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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><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>

## 1.2 Resource quality assurance processes

Aspire's resources are developed with rigorous quality assurance (QA) practices in place.

The QA process includes five components that support VET sector requirements:

1. Independent external QA of Aspire resources is carried out by QA consultants who are not employed or subcontracted by Aspire for resource development and have no other involvement or interest in the operations of Aspire. These QA consultants have vocational competencies and current industry skills relevant to the unit and/or current knowledge and skills in vocational teaching and learning. QA consultants also hold either:
  - TAE40110 Certificate IV in Training and Assessment (or its successor)
  - a diploma or higher level qualification in adult education.
2. Aspire engages with relevant industry bodies to ensure its resources meet industry needs (as identified in each individual unit of competency). This involves networking on an ongoing basis with industry networks, peak bodies and/or employers, and obtaining their feedback on resource content and assessments.
3. Resources are also reviewed by various training organisations and learner groups prior to release, to obtain and address feedback concerning resource usability.
4. Aspire uses external writers and/or subject matter experts who have relevant qualifications to an appropriate level in the subject area of the unit and current knowledge and skills in vocational teaching and learning.
5. Aspire's instructional design team has the following qualifications or similar:
  - Certificate IV in Training and Assessment or higher (with a preference for Diploma of VET)
  - TAESS00001 Assessor Skill Set or its successor.

## 2.2 Unit of competency assessment requirements

### Assessment requirements for BSBWRT301 Write simple 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>plan, draft and finalise three different simple documents that accurately convey the required basic information in a format suitable for the intended audience and in accordance with organisational policies and procedures for document production</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 the process for checking basic grammar, spelling and punctuation</li> <li>describe different communication methods</li> <li>describe how audience, purpose and method of communication influence the tone of a document.</li> </ul>
<b>Assessment conditions</b>	<p>Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the communication – writing field of work and include access to:</p> <ul style="list-style-type: none"> <li>office equipment and resources to assist in document production</li> <li>organisational policies and procedures</li> <li>examples of documents to review.</li> </ul> <p>Assessors must satisfy NVR/AQTF assessor requirements.</p>
<b>Links</b>	<p>Companion volumes are available from the IBSA website: <a href="http://www.ibsa.org.au/companion_volumes">http://www.ibsa.org.au/companion_volumes</a></p>

## 3.2 Delivery plans

The following sample delivery plans can be used to deliver *BSBWRT301 Write simple 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: Plan document	
<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> 2–17</p>
<p><b>Recommended reading</b></p>	<p><b>Terminology checklist</b></p>
<p>Aspire learner guide <i>BSBWRT301 Write simple documents</i>, Release 1</p> <p>Topic 1: Plan document</p>	<ul style="list-style-type: none"> <li>• Document</li> <li>• Audience</li> <li>• Purpose</li> <li>• Business letters and faxes</li> <li>• Memos and emails</li> <li>• Briefing papers</li> <li>• Meeting documents</li> <li>• Reports, progress reports</li> <li>• Tables</li> <li>• Spreadsheets</li> <li>• Forms</li> <li>• Format</li> <li>• Structure</li> <li>• cc</li> <li>• bcc</li> <li>• Passive voice</li> <li>• Active voice</li> <li>• Inclusive language</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>BSBWRT301 Write simple documents</i>. 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.</li> </ul>	

## 3.3 Learning mapping

*BSBWRT301 Write simple documents*, Release 1

Unit of competency	Content	Practice tasks	Learning checkpoint
<b>Element 1: Plan document</b>	Topic 1: Plan document	n/a	n/a
1.1 Determine audience and purpose for the document	1A Determine audience and purpose for the document	1	LC 1: Part A 2, 3 Part B 1, 2
1.2 Determine the format and structure	1B Determine the format and structure	2	LC 1: Part A 1 Part B 3, 5
1.3 Establish key points for inclusion	1C Establish key points for inclusion	3	LC 1: Part B 4
1.4 Identify organisational requirements	1D Identify organisational requirements	4	LC 1: Part B 6
1.5 Establish method of communication	1E Establish method of communication	5	LC 1: Part A 4 Part B 3, 5
1.6 Establish means of communication	1F Establish means of communication	6	LC 1: Part A 5, 6 Part B 7
<b>Element 2: Draft document</b>	Topic 2: Draft document	n/a	n/a
2.1 Develop draft document to communicate key points	2A Develop draft document to communicate key points	7	LC 2: Part A 1, 2, 3
2.2 Obtain and include any additional information that is required	2B Obtain and include any additional information that is required	8	LC 2: Part A 1, 2, 3

## 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.

## 4.3 Assessment mapping

*BSBWRT301 Write simple 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: Plan document</b>					
1.1 Determine audience and purpose for the document				O1	O1
1.2 Determine the format and structure		P2	P2		
1.3 Establish key points for inclusion	Q2	P3	P3		
1.4 Identify organisational requirements				O2	O2
1.5 Establish method of communication		P4	P4		
1.6 Establish means of communication		P5	P5		
<b>Element 2: Draft document</b>					
2.1 Develop draft document to communicate key points		P6	P6		
2.2 Obtain and include any additional information that is required	Q4				
<b>Element 3: Review document</b>					
3.1 Check draft for suitability of tone for audience, purpose, format and communication style	Q3	P8	P8		

## 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>BSBWRT301 Write simple 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: Producing and editing simple documents at BizOps Enterprises	<input type="checkbox"/>
	OR	
	<input type="checkbox"/> Part C – Project: Producing and editing simple documents at work	
	<input type="checkbox"/> Part D – Observation	<input type="checkbox"/>
	OR	
	<input type="checkbox"/> Part E – Third-party report	