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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.

2.3 Aspire resources available for this unit

Aspire's resources are structured to meet the requirements of the unit of competency. They are designed to **complement**, not replace, the learning and assessment strategies you or your training organisation have put in place.

As the trainer, **you are in the best position to judge** the full training and assessment requirements of a unit of competency. The judgments that you make in this regard should form part of your training organisation's broader training and assessment strategy.

The following Aspire resources are available to support delivery in this unit.

Resource	General overview/how to use
Learner guide	The learner guide's preliminary pages and appendices include information on: • how to work through the learner guide • the unit of competency • foundation skills. The preliminary pages also include a checklist the learner can use to identify the topics they may already know. Each topic matches an element in the unit of competency. The learner guide content is presented in plain English so it is easy for the learner to understand. It describes procedures and current industry practice, and includes examples, checklists, documents, images and case studies. There are also illustrations or diagrams to add interest and aid learning. The topic summaries provide an opportunity to review the topic content. The learner guide practice tasks and learning checkpoints can be used to consolidate and evaluate learning. It is up to you and the learner to decide which ones are necessary. Remember, these tasks and activities are not finite. You can add to them, change them or substitute your own tasks according to the interest level, the experience of the learners and the specific situation. Encourage learners to keep their answers to activities as these will build towards their evidence and demonstration of competency. A final assessment is included in the learner guide, which is designed to assess the learner's competency across the whole unit. Features of the final assessment include: • information about the assessment and its scope • an „Are you ready for assessment?" checklist that the candidate can use to confirm they hold the skills and knowledge required to undertake the final assessment • an overview of the final assessment tasks, outlining task options • an assessment plan that the assessor and candidate can use to determine the tasks to be undertaken • the final assessment tasks themselves, which cover questioning, project/report and observation methods of assessment • a record of outcome for the assessor to use to confirm competency.

Section 3: Training requirements

3.1 Delivery approach

To comply with the requirements of the VET Quality Framework (VQF) and the Standards for Registered Training Organisations/Australian Quality Training Framework (AQTF), RTOs must develop a training and assessment strategy for the training programs they deliver. The training and assessment approach adopted by an RTO must accord with the need of their learners, current industry requirements and the requirements of the training package.

Trainers and assessors must make judgments about the most appropriate way to meet these requirements. These judgments should form part of the organisation's overall training and assessment strategy.

3.2 Delivery plans

The following sample delivery plans can be used to deliver *BSBITU307 Develop keyboarding speed and accuracy*. 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: Use safe work practices	
Suggested time allocation: 10 hours **Suggested resources**: • Recommended reading • Slide presentation software	**Slide nos**: 2–10
Recommended reading	**Terminology checklist**
Aspire learner guide *BSBITU307 Develop keyboarding speed and accuracy*, Release 2 Topic 1: Use safe work practices	• Chair • Desk • Keyboard • Mouse • Screen • Home office • Hot desking • Standing desks • Standing desk ergonomics • Ergonomics • Paper waste management • Energy use • Resource conservation • WHS legislative requirements • WHS policy • WHS procedures • Safety precautions
Suggested training strategies	
• Commence facilitation of this unit of competency by introducing learners to the Aspire learner guide for *BSBITU307 Develop keyboarding speed and accuracy*. 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.	

3.3 Learning mapping

BSBITU307 Develop keyboarding speed and accuracy

Unit of competency		Content		Practice tasks	Learning checkpoint
Element 1: Use safe work practices					
1.1	Adjust workspace, furniture and equipment to suit ergonomic requirements	1A	Adjust your workspace to suit ergonomic requirements	1	LC 1: Part A Part B 1, 2 Part C 1
1.2	Ensure work meets organisational and work health and safety (WHS) requirements for computer operation	1B	Ensure work organisation meets WHS requirements	2	LC 1: Part A Part B 1, 2 Part C 1, 2
Element 2: Identify and develop keyboard skills					
2.1	Identify and apply keyboard functions for both alpha and numeric strokes	2A	Identify and apply keyboard functions	3	LC 2: Part A 1, 2 Part B Part C 1, 2
2.2	Apply touch-typing technique to complete tasks	2B	Apply touch-typing techniques	4	LC 2: Part A 2 Part B Part C 1, 2
2.3	Develop speed and accuracy in accordance with workplace requirements for level of responsibility	2C	Develop appropriate speed and accuracy	5	LC 2: Part A 2 Part B Part C 1, 2
Element 3: Check accuracy					

3.4 Solutions – general guidance

Practice tasks and learning checkpoints within Aspire's learner guides are designed for formative assessment only; that is, for the purpose of determining how well a learner is progressing in their learning. These activities are not designed for use in summative (final) assessments.

The solutions to practice tasks and learning checkpoints presented in sections 3.5 and 3.6 should serve as a reliable guide to the type of information that should be included in the learner's response. Refer to the learning checkpoints when evaluating learner responses.

