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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

BSBITU305 Conduct online transactions

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 undertake a range of online transactions, including banking, and buying and selling products and services.

It applies to individuals who are skilled operators and apply a broad range of competencies in various work contexts. They may exercise discretion and judgement using appropriate theoretical knowledge of conducting online transactions to provide technical advice and support to a team.

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 BSBITU305 Conduct online transactions

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"> adhere to organisational requirements when assessing an online service provider adhere to organisational requirements when performing online transactions including: <ul style="list-style-type: none"> reporting faults to service provider checking accuracy of products/services delivered maintain records according to organisational policy and procedures review effectiveness of online transactions. <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"> outline key provisions of relevant legislation that affect aspects of business operations explain policies and procedures relating to use of internet and online purchasing describe service provider requirements identify legal and ethical requirements relating to a range of online transactions.
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"> office equipment and resources relevant software applications organisational policies and procedures. <p>Assessors must satisfy NVR/AQTF assessor requirements.</p>

3.2 Delivery plans

The following sample delivery plans can be used to deliver *BSBITU305 Conduct online transactions*. 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: Identify and investigate online service providers	
<p>Suggested time allocation: 18 hours</p> <p>Suggested resources:</p> <ul style="list-style-type: none"> • Recommended reading • Slide presentation software 	<p>Slide nos: 2–17</p>
<p>Recommended reading</p>	<p>Terminology checklist</p>
<p>Aspire learner guide <i>BSBITU305 Conduct online transactions</i>, Release 1</p> <p>Topic 1: Identify and investigate online service providers</p>	<ul style="list-style-type: none"> • E-commerce, e-business, e-shops, e-auctions and e-brokerage services • BPAY and PayPal • Online tracking service and online banking • Search engine • URL, WHS, and ISP • Legislation • Fair trading legislation • ABN • Cyber fraud and phishing • Cookies • ACCC, APRA and FPA • PIN • Grey-market goods
<p>Suggested training strategies</p> <ul style="list-style-type: none"> • Commence facilitation of this unit of competency by introducing learners to the Aspire learner guide for <i>BSBITU305 Conduct online transactions</i>. 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. 	

3.3 Learning mapping

BSBITU305 Conduct online transactions, Release 1

Unit of competency	Content	Practice tasks	Learning checkpoint
Element 1: Identify and investigate online service provider			
1.1 Undertake online research to identify suppliers of required products/services	1A Use online research to identify suppliers	1	LC 1: Part A 1–10 Part B 1, 2, 3 Part C 1, 2, 3
1.2 Assess service provider confidentiality, security and privacy facilities in accordance with individual and organisational requirements	1B Assess online confidentiality, privacy and security measures	2	LC 1: Part A 1–10 Part B 1, 2, 3 Part C 1, 2, 3 Part D
1.3 Assess potential products/services for authenticity	1C Assess potential products/services for authenticity	3	LC 1: Part A 1–10 Part B 1, 2, 3 Part C 1, 2, 3
Element 2: Perform online transactions			
2.1 Confirm organisational requirements for products/services to be obtained	2A Confirm the organisation's needs	4	LC 2: Part A 1–10 Part B 1–7
2.2 Ensure authentication information is secured in accordance with organisational requirements	2B Ensure authentication information is secured	5	LC 2: Part A 1–10 Part B 1–7
2.3 Use appropriate online functions to obtain required products/services	2C Use online functions to obtain products and services	6	LC 2: Part A 1–10 Part B 1–7

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: Conducting online transactions 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: Conducting online transactions 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.

4.3 Assessment mapping

BSBITU305 Conduct online transactions, 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: Identify and investigate online service provider					
1.1 Undertake online research to identify suppliers of required products/services		P1	P1		
1.2 Assess service provider confidentiality, security and privacy facilities in accordance with individual and organisational requirements		P4	P4		
1.3 Assess potential products/services for authenticity		P6	P6		
Element 2: Perform online transactions					
2.1 Confirm organisational requirements for products/services to be obtained		P8	P8		
2.2 Ensure authentication information is secured in accordance with organisational requirements		P11	P11		
2.3 Use appropriate online functions to obtain required products/services				O1	O1
2.4 Report any difficulties in accessing or using online facilities to the service provider		P14	P14	O2	O2

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>BSBITU305 Conduct online transactions, 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: Conducting online transactions at BizOps Enterprises	<input type="checkbox"/>
	OR	
	<input type="checkbox"/> Part C – Project: Conducting online transactions at work	
	<input type="checkbox"/> Part D – Observation	<input type="checkbox"/>
	OR	
	<input type="checkbox"/> Part E – Third-party report	