Contents

About this guide 5

Section 1: Meeting VET sector requirements 7

1.1 How Aspire's resources assist in meeting requirements 7

1.2 Resource quality assurance processes 16

Section 2: Unit of competency information 17

2.1 Unit of competency 17

2.2 Unit of competency assessment requirements 20

2.3 Aspire resources available for this unit 21

2.4 Target groups 23

Section 3: Training requirements 25

3.1 Delivery approach 25

3.2 Delivery plans 26

3.3 Learning mapping 32

3.4 Solutions – general guidance 38

3.5 Solutions to practice tasks 39

3.6 Solutions to learning checkpoints 45

Section 4: Assessment 61

4.1 Assessment approach 61

4.2 Assessment procedures 62

4.3 Assessment mapping 68

4.4 Assessment solutions and marking guidance 73

4.5 Completing the record of outcome 82

Section 5: Forms 84

Section 6: Glossary of VET terminology 85

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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.

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Section 2: Unit of competency information

2.1 Unit of competency

BSBITU302 Create electronic presentations

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 produce electronic presentations for speakers, for self access and online access.

It applies to individuals employed in a range of work environments who design electronic presentations. They may work as individuals providing administrative support within an enterprise, or may be responsible for production of their own electronic presentations.

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

Unit sector

Information and Communications Technology – IT Use

Element	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare to create presentation	1.1 Organise personal work environment in accordance with ergonomic requirements 1.2 Determine purpose, audience and mode of presentation in consultation with content author or presenter 1.3 Identify presentation requirements in terms of supporting documents and equipment 1.4 Apply work organisation strategies and energy and resource conservation techniques to plan work activities

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2.2 Unit of competency assessment requirements

Assessment requirements for BSBITU302 Create electronic presentations

Modification History

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

Performance evidence	Evidence of the ability to:
	• adhere to organisational requirements and strategies when creating electronic presentations including:
	  – ergonomic requirements
	  – energy and resource requirements
	• adhere closely to task requirements
	  – following designated timelines
	  – achieving consistency of design and layout
	  – ensuring correct editing and style requirements
	• use advanced software features
	• communicate effectively with personnel
	• print and store presentation.
	Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge evidence	To complete the unit requirements safely and effectively, the individual must: • outline key provisions of relevant legislation, standards and codes that affect aspects of business operations • explain how design features affect the readability and appearance of electronic presentations.
Assessment conditions	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: • office equipment and materials • relevant software applications • examples of electronic presentations • style guides. Assessors must satisfy NVR/AQTF assessor requirements.
Links	Companion volumes available from the IBSA website: http://www.ibsa.org.au/companion_volumes - http://www.ibsa.org.au/companion_volumes

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3.2 Delivery plans

The following sample delivery plans can be used to deliver *BSBITU302 Create electronic presentations*. 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 create a presentation	
Suggested time allocation: 8 hours **Suggested resources**: • Recommended reading • Slide presentation software	**Slide nos**: 2–11
Recommended reading	**Terminology checklist**
Aspire learner guide *BSBITU302 Create electronic presentations*, Release 1 Topic 1: Prepare to create a presentation	• Work health and safety • Standard precautions • Ergonomics • Environmental factors • Storyboards • Smart board • Conservation techniques
Suggested training strategies	
• Commence facilitation of this unit of competency by introducing learners to the Aspire learner guide for *BSBITU302 Create electronic presentations*. The appendices of the learner guide provide details of the elements, performance criteria and performance and knowledge evidence that are required to demonstrate competence in this unit. You may wish to discuss recognition of prior learning processes with learners at this stage.	
• 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.	
• 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.	

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3.3 Learning mapping

BSBITU302 Create electronic presentations, Release 1

Unit of competency	Content	Practice tasks	Learning checkpoint
Element 1: Prepare to create presentation			
1.1 Organise personal work environment in accordance with ergonomic requirements	1A Use safe work practices	1	LC 1: Part A 1, 2, 3, 6 Part C 1–10
1.2 Determine purpose, audience and mode of presentation in consultation with content author or presenter	1B Determine the purpose, audience and method of presentation	2	LC 1: Part B LC 2: Part A 4 Part B 1, 2 Part C
1.3 Identify presentation requirements in terms of supporting documents and equipment	1C Identify the presentation requirements	3	LC 1: Part B LC 2: Part B 2
1.4 Apply work organisation strategies and energy and resource conservation techniques to plan work activities	1D Use conservation techniques	4	LC 1: Part A 4, 5, 6
Element 2: Create presentation			
2.1 Design slides, notes and handout masters to incorporate organisational and task requirements in relation to image and preferred style, avoiding distractions	2A Understand organisational style requirements	5	LC 2: Part A 1, 4 Part B 3, 4 Part C Part D

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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.

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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: Creating electronic presentations at BizOps Enterprises You will demonstrate your skills and knowledge by completing a scenario-based project. OR Part C – Project: Creating electronic presentations 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.

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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:	*BSBITU302 Create electronic presentations*, Release 1
Assessment tasks selected:	Part A – Questioning Select and complete one of the following: ❑ Part B – Project: Creating electronic presentations at BizOps Enterprises OR ❑ Part C – Project: Creating electronic presentations at work Select and complete one of the following: ❑ Part D – Observation OR ❑ Part E – Third-party report

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4.3 Assessment mapping

BSBITU302 Create electronic presentations, 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 create presentation					
1.1 Organise personal work environment in accordance with ergonomic requirements	Q1, Q2, Q3				
1.2 Determine purpose, audience and mode of presentation in consultation with content author or presenter		P2	P2		
1.3 Identify presentation requirements in terms of supporting documents and equipment		P4	P4		
1.4 Apply work organisation strategies and energy and resource conservation techniques to plan work activities	Q4				
Element 2: Create presentation					
2.1 Design slides, notes and handout masters to incorporate organisational and task requirements in relation to image and preferred style, avoiding distractions		P5	P5		
2.2 Use software functions for consistency of design and layout, to meet identified presentation requirements		P8	P8		
2.3 Balance presentation features for visual impact and emphasis		P9	P9		

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