 Use safe work practices to ensure ergonomic, work organisation, energy and resource conservation requirements are met	Q1, Q2, Q3, Q4	P1	P1		
1.2 Identify document purpose, audience and presentation requirements, and clarify with relevant personnel as required		P4	P4		
1.3 Identify organisational and task requirements for text-based business documents to ensure consistency of style and image		P5	P5		
<b>Element 2: Design word processed documents</b>					
2.1 Design document structure and layout to suit purpose, audience and information requirements of task		P8	P8		
2.2 Design document to enhance readability and appearance, and to meet organisational and task requirements for style and layout		P10	P10		
2.3 Use style sheets and automatic functions to ensure consistency of design and layout		P12	P12		
<b>Element 3: Add tables and other data</b>					

## 4.5 Completing the record of outcome

Once all required assessment tasks and options have been completed satisfactorily by the candidate, the final assessment record of outcome form must be completed.

This must be submitted to your training organisation's records administration as soon as possible after the final assessment tasks are completed and marked. An example is provided here.

### Record of outcome

<b>Training organisation name:</b>		
<b>Candidate name:</b>		
<b>Unit code and title:</b>	BSBITU303 Design and produce text documents, Release 1	
<b>Assessor name:</b>		
<b>Assessor email:</b>		
<b>Assessor phone number:</b>		
<b>Assessment tasks:</b>		<b>Satisfactorily completed</b>
	Part A – Questioning	<input type="checkbox"/>
	<input type="checkbox"/> Part B – Project: Designing and producing text documents at BizOps Enterprises	<input type="checkbox"/>
	OR	
	<input type="checkbox"/> Part C – Project: Designing and producing text documents at work	
	<input type="checkbox"/> Part D – Observation	<input type="checkbox"/>
	OR	
	<input type="checkbox"/> Part E – Third-party repor	