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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

BSBWRT401 Write complex 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 plan documents, draft text, prepare final text and produce documents of some complexity.

It applies to individuals who work in a range of business environments and are skilled in the creation of reports, information and general promotion documents that are more complex than basic correspondence, memos or forms and that require review and analysis of a range of information sources.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Communication – Writing

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 BSBWRT401 Write complex documents

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">plan, draft and finalise complex documents that require review and analysis of a range of information sourcesuse business technology to apply formatting, and incorporate graphicsedit the draft text to ensure accuracy and clarity of information, obtain feedback on the draft and revise the draftapply the enterprise style guide/house style. <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">identify the enterprise style guide/house styleoutline formatting styles and their impact on formatting, readability and appearance of documentsexplain rules and conventions for written English, as defined by general and specialist sources.
Assessment Conditions	<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">office equipment and resourcesorganisational policies and proceduresorganisational style guides. <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>

3.3 Learning mapping

BSBWRT401 Write complex documents, Release 1

Unit of competency	Content	Practice tasks	Learning checkpoint
Element 1: Plan documents			
1.1 Determine the purposes of documents	1A Determine the document purpose	1	LC 1: Part A
1.2 Choose appropriate formats for documents	1B Choose appropriate document format	2	LC 1: Part B 1
1.3 Establish means of communication	1C Establish the means of communication	3	LC 1: Part B 1
1.4 Determine requirements of documents	1D Determine document requirements	4	LC 1: Part A, Part C
1.5 Determine categories and logical sequences of data, information and knowledge to achieve document objectives	1E Determine content and order	5	LC 1: Part C
1.6 Develop overview of structure and content of documents	1F Develop an overview of structure and content	6	LC 1: Part C
Element 2: Draft text			
2.1 Review and organise available data, information and knowledge according to proposed structure and content	2A Review and organise material	7	LC 2: Part A 1, 2
2.2 Ensure data, information and knowledge is aggregated, interpreted and summarised to prepare text that satisfies document purposes and objectives	2B Prepare text	8	LC 2: Part B

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: Writing complex documents at BizOps Enterprises You will demonstrate your skills and knowledge by completing a scenario-based project. OR Part C – Project: Writing complex documents 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:	BSBWRT401 Write complex documents, Release 1
Assessment tasks selected:	<p>Part A – Questioning</p> <p>Select and complete one of the following:</p> <p><input type="checkbox"/> Part B – Project: Writing complex documents at BizOps Enterprises OR</p> <p><input type="checkbox"/> Part C – Project: Writing complex documents at work</p> <p>Select and complete one of the following:</p> <p><input type="checkbox"/> Part D – Observation OR</p> <p><input type="checkbox"/> Part E – Third-party report</p>
Ready for assessment declaration:	<p>I confirm that the purpose and procedures of this assessment have been clearly explained to me. I have been consulted about any special needs I might have in relation to the assessment process. The criteria to be used for this assessment have been discussed with me, as have the consequences and possible outcomes of the assessment.</p> <p>I have accessed and understand general assessment information as</p>

4.3 Assessment mapping

BSBWRT401 Write complex 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
Element 1: Plan documents					
1.1 Determine the purposes of documents		P1	P1		
1.2 Choose appropriate formats for documents		P3	P3		
1.3 Establish means of communication				O1	O1
1.4 Determine requirements of documents		P6	P6		
1.5 Determine categories and logical sequences of data, information and knowledge to achieve document objectives		P8	P8		
1.6 Develop overview of structure and content of documents		P9	P9		
Element 2: Draft text					
2.1 Review and organise available data, information and knowledge according to proposed structure and content		P10	P10		
2.2 Ensure data, information and knowledge is aggregated, interpreted and summarised to prepare text that satisfies document purposes and objectives		P12	P12		
2.3 Include graphics as appropriate		P14	P14		

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:	BSBWRT401 Write complex documents, Release 1	
Assessor name:		
Assessor email:		
Assessor phone number:		
Assessment tasks:		Satisfactorily completed
	Part A – Questioning	<input type="checkbox"/>
	<input type="checkbox"/> Part B – Project: Writing complex documents at BizOps Enterprises	<input type="checkbox"/>
	OR	
	<input type="checkbox"/> Part C – Project: Writing complex documents at work	
	<input type="checkbox"/> Part D – Observation	<input type="checkbox"/>
	OR	
	<input type="checkbox"/> Part E – Third-party report	
Declaration:	In completing this assessment, I confirm that the candidate has demonstrated all unit outcomes through consistent and repeated application of skills and knowledge with competent performance demonstrated in multiple instances over a period of time.	