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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
Australian Qualifications Framework 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: www.aqf.edu.au .
Volume of learning 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: www.aqf.edu.au/wp-content/uploads/2013/06/Volume-of-Learning-Explanation.pdf	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

BSBITU102 Develop keyboard skills

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 develop basic keyboard skills using touch typing techniques in a broad range of settings.

It applies to individuals who perform a range of mainly routine tasks and generally work under direct supervision using limited practical skills and fundamental knowledge.

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

Unit Sector

Information and Communications Technology – IT Use

2.2 Unit of competency assessment requirements

Assessment Requirements for BSBITU102 Develop keyboard skills

Modification History

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

Performance Evidence	<p>Evidence of the ability to:</p> <ul style="list-style-type: none"> follow ergonomic and organisational and work health and safety (WHS) requirements use keyboard functions to enter alpha and numeric data develop touch-typing techniques and speed and accuracy proofread and edit documents. <p>Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.</p>
Knowledge Evidence	<p>To complete the unit requirements safely and effectively, the individual must:</p> <ul style="list-style-type: none"> identify key provisions of relevant legislation from all forms of government that may affect aspects of business operations, such as WHS identify organisational benchmarks for keyboarding.
Assessment Conditions	<p>Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the information and communications technology – IT use field of work and include access to:</p> <ul style="list-style-type: none"> industry software packages organisational policies and procedures relevant legislation relevant workplace documentation and resources. <p>Assessors must satisfy NVR/AQTF assessor requirements.</p>
Links	<p>Companion volumes available from the IBSA website: http://www.ibsa.org.au/companion_volumes - http://www.ibsa.org.au/companion_volumes</p>

2.3 Aspire resources available for this unit

Aspire's resources are structured to meet the requirements of the unit of competency. They are designed to **complement**, not replace, the learning and assessment strategies you or your training organisation have put in place.

As the trainer, **you are in the best position to judge** the full training and assessment requirements of a unit of competency. The judgments that you make in this regard should form part of your training organisation's broader training and assessment strategy.

The following Aspire resources are available to support delivery in this unit.

Resource	General overview/how to use
Learner guide	<p>The learner guide's preliminary pages include information on:</p> <ul style="list-style-type: none">• how to work through the learner guide• foundation skills. <p>The preliminary pages also include a checklist the learner can use to identify the topics they may already know.</p> <p>Each topic matches an element in the unit of competency.</p> <p>The learner guide content is presented in plain English so it is easy for the learner to understand. It describes procedures and current industry practice, and includes examples, checklists, documents, images and case studies. There are also illustrations or diagrams to add interest and aid learning.</p> <p>The topic summaries provide an opportunity to review the topic content.</p> <p>The learner guide practice tasks and learning checkpoints can be used to consolidate and evaluate learning. It is up to you and the learner to decide which ones are necessary. Remember, these tasks and activities are not finite. You can add to them, change them or substitute your own tasks according to the interest level, the experience of the learners and the specific situation. Encourage learners to keep their answers to activities as these will build towards their evidence and demonstration of competency.</p> <p>A final assessment is included in the learner guide, which is designed to assess the learner's competency across the whole unit. Features of the final assessment include:</p> <ul style="list-style-type: none">• information about the assessment and its scope• an 'Are you ready for assessment?' checklist that the candidate can use to confirm they hold the skills and knowledge required to undertake the final assessment• an overview of the final assessment tasks, outlining task options• an assessment plan that the assessor and candidate can use to determine the tasks to be undertaken• the final assessment tasks themselves, which cover questioning, project/report and observation methods of assessment• a record of outcome for the assessor to use to confirm competency.

Resource	General overview/how to use
Online resource	<p>The online resource provides all the learning content, practice tasks, learning checkpoints and final assessment tasks in an online format that can be accessed by learners through a training organisation's learning management system. It includes the following features:</p> <ul style="list-style-type: none"> • Interactive learning objects to display content • Videos and/or animations to further engage the learner • Transcripts of audio/video content to support the learning content • Benchmark responses to practice tasks so online learners can check their progress • Interactive learning checkpoints and final assessment tasks • The facility to upload other materials/documents for assessment where required
Trainer's and assessor's guide	<p>The trainer's and assessor's guide is designed to complement the learner guide (either print or online). It contains the following:</p> <ul style="list-style-type: none"> • Information about how Aspire's resources support the requirements of the VET sector • Details of the relevant unit of competency • Sample delivery plans that can be used in conjunction with the learner guide • Mapping of the learning content to the unit of competency • Benchmark solutions to practice tasks and learning checkpoints • Information about training organisations' responsibilities regarding assessment • Information about how to use the final assessment in the learner guide • Mapping of the final assessment to the unit of competency • Benchmark solutions to the final assessment • Reference documents required for the final assessment • Useful templates and forms • Glossary of VET terminology • PowerPoint slides
Assessment resource	<p>The assessment resource contains all the learning checkpoints and the final assessment tasks from the learner guide in a fully customisable Word format. Training organisations can use the resource to contextualise activities to suit the specific needs of their organisation and learners.</p>

Section 3: Training requirements

3.1 Delivery approach

To comply with the requirements of the VET Quality Framework (VQF) and the Standards for Registered Training Organisations/Australian Quality Training Framework (AQTF), RTOs must develop a training and assessment strategy for the training programs they deliver. The training and assessment approach adopted by an RTO must accord with the need of their learners, current industry requirements and the requirements of the training package.

Trainers and assessors must make judgments about the most appropriate way to meet these requirements. These judgments should form part of the organisation's overall training and assessment strategy.

