TAEDES401A – Design and Develop Learning Programs
and
TAEDES402A – Use Training Packages and Accredited Courses to Meet Client Needs

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Assessment Task 1

1. List the key stakeholders in the design phase of a learning program.

The key stakeholders in the design phase of a learning program are the clients, but may also include trainers, administrative staff and industry representatives. Clients of a learning program include:

- businesses and government bodies;
- trainees and apprentices;
- employees/employers (internal clients); and
- individuals applying for recognition of prior learning (RPL) or recognition of current competency (RCC) for a particular qualification.

2. Who, within your organisation, would you need to consult with in designing a learning program?

I will consider the most recent organisation at which I was employed, which is a professional services firm. For more informal learning programs (in ‘soft’ skills, such as teamwork, leadership, social media), I would consult the following: team members participating in the training (i.e., internal clients); managers; subject matter experts; and possibly the training department of the organisation. For more formal learning programs delivered by the firm, I would need to consult the above as well as the in-house training department.

3. Describe why it is important to involve these stakeholders in the design of the program.

It is important to involve those who are being trained in this process so that they are engaged right from the beginning, and so that their individual learning requirements are fulfilled. Similarly, it is important to involve other members of the firm in the design of the program so that you deliver a program that meets organisational requirements and goals.

4. The purpose of a learning program may determine a number of things in the design phase. List and explain at least three.

The purpose of a learning program may determine the following in the design phase.

- **Content.** This may include identifying how training could be used as a means to deliver a required outcome for the stakeholders involved (e.g., resolving complaints about customer service in a business), and ensuring the training meets industry and organisational requirements.
- **Delivery method.** This may involve considering the most appropriate way to facilitate learning, what is feasible given constraints (e.g., cost, environmental), and whether learning resources already exist or need to be created.
- **Means of assessment.** This involves considering how and where the assessment will take place.
- **Level of understanding needed to be conveyed.** This may involve matching the requirements and expectations of an individual performing a particular role with an appropriate certificate or diploma, or deciding one or two units (instead of an entire formal qualification) is all that is required to satisfy the training’s objectives.

5. List at least four reasons why a client may wish to run a learning program.

Organisations and individuals will require learning programs for a number of reasons, including:

- undertaking an apprenticeship or traineeship;
- revising skills that have already been acquired;

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1 All information is based on the textbook, unless otherwise referenced.
• professional development and gaining new skills;
• learning language, literacy and numeracy skills; and
• abiding by regulatory frameworks (including occupational health and safety, OHS).

6. Explain why it is important to consider a learner’s language, literacy and numeracy [standard 2.5].

It is important to consider a learner’s language, literacy and numeracy (LLN) skills for a number of reasons. Firstly, it assists the trainer in thinking about the way in which they will design and deliver the learning program, in helping to determine whether they will need to cover LLN beforehand or integrate it to a greater extent into their program delivery. Secondly, it fosters a safe learning environment, in which training participants of varying skills feel comfortable to learn, and are able to learn what is required. Thirdly, LLN may be integral skills that underpin the work of an industry (for example, numeracy skills in the accounting field).

7. Describe why it is important to confirm the competency standards to be achieved with the stakeholders in a learning program.

It is important to confirm the competency standards to be achieved to ensure organisational and/or legislative requirements are met, and that excellent service delivery is provided.

8. List at least five different learner characteristics [standard 1.1].

The following are five examples of different learner characteristics or learning styles / preferences.²
• **Theorists** – prefer considering logic and theories; and structured and analytical exercises.
• **Activists** – prefer new experiences and problem-solving; short and diverse activities; and generating ideas and leading discussions.
• **Pragmatists** – prefer to experiment with different practical approaches; projects, simulation, role-plays and practical demonstrations; and job-related examples and anecdotes.
• **Social (interpersonal) learners** – prefer working in groups or situations involving social interactions; and communicating and giving advice.
• **Reflective (solitary) learners** – prefer to look at the big picture; listen, think and evaluate; and structure.

Other learner characteristics include:
• their level of formal education;
• their current skill or competency levels;
• their current and past work experience;
• their needs – whether these are physical, psychological, or relate to their cultural background;
• their objective for undertaking the learning program; and
• their LLN abilities.

9. Describe the function of the AQF.

The AFQ is a structure that provides quality assurance for nationally recognised qualifications in schools, vocational and education training (VET) and higher education.³

10. What does the acronym NSSC stand for?

NSSC stands for National Skills Standards Council, which provides advice on national standards for the regulation of vocational education and training, and endorses training packages.

11. What is the purpose of the website training.gov.au?

Training.gov.au (TGA) is an online system from which all information regarding VET qualifications can be accessed. It can be used to ascertain which units to include in a client’s learning program, as well as assessment frameworks for each unit or training package.

12. Describe the purpose of a quality management system and why it is important for an organisation to have one.

A quality management system (QMS) contains policies and procedures which guide staff on how certain aspects of the organisation operate, and performance standards for specific tasks. A QMS is important as it provides the mechanisms needed to address risk, and monitor, measure and improve performance.

13. Explain where you would look for existing learning resources for a program addressing your specific industry.

For the industries in which I have been involved (professional services, education/tutoring), I would look to general online or library resources, and information provided by the organisation. Sometimes, resources will be developed in house and, at other times, information may be pulled from different sources and then collated.

For other forms of training, the following sources can be used:

• Training.gov.au website;
• textbook publishers; and
• state study authorities.