The answers provided by the learner will vary due to a number of factors, including the:

- learner's own experiences
- learner's workplace experiences
- training situations and strategies presented by the trainer
- interpretation of the activity by the learner/trainer
- type of organisation, work practices, processes and systems encountered by the learner.

The nature and variety of the tasks presented means that, in some cases, there will be numerous correct responses and the solutions provided cannot cater for all contexts and eventualities.

In general terms:

- For questions with a single answer, Aspire has provided the correct answer.
- For questions that do not have a single answer, it is understood that answers will vary within certain parameters.
- For questions where the candidate has to list a certain number of items, Aspire has provided a more comprehensive listing from which candidate responses may be drawn. However, this list may not in all cases be definitive, and trainers should account for other possible correct responses.
- For activities that involve responding to a case study, Aspire has provided an example of how the learner may respond. Depending on the question, the terminology used will indicate either what the learner should have included in their response, or may have included. However, trainers should take into account different phrasing used by the learner, or different responses that may be equally correct.
- For activities that take place in the workplace or involve workplace documentation, Aspire can only provide an example response. Trainers should consider whether the learner has achieved the intent of the activity, taking into account the learner's workplace context.
- For activities that involve writing reports or completing documentation provided, Aspire can only provide an example response. Trainers should again consider whether the learner's response is appropriate to the task within the context of the learner's training and/or workplace.

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: Developing keyboarding speed and accuracy 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: Developing keyboarding speed and accuracy 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:	*BSBITU307 Develop keyboarding speed and accuracy*, Release 2
Assessment tasks selected:	Part A – Questioning Select and complete one of the following: ❑ Part B – Project: Developing keyboarding speed and accuracy at BizOps Enterprises OR ❑ Part C – Project: Developing keyboarding speed and accuracy at work Select and complete one of the following: ❑ Part D – Observation OR ❑ Part E – Third-party report

4.3 Assessment mapping

BSBITU307 Develop keyboarding speed and accuracy

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: Use safe work practices					
1.1 Adjust workspace, furniture and equipment to suit ergonomic requirements	Q1, Q2, Q3			O1	O1
1.2 Ensure work meets organisational and work health and safety (WHS) requirements for computer operation	Q4, Q5, Q6	P1	P1		
Element 2: Identify and develop keyboard skills					
2.1 Identify and apply keyboard functions for both alpha and numeric strokes		P3	P3	O4	O4
2.2 Apply touch-typing technique to complete tasks		P4	P4	O5, O6	O5, O6
2.3 Develop speed and accuracy in accordance with workplace requirements for level of responsibility		P7	P7		
Element 3: Check accuracy					
3.1 Proofread document carefully to identify errors		P10	P10		
3.2 Amend document, correct errors and complete a final accuracy check		P12	P12		

4.4 Assessment solutions and marking guidance

General guidance

Assessors should review the solutions provided and adapt and/or contextualise them (and the final assessment tasks themselves where necessary) to suit the training and assessment context as part of their assessment planning activities.

The solutions to final assessment tasks presented in this section should serve as a reliable guide to the type of information that should be included in the assessment candidate's response. The answers provided by the assessment candidate will vary due to a number of factors, including the:

- candidate's own experiences
- candidate's workplace experiences
- interpretation of the assessment task by the assessment candidate/assessor
- type of organisation, work practices, processes and systems encountered by the candidate.

The nature and variety of the tasks presented means that, in some cases, there will be numerous correct responses and the solutions provided cannot cater for all contexts and eventualities.

In general terms:

- For questions with a single answer, Aspire has provided the correct answer.
- For questions that do not have a single answer, it is understood that answers will vary within certain parameters.
- For questions where the candidate has to list a certain number of items, Aspire has provided a more comprehensive listing from which candidate responses may be drawn. However, this list may not in all cases be definitive, and assessors should account for other possible correct responses.
- For activities that involve responding to a scenario, Aspire has provided an example of how the candidate may respond. Depending on the question, the terminology used will indicate either what the candidate should have included in their response, or may have included. However, assessors should take into account different phrasing used by the candidate, or different responses that may be equally correct.
- For activities that take place in the workplace or involve workplace documentation, assessors should consider whether the candidate has achieved the intent of the activity, taking into account the candidate's workplace context.
- For activities that involve writing reports or completing documentation provided, Aspire can only provide an example response. Assessors should again consider whether the candidate's response is appropriate to the task within the context of the candidate's training and/or workplace.

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

		Satisfactorily completed
Training organisation name:		
Candidate name:		
Unit code and title:	*BSBITU307 Develop keyboarding speed and accuracy*	
Assessor name:		
Assessor email:		
Assessor phone number:		
Assessment tasks:		
	Part A – Questioning	❑
	❑ Part B – Project: Developing keyboarding speed and accuracy at BizOps Enterprises OR ❑ Part C – Project: Developing keyboarding speed and accuracy at work	❑
	❑ Part D – Observation OR ❑ Part E – Third-party report	❑