

Assessment support pack

BSBITU212 Create and use spreadsheets

Release 1

Aspire Version 1.1



About this resource

This resource is for trainers and assessors of the unit *BSBITU212 Create and use spreadsheets*, 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.

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

Cloud-based applications can be shared and worked on by multiple users at once and accessed online. Give one example of a spreadsheet application that is cloud-based and one example that is non-cloud-based.

Result

S ☐U ☐

Question 3

Give **three** examples of basic formatting styles available for spreadsheets.

Result

S ☐U ☐

Assessment task 1: Questions

Students' correct responses to the questions show that they have the required skills and knowledge to create and use spreadsheets.

Students need access to the assessment questions or learning management system to complete this task. As this is an open-book task, students may access a learner guide, the internet and/or other resources to complete the questions.

Students should respond to the questions in the spaces provided. They must answer all questions correctly for this task to be completed satisfactorily.

Evidence

An assessment task cover sheet must be completed and submitted with this task.

The student will need to submit an answer to each question. This may be done by handing in written responses, or by sending in typed responses via email or online submission. You should advise students on how to submit their responses, and to keep a copy of their submitted work.

When and where will this assessment take place?

Advise students if the assessment is to be done in the classroom or at home. Alternatively, assessment may take place at the student's workplace, in consultation with their employer.

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

What if the assessment is not suitable?

You may choose to modify this assessment to suit a student's needs. For example, you may offer the student the option to respond to verbal questions 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 answers are not satisfactory?

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

Students must be provided with an opportunity for reassessment. Each student is allowed three attempts at this assessment.

Students have the right to appeal their assessment result. They need to be referred to the RTO policies and procedures.

Required evidence*

- ☐ Document 1
- ☐ Document 2
- ☐ Two screenshots displaying help functions
- ☐ Two screenshots displaying locations of saved files
- ☐ 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.

Project record sheet

Assessor to complete

Project scenario

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

The student's project shows evidence of the following:	S	U
1. *Following the organisation's ergonomic and WHS policies and procedures to set up the workstation and operate the computer Comments:	<input type="checkbox"/>	<input type="checkbox"/>
2. *Consulting with appropriate people when required Comments:	<input type="checkbox"/>	<input type="checkbox"/>
3. Producing documents that align to the purpose and are appropriate for the target audience Comments:	<input type="checkbox"/>	<input type="checkbox"/>
4. Ensuring high accuracy when preparing spreadsheets Comments:	<input type="checkbox"/>	<input type="checkbox"/>
5. Formatting spreadsheets in line with the style guide to meet presentation requirements Comments:	<input type="checkbox"/>	<input type="checkbox"/>
6. Using the data in the spreadsheet to create an appropriate chart, then formatting and modifying it in line with organisational requirements Comments:	<input type="checkbox"/>	<input type="checkbox"/>
7. *Accessing help functions to resolve issues you may have had when formatting your spreadsheets	<input type="checkbox"/>	<input type="checkbox"/>

Final assessment marking guide

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Release 1

This resource is for assessors. It complements the corresponding Aspire *Learner guide* and *Student assessment* for this unit.

This *Final assessment marking guide* provides task instructions, along with suggested answers.

The assessment process must be conducted in accordance with the RTO's policies and procedures.

Assessment task 2: Project

By correctly completing the project the student will demonstrate that they have the required skills and knowledge to create and use spreadsheets.

Students need access to the *Student assessment* or learning management system to complete this task. As this is an open-book task, students may also access a learner guide, the internet and/or other resources.

Ensure that the topic chosen by the student is suitable to address the project requirements. If you are using a simulated work environment with case studies, make sure the case studies are realistic and reflect workplace practice. Role-plays and an observation checklist may need to be developed. The students being assessed and any other participants will need to be briefed beforehand. This will ensure reliability and validity of the assessment.

Students must satisfactorily respond to each section of the project, including all parts within each section. Evidence for completing all project requirements must be submitted. You may ask students to explain their responses if you need clarification.

Required resources

Students must have access to:

- industry technology
- relevant organisational policies and procedures
- relevant workplace documentation and resources including a style guide and user manuals
- industry software/applications for producing spreadsheets.

Supporting documents

Aspire has provided the following supporting documents that students can refer to and/or use as evidence:

- Sample style guide

You may wish to supply your own or customise these documents to suit your needs.

Evidence

Students need to submit a completed assessment task cover sheet as well as the following items.

Required evidence*

- ☐ Document 1
- ☐ Document 2
- ☐ Two screenshots displaying help functions
- ☐ Two screenshots displaying locations of saved files
- ☐ 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 report

This third-party report is for the unit *BSBITU212 Create and use spreadsheets, Release 1*.

Student to complete

Student name:

Student Id:

Date:

Guidelines for third-party observers in a workplace

Thank you for taking the time to conduct a third-party report for the student, who is undertaking a nationally recognised course. To assess the student's competence for this unit, we are seeking your help to gather evidence.

Evidence is often collected by a qualified assessor. However, third parties such as supervisors, trainers or other staff members can report what they see or hear to the assessor. Evidence collected in this manner is called third-party evidence.

It is common to use a third party for evidence-gathering in cases where workplace evidence is required, but where it is not possible for the assessor to directly observe the learner at work. This includes cases where the presence of an assessor may compromise workplace safety.

Third parties are also valuable for collecting evidence of everyday work performance rather than collecting evidence as part of the formal assessment process.

You may be required to assist in the collection of evidence for all or part/s of this assessment task. The assessor will explain which sections of the task the student is required to undertake and be observed doing. This may involve observing the student undertaking normal work activities or specific tasks in a workplace. Tasks should be carried out under normal working conditions, and the student may need to deal with distractions and unforeseen events.

Use the checklist provided to record what you see the student do in the workplace. Please record your observations of the student's performance directly onto the checklist. Make sure you complete all relevant sections of the checklist.

The student's assessor may provide you with a copy of the marking guide to assist you in evaluating the student's performance.

Note: We are not asking you to decide if the student is competent. Your feedback will form part of the evidence the assessor is gathering to determine the student's final result.