

# Contents

<b>About this guide</b>	<b>5</b>
<b>Section 1: Meeting VET sector requirements</b>	<b>7</b>
1.1 How Aspire's resources assist in meeting requirements	7
1.2 Resource quality assurance processes	16
<b>Section 2: Unit of competency information</b>	<b>17</b>
2.1 Unit of competency	17
2.2 Unit of competency assessment requirements	20
2.3 Aspire resources available for this unit	22
2.4 Target groups	24
<b>Section 3: Training requirements</b>	<b>25</b>
3.1 Delivery approach	25
3.2 Delivery plans	26
3.3 Learning mapping	41
3.4 Solutions – general guidance	49
3.5 Solutions to practice tasks	50
3.6 Solutions to learning checkpoints	58
<b>Section 4: Assessment</b>	<b>70</b>
4.1 Assessment approach	70
4.2 Assessment procedures	71
4.3 Assessment mapping	77
4.4 Assessment solutions and marking guidance	83
4.5 Completing the record of outcome	91
<b>Section 5: Forms</b>	<b>93</b>
<b>Section 6: Glossary of VET terminology</b>	<b>94</b>

# 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><b>Australian Qualifications Framework</b></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: <a href="http://www.aqf.edu.au">www.aqf.edu.au</a>.</p>
<p><b>Volume of learning</b></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: <a href="http://www.aqf.edu.au/wp-content/uploads/2013/06/Volume-of-Learning-Explanation.pdf">www.aqf.edu.au/wp-content/uploads/2013/06/Volume-of-Learning-Explanation.pdf</a></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

### BSBITU306 Design and produce business 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 design and produce various business documents and publications. It includes selecting and using a range of functions on a variety of computer applications.

It applies to individuals who possess fundamental skills in computer operations and keyboarding. They may exercise discretion and judgement using appropriate theoretical knowledge of document design and production 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

## 2.2 Unit of competency assessment requirements

### Assessment Requirements for BSBITU306 Design and produce business documents

#### Modification History

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

<b>Performance Evidence</b>	<p>Evidence of the ability to:</p> <ul style="list-style-type: none"> <li>• select appropriate technology and software for design and production of business documents</li> <li>• adhere to organisational requirements when: <ul style="list-style-type: none"> <li>– selecting layout and style</li> <li>– opening and generating files</li> <li>– producing documents within designated timelines</li> <li>– naming and storing documents</li> <li>– printing and presenting documents</li> </ul> </li> <li>• adhere to task requirements when producing documents including: <ul style="list-style-type: none"> <li>– applying basic design principles</li> <li>– applying consistent formatting</li> <li>– using appropriate styles</li> <li>– using correct layouts</li> <li>– proofreading as required</li> </ul> </li> <li>• use appropriate data storage options</li> <li>• apply knowledge of functions and features of contemporary computer applications</li> <li>• print and present completed documents.</li> </ul> <p>Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.</p>
<b>Knowledge Evidence</b>	<p>To complete the unit requirements safely and effectively, the individual must:</p> <ul style="list-style-type: none"> <li>• identify appropriate technology for production requirements</li> <li>• describe functions and features of contemporary computer applications</li> <li>• outline organisational policies, plans and procedures</li> <li>• list organisational requirements for document design e.g. style guide.</li> </ul>

## 3.2 Delivery plans

The following sample delivery plans can be used to deliver *BSBITU306 Design and produce business 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: Select and prepare resources	
<p><b>Suggested time allocation:</b> 12 hours</p> <p><b>Suggested resources:</b></p> <ul style="list-style-type: none"> <li>• Recommended reading</li> <li>• Slide presentation software</li> </ul>	<p><b>Slide nos:</b> 2–15</p>
<p><b>Recommended reading</b></p>	<p><b>Terminology checklist</b></p>
<p>Aspire learner guide <i>BSBITU306 Design and produce business documents</i>, Release 1</p> <p>Topic 1: Select and prepare resources</p>	<ul style="list-style-type: none"> <li>• Word-processing software</li> <li>• Spreadsheet software</li> <li>• Database software</li> <li>• Presentation software</li> <li>• Accounting software</li> <li>• Structure, style and format</li> <li>• Font and point</li> <li>• Full-block style</li> <li>• Meeting minutes</li> <li>• Templates</li> <li>• Headings, lists, borders and lines</li> <li>• Spacing</li> <li>• Paragraphs and alignment</li> <li>• Margins, indentations, headers and footers</li> <li>• Proofreading</li> </ul>
<p><b>Suggested training strategies</b></p>	
<ul style="list-style-type: none"> <li>• Commence facilitation of this unit of competency by introducing learners to the Aspire learner guide for <i>BSBITU306 Design and produce business documents</i>. You may wish to discuss recognition of prior learning processes with learners at this stage.</li> </ul>	
<ul style="list-style-type: none"> <li>• 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.</li> </ul>	
<ul style="list-style-type: none"> <li>• 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.</li> </ul>	

