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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

BSBITU201 Produce simple word processed 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 correctly operate word processing applications in the production of workplace documents.

It applies to individuals who perform a range of routine tasks in the workplace, using a limited range of practical skills and fundamental knowledge of word processing and software in a defined context, under direct supervision or with limited individual responsibility.

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

Prerequisite units

None

2.2 Unit of competency assessment requirements

Assessment requirements for BSBITU201 Produce simple word processed documents

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"> produce documents following correct ergonomic, conservation requirements and organisational policies and procedures adhere to organisational style manual when formatting documents refer to help function and user documentation to rectify document problems use system features follow designated timelines when preparing 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 basic formatting styles and their effect on formatting, readability and appearance of documents describe purpose, use and function of word processing software outline organisational requirements for ergonomics, work periods and breaks, and conservation techniques describe what is contained in an organisational style guide.
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 computer user information relevant legislation and codes of practice organisational policies and procedures relevant workplace documentation and resources including a style guide and user manuals. <p>Assessors must satisfy NVR/AQTF assessor requirements.</p>

3.2 Delivery plans

The following sample delivery plans can be used to deliver *BSBITU201 Produce simple word processed 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 documents	
Suggested time allocation: 12 hours Suggested resources: <ul style="list-style-type: none"> Recommended reading Slide presentation software 	Slide nos: 2–11
Recommended reading	Terminology checklist
Aspire learner guide <i>BSBITU201 Produce simple word processed documents</i> , Release 1 Topic 1: Prepare to produce documents	<ul style="list-style-type: none"> Word processing Home office Hot desking Standing desks Ergonomics Energy use Resource conservation Briefing papers Mail merge Signature blocks and document sign-off Logos Motto Corporate logo Consistent corporate image House styles Content restrictions Copyright Templates
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>BSBITU201 Produce simple word processed documents</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. 	

3.3 Learning mapping

BSBITU201 Produce simple word processed documents, Release 1

Unit of competency	Content	Practice tasks	Learning checkpoint
Element 1: Prepare to produce documents			
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 2 Part B 4 Part C 5
1.2 Identify document purpose, audience and presentation requirements, and clarify with relevant personnel as required	1B Identify the purpose, audience and presentation requirements for a document	2	LC 1: Part A 3 Part B 3 Part C 1–4
1.3 Identify organisational and task requirements for document layout and design	1C Identify requirements for document layout and design	3	LC 1: Part A 1 Part B 3 Part C 1–4
Element 2: Produce documents			
2.1 Format document using appropriate software functions to adjust page layout to meet information requirements, in accordance with organisational style and presentation requirements	2A Use appropriate software functions to format a document	4	LC 2: Part A
2.2 Use system features to identify and manipulate screen display options and controls	2B Identify and manipulate screen display options and controls	5	LC 2: Part B Part C
2.3 Use manuals, user documentation and online help to overcome problems with document presentation and production	2C Overcome problems with document presentation and production	6	LC 2: Part D
Element 3: Finalise documents			

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.

Complete the following task	Part A – Questioning You will demonstrate a sound knowledge of the unit requirements in your responses.
Select and complete one of the following	Part B – Project: Producing simple word processed documents at BizOps Enterprises You will demonstrate your skills and knowledge by completing a project using a case study or simulated environment. OR Part C – Project: Producing simple word processed documents at work You will demonstrate your skills and knowledge by completing a project in your workplace.
Select and complete one of the following	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	
Training organisation name:	
Candidate name:	
Phone number:	
Date:	
Email:	
Assessor name:	
Unit of competency:	BSBITU201 Produce simple word processed documents, Release 1
Assessment tasks selected:	<p>Part A – Questioning</p> <p>Select and complete one of the following:</p> <p><input type="checkbox"/> Part B – Project: Producing simple word processed documents at BizOps Enterprises OR</p> <p><input type="checkbox"/> Part C – Project: Producing simple word processed 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

BSBITU201 Produce simple word processed 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
Element 1: Prepare to produce documents					
1.1 Use safe work practices to ensure ergonomic, work organisation, energy and resource conservation requirements are met				O1	O1
1.2 Identify document purpose, audience and presentation requirements, and clarify with relevant personnel as required		P1, P2	P1, P2		
1.3 Identify organisational and task requirements for document layout and design		P4	P4		
Element 2: Produce documents					
2.1 Format document using appropriate software functions to adjust page layout to meet information requirements, in accordance with organisational style and presentation requirements		P5	P5		
2.2 Use system features to identify and manipulate screen display options and controls		P8	P8	O4	O4
2.3 Use manuals, user documentation and online help to overcome problems with document presentation and production		P9	P9	O6	O6
Element 3: Finalise documents					

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

Training organisation name:		
Candidate name:		
Unit code and title:	BSBITU201 Produce simple word processed documents, Release 1	
Assessor name:		
Assessor email:		
Assessor phone number:		
Assessment tasks:		Satisfactorily completed
	Part A – Questioning	<input type="checkbox"/>
	<input type="checkbox"/> Part B – Project: Producing simple word processed documents at BizOps Enterprises	<input type="checkbox"/>
	OR	
	<input type="checkbox"/> Part C – Project: Producing simple word processed documents at work	
	<input type="checkbox"/> Part D – Observation	<input type="checkbox"/>
	OR	
	<input type="checkbox"/> Part E – Third-party report	