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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
<p>Australian Qualifications Framework</p> <p>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.</p> <p>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.</p>	<p>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.</p>
<p>Volume of learning</p> <p>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</p>	<p>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.</p>

Section 2: Unit of competency information

2.1 Unit of competency

BSBITU304 Produce spreadsheets

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 spreadsheets through the use of spreadsheet software.

It applies to individuals employed in a range of environments who tend to be personally responsible for designing and working with spreadsheets under minimal supervision.

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>

2.2 Unit of competency assessment requirements

Assessment Requirements for BSBITU304 Produce spreadsheets

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"> design spreadsheets that address a range of data and organisational requirements use software functions, graphics and support materials to create spreadsheets apply knowledge of formatting requirements for workplace 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"> describe formatting requirements of workplace documents identify organisational guidelines on spreadsheet design and use explain organisational requirements for ergonomic standards, work periods and breaks, and conservation techniques.
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. <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>

3.2 Delivery plans

The following sample delivery plans can be used to deliver *BSBITU304 Produce spreadsheets*. 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 use spreadsheets	
<p>Suggested time allocation:</p> <p>Suggested resources:</p> <ul style="list-style-type: none"> • Recommended reading • Slide presentation software 	<p>Slide nos: 2–15</p>
<p>Recommended reading</p>	<p>Terminology checklist</p>
<p>Aspire learner guide <i>BSBITU304 Produce spreadsheets</i>, Release 1</p> <p>Topic 1: Prepare to use spreadsheets</p>	<ul style="list-style-type: none"> • Work health and safety (WHS) • WHS legislation and regulations • Person conducting a business or undertaking (PCBU) • Musculoskeletal disorder (MSD) • Ergonomics • Workstation • Hot desking and standing desks • Conservation techniques and resource conservation • Worksheet • Title bar • Ribbon • Formula Bar • Active sheet • Clipboard • Font • Alignment • Number • Styles • Cells • Editing • File compatibility
<p>Suggested training strategies</p>	

3.3 Learning mapping

BSBITU304 Produce spreadsheets, Release 1

Unit of competency	Content	Practice tasks	Learning checkpoint
Element 1: Select and prepare resources			
1.1 Adhere to ergonomic, work organisation and occupational health and safety requirements	1A Use safe work practices	1	LC 1: Part A 1
1.2 Use energy and resource conservation techniques to minimise wastage	1B Minimise wastage	2	LC 1: Part A 1
1.3 Identify spreadsheet task requirements in relation to data entry, storage, output and presentation	1C Identify spreadsheet task requirements	3	LC 1: Part B 1, 2, 3
Element 2: Plan spreadsheet design			
2.1 Ensure spreadsheet design suits purpose, audience and information requirements of task	2A Design a spreadsheet to suit the purpose and requirements of the task	4	LC 2: Part A 1, 2, 3 Part B 1–9
2.2 Ensure spreadsheet design enhances readability and appearance, and meets organisational and task requirements for style and layout	2B Design a spreadsheet that is understandable and attractive	5	LC 2: Part A 1, 2, 3 Part B 1–9
2.3 Use style sheets and automatic functions to ensure consistency of design and layout	2C Use style sheets and automatic functions	6	LC 2: Part A 1, 2, 3 Part B 1–9
Element 3: Create spreadsheet			
3.1 Ensure data is entered, checked and amended to maintain consistency of design and layout, in accordance with organisational and task requirements	3A Enter, check and amend data	7	LC 3: Part A 1

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:	<i>BSBITU304 Produce spreadsheets, Release 1</i>	
Assessor name:		
Assessor email:		
Assessor phone number:		
Assessment tasks:		Satisfactorily completed
Part A – Questioning		<input type="checkbox"/>
<input type="checkbox"/> Part B – Project: Producing spreadsheets at BizOps Enterprises		<input type="checkbox"/>
OR		
<input type="checkbox"/> Part C – Project: Producing spreadsheets at work		
<input type="checkbox"/> Part D – Observation		<input type="checkbox"/>
OR		
<input type="checkbox"/> Part E – Third-party report		