

## *Assessment support pack*

# BSBITU211 Produce digital text documents

Release 1

Aspire Version 1.1



# About this resource

This resource is for trainers and assessors of the unit *BSBITU211 Produce digital text documents*, Release 1. It complements the corresponding *Aspire Learner guide*.

The *Assessment support pack* provides you with ideas and guidance on encouraging and supporting students through the training and assessment process using Aspire resources. It is designed to help you optimise the student's experience and record details of their competency.

This resource is comprised of several folders with the following editable documents to assist trainers and assessors.

Folders	Documents
Introduction	Introduction
Formative assessment	Formative assessment guide
Summative assessment	Final assessment marking guide Student assessment Third-party report
Supporting documents*	Sample documents and templates
Mapping	Contains formative and summative mapping
PowerPoint	PowerPoint slides for training purposes

\*The supporting documents folder is inside the summative assessment folder.

## Key features

- The *Assessment support pack* complements the *Aspire Learner guide*.
- It includes weblinks to the relevant unit of competency and other support resources.
- Provides guidelines for trainers and assessors on their responsibilities for formative and summative assessment to meet VET requirements.

### Formative assessment

- Includes activity questions with a marking guide.
- Discussion topics provide trainers with a guide to engage with students about the learning content.
- Clearly maps the learning content to the unit of competency requirements in a customisable Excel spreadsheet.

### Final assessment

- Includes detailed instructions to assessors on each assessment task.
- Includes a marking guide for each final assessment task.
- Clearly maps the final assessments to the unit of competency requirements.
- Mapping is provided in an Excel spreadsheet that allows you to customise and adjust as necessary.

# Final assessment

This final assessment is for the unit *BSBITU211 Produce digital text documents*, Release 1.

An assessor will review the work you complete and determine if you have satisfied the assessment requirements for this unit.

## Assessment plan for this unit

The table below is a summary of the final assessment for this unit.

Ask your assessor to confirm the dates for submitting each assessment task. Add the dates to the table below for your records.

Assessment task	Due date
1. Questions	
2. Project	

## Submitting assessments

You must submit your completed assessments to your assessor. Instructions on what to submit are detailed in each assessment task.

Each assessment task you complete must have a signed cover sheet. Cover sheets are provided for each of the assessment tasks.

When the assessment has been completed and marked, your assessor may provide you with a completed copy for your own records.

If you believe your assessment result is not right you should discuss this with your assessor. They will direct you to your student handbook, which will have information about how to appeal an assessment result.

### Question 1

Ergonomics is about creating comfortable working conditions by adapting workstations, tools and equipment to each worker's needs.

Give **three** examples of how you can set up your workstation so it meets the ergonomic requirements of your workplace.

Result

S U 

### Question 2

Select **two** of the following word-processing applications and provide **two** functions or features of each:

- Microsoft Word
- Google Docs
- Apache OpenOffice Writer
- Corel WordPerfect
- Microsoft Publisher

Result

S U

# Project record sheet

**Assessor to complete**

## Project scenario

Describe the scenario the student will undertake to complete the project.

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The student's project shows evidence of the following:	S	U
<b>1. *Following the organisation's ergonomic and WHS policies and procedures to set up the workstation and operate the computer</b>  Comments:	<input type="checkbox"/>	<input type="checkbox"/>
<b>2. *Verbally clarifying the purpose, target audience and presentation requirements for each document with the relevant person</b>  Comments:	<input type="checkbox"/>	<input type="checkbox"/>
<b>3. Producing documents that align to the purpose and are appropriate for the target audience</b>  Comments:	<input type="checkbox"/>	<input type="checkbox"/>
<b>4. Formatting documents in line with the organisational style guide</b>  Comments:	<input type="checkbox"/>	<input type="checkbox"/>
<b>5. *Accessing help functions to resolve issues when formatting documents</b>  Comments:	<input type="checkbox"/>	<input type="checkbox"/>
<b>6. Producing a version of each document for a final review</b>  Comments:	<input type="checkbox"/>	<input type="checkbox"/>
<b>7. Naming and storing documents according to organisational requirements</b>  Comments:	<input type="checkbox"/>	<input type="checkbox"/>

**Required evidence\***

- Document 1
- Document 2
- Two screenshots of help functions
- Two screenshots of saved files with their folder
- Completed project record sheet
- Third-party report (if applicable)

\*You may need to add or remove items as necessary.

