

## *Assessment support pack*

# BSBITU313 Design and produce digital text documents

Release 1

Aspire Version 1.1



# About this resource

This resource is for trainers and assessors of the unit *BSBITU313 Design and 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 *BSBITU313 Design and 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 suit each person'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

Give **two** examples of work practices you can follow when you have to complete a project on your computer.

Result

S U 

### Question 3

Give **two** examples of work practices that will help you to conserve resources at work.

Result

S U

<b>5. Producing a version of each document for a final review</b>  Comments:	<input type="checkbox"/>	<input type="checkbox"/>
<b>6. *Accessing help functions to resolve issues when formatting documents</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"/>
<b>8. Submitting documents within set time lines and in line with organisational requirements</b>  Comments:	<input type="checkbox"/>	<input type="checkbox"/>
Additional questions:*  Student responses:		
Feedback:		

S=Satisfactory U=Unsatisfactory

\*Item must be observed.

†Record additional questions to address contingencies and further clarify student understanding.

## Evidence

### Required evidence\*

- Document 1
- Document 2
- Two screenshots of help functions
- Two screenshots of file locations
- Project record sheet
- Third-party report (if applicable)

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

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

The student will need to submit an answer to each question. You should advise students on how to submit their responses by handing in hard copies, or by sending in evidence via email or online submission. For online submission, you will need to provide information on file sizes for uploads and log-in details to verify authenticity. Students must be advised 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 the collection, submission and authenticity of the type of evidence, particularly if it involves children.

### 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.

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

During the period of observation, I observed the student consistently and repeatedly demonstrating these skills to the required work standard.	Observation date/s:	
	O	N
<b>1. Following organisational policies and procedures when producing documents</b>		
<p>a. Following health and safety policies and procedures, including ergonomics procedures to set up your workstation</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. Following conservation policies and procedures</p> <p>Outline of the task:</p> <ul style="list-style-type: none"> <li>• Using both sides of the paper when printing and photocopying</li> <li>• Using recycled paper when photocopying and printing</li> <li>• Other (please describe):</li> </ul> <p>Comments:</p>	<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>		
<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"/>
<b>3. Accessing help functions to resolve issues when formatting documents</b>		
<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> </ul>	<input type="checkbox"/>	<input type="checkbox"/>

## Sample form

Plants by post				
		16 Protea Street, BRISBANE QLD 4001 Ph: 07 4444 4444 Fax: 07 3333 3333		
Customer order form				
Customer name:	_____			
Customer ID number:	_____			
Customer address:	_____			
Home phone number:	_____			
Mobile phone number:	_____			
Fax number:	_____			
Email address:	_____			
Order details				
Product code	Description	Qty	Unit price	Total price
Postage and handling				
Order total				
Please fax completed orders to 07 3333 3333 or email: <a href="mailto:orders@plantsbypost.com.au">orders@plantsbypost.com.au</a> . All orders dispatched within five working days. Please make cheques payable to Plants by Post. Please do not send cash.				
Name on card:	_____	Card type:	<input type="checkbox"/> MasterCard <input type="checkbox"/> Visa	
Card number:	□□□□ □□□□ □□□□ □□□□	Expire date:	_____	
Signature:	_____			
Office use only				
Order received		Payment received		Order dispatched
Download our latest catalogue at <a href="http://www.plantsbypost.com.au">www.plantsbypost.com.au</a>				