## 3.3 Learning mapping

*BSBITU306 Design and produce business documents, Release 1*

Unit of competency	Content	Practice tasks	Learning checkpoint
<b>Element 1: Select and prepare resources</b>			
1.1 Select and use appropriate technology and software applications to produce required business documents	1A Select and use appropriate technology and software applications	1	LC 1: Part A 1, 2, 3 Part B 1, 2, 3, 4
1.2 Select layout and style of publication according to information and organisational requirements	1B Select layout and style of publication	2	LC 1: Part B 3
1.3 Ensure document design is consistent with company and/or client requirements, using basic design principles	1C Ensure consistency of design with company and/or client requirements	3	LC 1: Part B 3 Part C 1, 2, 3,
1.4 Discuss and clarify format and style with person requesting document/publication	1D Clarify format and style	4	LC 1: Part C 1, 2, 3
<b>Element 2: Design document</b>			
2.1 Identify, open and generate files and records according to task and organisational requirements	2A Identify, open and generate files and records	5	LC 2: Part C
2.2 Design document to ensure efficient entry of information and to maximise presentation and appearance of information	2B Design the document to maximise the presentation of information	6	LC 2: Part A 1, 2, 3 Part B 1, 2 Part C

## 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.

<b>Complete the following task</b>	Part A – Questioning You will demonstrate a sound knowledge of the unit requirements in your responses.
<b>Select and complete one of the following</b>	Part B – Project: Designing and producing business 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: Designing and producing business documents at work You will demonstrate your skills and knowledge by completing a project in your workplace.
<b>Select and complete one of the following</b>	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	
<b>Training organisation name:</b>	
<b>Candidate name:</b>	
<b>Phone number:</b>	
<b>Date:</b>	
<b>Email:</b>	
<b>Assessor name:</b>	
<b>Unit of competency:</b>	<i>BSBITU306 Design and produce business documents, Release 1</i>
<b>Assessment tasks selected:</b>	Part A – Questioning Select and complete one of the following: Part B – Project: Designing and producing business documents at BizOps Enterprises <input type="checkbox"/> OR <input type="checkbox"/> Part C – Project: Designing and producing business documents at work  Select and complete one of the following: <input type="checkbox"/> Part D – Observation OR <input type="checkbox"/> Part E – Third-party report

## 4.3 Assessment mapping

*BSBITU306 Design and produce business 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
<b>Element 1: Select and prepare resources</b>					
1.1 Select and use appropriate technology and software applications to produce required business documents		P1	P1		
1.2 Select layout and style of publication according to information and organisational requirements		P2	P2		
1.3 Ensure document design is consistent with company and/or client requirements, using basic design principles		P3	P3		
1.4 Discuss and clarify format and style with person requesting document/publication				O1	O1
<b>Element 2: Design document</b>					
2.1 Identify, open and generate files and records according to task and organisational requirements		P6	P6		
2.2 Design document to ensure efficient entry of information and to maximise presentation and appearance of information		P8	P8		
2.3 Use a range of functions to ensure consistency of design and layout		P10	P10		
2.4 Operate input devices within designated requirements				O4	O4

## 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

<b>Training organisation name:</b>		
<b>Candidate name:</b>		
<b>Unit code and title:</b>	<i>BSBITU306 Design and produce business documents, Release 1</i>	
<b>Assessor name:</b>		
<b>Assessor email:</b>		
<b>Assessor phone number:</b>		
<b>Assessment tasks:</b>		<b>Satisfactorily completed</b>
Part A – Questioning		<input type="checkbox"/>
<input type="checkbox"/> Part B – Project: Designing and producing business documents at BizOps Enterprises		<input type="checkbox"/>
OR		
<input type="checkbox"/> Part C – Project: Designing and producing business documents at work		
<input type="checkbox"/> Part D – Observation		<input type="checkbox"/>
OR		
<input type="checkbox"/> Part E – Third-party report		