Students need to submit their project evidence by handing in physical documents or by sending in electronic documents via email or online submission. Advise students on how they are to submit their responses, and to keep a copy of their submitted work.

If components of this assessment are undertaken in a workplace, a third-party report may need to be completed by a supervisor. You may need to provide them with a copy of the project marking guide. Discuss this with the student's employer, if relevant.

Video or photo evidence may be suitable for some parts of the assessment task. You will need to discuss the appropriate method for collecting and submitting this evidence, if relevant.

## **When and where will this assessment take place?**

This project may be undertaken in a workplace, in a classroom or online. This should be done in consultation with the student's employer, if relevant.

You must provide students with the due date for the assessment task, which can be recorded in the assessment plan. You must also specify the length of time allowed and the expected word count, if applicable.

Any part of the assessment that takes place in a simulated environment must reflect the assessment conditions of the unit.

## **What if the assessment is not suitable?**

You may choose to modify this assessment to suit a student's needs. For example, instead of providing written reports, you may offer the student the option to undertake an oral assessment or presentation instead.

You must record the reasonable adjustment and evidence collected in the assessment task cover sheet. Any adjustments to this assessment must comply with the unit requirements and the RTO's policies and procedures.

## **What if responses are not satisfactory?**

If a student is unable to satisfactorily complete the project, you must give the student feedback and record this on the assessment task cover sheet.

**Third party to complete****Third-party checklist**

During the period of observation, the student has demonstrated the following to the required workplace and legislative standards:	O	N
<p><b>1. Following the organisation's ergonomic and WHS policies and procedures to set up the workstation and operate the computer</b></p> <p>Outline of the task:</p> <ul style="list-style-type: none"> <li>• Making adjustments to the workstation</li> <li>• Having a good posture when sitting or standing at a desk</li> <li>• Following relevant health and safety policies and procedures for manual handling and repetitive work</li> <li>• Other (please describe):</li> </ul> <p>Comments:</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>2. Verbally clarifying the purpose, target audience and presentation requirements for each document with the relevant person</b></p> <p>Outline of the task:</p> <ul style="list-style-type: none"> <li>• Asking where to locate the organisational style guide</li> <li>• Confirming which templates to use</li> <li>• Other (please describe):</li> </ul> <p>Comments:</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>3. Accessing help functions to resolve issues when formatting documents</b></p> <p>Outline of the task:</p> <ul style="list-style-type: none"> <li>• Accessing the help function from the screen to adjust print settings</li> <li>• Following instructions outlined in the help function for inserting pictures, graphs and charts</li> <li>• Resolving issues such as changing the size of margins, setting up columns, formatting tables, etc.</li> <li>• Interpreting error messages</li> <li>• Other (please describe):</li> </ul> <p>Comments:</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>4. Submitting the documents within set time lines and in line with organisational requirements</b></p> <p>Outline of the task:</p> <ul style="list-style-type: none"> <li>• Scheduling tasks to allow time for editing, printing and delivery</li> <li>• Discussing concerns about meeting the deadline with a manager</li> <li>• Printing hard copies by the due date in line with organisational requirements</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>

# Sample style guide

Students can use this sample document to complete Assessment task 2.

## BizOps Style Guide

### Layout and design

- First level headings are in Cambria size 14.
- Second level headings are in Cambria size 12.
- Body text is Calibri size 11.
- All headings and body text should be aligned left.
- All table headings should be centered.
- The margin should be indented 3cm at the left and 3cm at the right, 4cm at the top and 2.5cm at the bottom.
- The document name and date should be included in the header.
- The page number should be included in the footer on the bottom left of the page.

### Numbers and dates

- Spell out one to nine. Use numerals for 10 onwards.
- Use commas between thousands in numbers, e.g. 1,000 and 20,000.
- The date style is Day Month Year, e.g. 30 June 2001.
- Time should appear as 8am or 8.30pm.

### Bullet lists

Each bullet point should begin with a capital letter and have a full stop at the end. For example:

- All staff should have six weeks' holiday a year.
- All salaries should be increased by \$8,000, effective immediately.

### Abbreviations

Introduce an abbreviation by writing it out in full the first time, followed by the abbreviation in brackets. Just use the abbreviation after that.