3.2 Delivery plans

The following sample delivery plans can be used to deliver *BSBITU102 Develop keyboard skills*. 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: Use safe work practices	
Suggested time allocation: 4 hours Suggested resources: <ul style="list-style-type: none"> Recommended reading Slide presentation software 	Slide nos: 2–10
Recommended reading	Terminology checklist
Aspire learner guide <i>BSBITU102 Develop keyboard skills</i> , Release 1 Topic 1: Use safe work practices	<ul style="list-style-type: none"> Workstation WHS Anti-glare-filter Electromagnetic radiation
Suggested training strategies	
<ul style="list-style-type: none"> Commence facilitation of this unit of competency by introducing learners to the Aspire learner guide for <i>BSBITU102 Develop keyboard skills</i>. You may wish to discuss recognition of prior learning processes with learners at this stage. 	
<ul style="list-style-type: none"> Discuss with learners the importance of identifying the foundation skills that they develop as they progress through this unit. The preliminary pages of the learner guide include useful information regarding the foundation skills relevant for this unit. 	
<ul style="list-style-type: none"> Encourage learners to develop a personal glossary to record any terms that are new to them. They should record a definition and use the term in the correct context. The personal glossary could be included in a portfolio of evidence for assessment. 	
<ul style="list-style-type: none"> Encourage learners to maintain a learning journal as they undertake this unit of study. They should use the learning journal to record their workplace experience, their reflections on their learning, feedback they receive from trainers, supervisors, clients and their more experienced colleagues and their self-assessment of their performance in the workplace. Advise learners whether their learning journal could form a component of their assessment in this unit. The journal could be used when undertaking practical workplace activities, but may also be used for all knowledge and skill development activities such as class assignments, tests and research tasks set by the trainer. The journal can also record trainer and assessor feedback of formative and summative assessments; that is, the learner's progress towards achievement of the unit of competency. 	
<ul style="list-style-type: none"> The journal provides an opportunity for learners to demonstrate critical thinking, problem solving and higher cognitive skills as well as providing evidence of the achievement of required knowledge and skills. Learning journal activities can encourage collaborative learning within a group and encourage learners to take responsibility for their own learning. 	

3.3 Learning mapping

BSBITU102 Develop keyboard skills, Release 1

Unit of competency	Range of conditions	Content	Practice tasks	Learning checkpoint
Element 1: Use safe work practices				
1.1 Adjust workspace, furniture and equipment to suit user ergonomic requirements		1A Set up a safe workspace	1	LC 1: Part A 1, 2, 3 Part B 1, 2
1.2 Ensure work meets organisational and work health and safety (WHS) requirements for computer operation		1B Work safely	2	LC 1: Part C
Element 2: Identify and develop keyboard skills				
2.1 Identify and apply keyboard functions for both alpha and numeric keyboard functions		2A Identify the alpha and numeric keyboard functions	3	LC 2: Part A 1, 2, 3, 4 Part C 1, 2
2.2 Apply touch typing technique to complete a task		2B Use touch-typing	4	LC 2: Part B 1, 2, 3 Part D
2.3 Develop speed and accuracy in accordance with workplace requirements for level of responsibility	Speed and accuracy must be: <ul style="list-style-type: none"> consistent with degree of experience of operator 	2C Develop fast and accurate typing	5	LC 2: Part D
Element 3: Check accuracy				

3.4 Solutions – general guidance

Practice tasks and learning checkpoints within Aspire's learner guides are designed for formative assessment only; that is, for the purpose of determining how well a learner is progressing in their learning. These activities are not designed for use in summative (final) assessments.

The solutions to practice tasks and learning checkpoints presented in sections 3.5 and 3.6 should serve as a reliable guide to the type of information that should be included in the learner's response. Refer to the learning checkpoints when evaluating learner responses.

The answers provided by the learner will vary due to a number of factors, including the:

- learner's own experiences
- learner's workplace experiences
- training situations and strategies presented by the trainer
- interpretation of the activity by the learner/trainer
- type of organisation, work practices, processes and systems encountered by the learner.

The nature and variety of the tasks presented means that, in some cases, there will be numerous correct responses and the solutions provided cannot cater for all contexts and eventualities.

In general terms:

- For questions with a single answer, Aspire has provided the correct answer.
- For questions that do not have a single answer, it is understood that answers will vary within certain parameters.
- For questions where the candidate has to list a certain number of items, Aspire has provided a more comprehensive listing from which candidate responses may be drawn. However, this list may not in all cases be definitive, and trainers should account for other possible correct responses.
- For activities that involve responding to a case study, Aspire has provided an example of how the learner may respond. Depending on the question, the terminology used will indicate either what the learner should have included in their response, or may have included. However, trainers should take into account different phrasing used by the learner, or different responses that may be equally correct.
- For activities that take place in the workplace or involve workplace documentation, Aspire can only provide an example response. Trainers should consider whether the learner has achieved the intent of the activity, taking into account the learner's workplace context.
- For activities that involve writing reports or completing documentation provided, Aspire can only provide an example response. Trainers should again consider whether the learner's response is appropriate to the task within the context of the learner's training and/or workplace.

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.

4.3 Assessment mapping

BSBITU102 Develop keyboard skills, Release 1

Unit of competency	Range of conditions	Part A – Questioning	Part B – Project: Scenario	Part C – Project: At work	Part D – Observation	Part E – Third-party report
Element 1: Use safe work practices						
1.1 Adjust workspace, furniture and equipment to suit user ergonomic requirements		Q1, Q2			O1	O1
1.2 Ensure work meets organisational and work health and safety (WHS) requirements for computer operation		Q3			O3	O3
Element 2: Identify and develop keyboard skills						
2.1 Identify and apply keyboard functions for both alpha and numeric keyboard functions		Q4, Q5, Q6, Q7, Q8, Q9, Q10	P1	P1		
2.2 Apply touch typing technique to complete a task			P2	P2		