14. Why would it be necessary to ‘break’ down learning content? [standard 2.2]

Breaking down content is necessary when delivering vast or complex material, as learners can become confused when receiving too much information all at once (i.e., the saying ‘information overload’). A step-by-step sequence that follows a logical, manageable structure facilitates engagement, understanding and retention of knowledge.

15. What is a TAS?

A training and assessment strategy (TAS) outlines the target audience, learning objectives, delivery method, means of assessment of competency, trainer qualifications, and the stakeholders involved in the design of the program. The reason a training organisation would develop a TAS is because it brings the entire training package into a structured framework. A TAS must also be provided for every qualification a registered training organisation (RTO) offers. The rationale for a TAS includes (but is not limited to) facilitating disclosure and transparency of the learning program for the client, acting as a checklist for the trainer and assessor for all of the elements required to design a training package, ensuring the client’s needs and regulatory and

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organisational requirements have been considered and are satisfied, and providing structure to the formation and preparation of an effective learning program.6

16. Describe why it is important to document your learning program.

Documenting the learning program is important for organising and formalising the learning program, and provides evidence of all the components of designing the learning program. Documentation may be requested or required by the RTO, client/stakeholder, or your manager.

17. Explain why it is important to review a learning program before finalising it.

It is important to review a learning program to ensure that all stakeholders are satisfied with the program’s design, as the whole purpose of designing and delivering the learning program is to meet the needs of the client. Once delivery of the program has started, it may not be feasible to alter components of the program.

18. Who would you invite to review the learning program?

All stakeholders should be invited to review the learning program. These include those described in Question 1 as well as (but not limited to) the following:

• the person being trained;
• the participant’s supervisor;
• the organisation’s management; and
• the organisation’s training manager (if applicable).

19. Describe the components of a learning program that should be considered in a risk management strategy.

The following contingencies must be considered.

• Trainer absence – finding and debriefing a replacement.
• Participant absence – bring the missing learner up to speed.
• Problems with venue booking; facilities (e.g., lighting, ventilation, OHS requirements); or accessibility (e.g., parking, public transport availability, wheelchair access).
• Technology not working – including equipment used before and during the delivery of the program.

20. Bibliography


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---End-of-first-task---

**Assessment Task 2**

1. Describe the difference between accredited courses and training packages.

An accredited course is a new nationally recognised (but not endorsed) course that has been developed because there was no pre-existing training package that covered the trainer’s industry or client’s needs, which are usually in niche or general education areas.  

A training package is a set of nationally endorsed standards and qualifications used to recognise and assess the capabilities and understanding needed for effective workplace performance.

2. Give a brief overview of how training is structured in Australia. Describe the various organisations and/or government departments involved.

The training package is structured in the form of:

- qualifications;
- packaging rules, as outlined in Question 6;
- units of competency – which consist of:
  - A unit descriptor;
  - required skills and knowledge, and employability skills that the learner must acquire from the unit;
  - elements (or topics), and performance criteria for each element;
  - a range statement; and
  - an evidence guide; and
- assessment guidelines – which include general and industry-specific guiding principles.

The main organisations involved are the following:

- The Department of Education, Employment and Workplace Relations (DEEWR), which ensures a national focus on training by consulting with each state and territory;
- The Industry Skills Councils (ISCs), which develop the training packages in accordance with the Australian Qualification Framework (AQF) and in consultation with enterprises and industry;
- the National Skills Standard Council (NSSC), which endorses the programs;
- the Registered Training Organisations (RTOs), which deliver the training (as well as schools and universities); and
- the State Training Authorities (STAs) (or National VET Regulator, NVR) which form a regulatory body that is responsible for the consideration and accreditation of new training courses.

3. All training programs must be based on formal training packages. True or false? Explain.

False - as there is scope to offer accredited courses, or in-house workplace training based on internal organisational requirements (without the issue of a qualification/certificate). In saying this, formal training packages are a key resource in the delivery of structured, accredited training, and it would be highly recommended to use them.

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7 All information is based on the textbook, unless otherwise referenced.  
9 Ibid.
4. What is the purpose of employability skills?

Employability skills describe the general industry expectations for each qualification.\(^{10}\) The objective of incorporating employability skills into training packages is to then maximise the future employment suitability and opportunities of individuals who have undergone training.

Linking back to Question 2 (with outlines the organisations that were involved in the training structure in Australia), the set of employability skills now incorporated into each unit of competency were originally developed by the Australian Chamber of Commerce and Industry and the Business Council of Australia.

5. Describe what is mean by the terms:

a. qualification prerequisite

A qualification prerequisite is a specific qualification or skills the learner must have prior to commencing a particular training program.

b. qualification pathway

The qualification pathway contains the following information:

- prerequisites;
- qualifications learners can undertake upon completion of the current program in order to gain more specialised technical skills and knowledge; and
- guidance on any licensing, legislative, regulatory or certification issues that might need to be considered.

6. What is the purpose of the qualification rules in a training package?

The qualification rules prescribe the exact structure of a qualification, and specify how core and elective units must be selected to build a training package, in order to ensure consistency across the nationally recognised certificates and diplomas.\(^{11}\)

7. When putting together the units for a formal qualification, you are allowed to use whichever combination of core and elective units you wish. True or false? Explain.

False – you must follow the qualification rules when selecting core and elective units, as these will specify which units must be included (the core units) in the qualification; and where (i.e., what training package), how many and what level the elective units can be chosen from.

8. Describe why it is important to fully understand the structure and content of a unit of competency.

The units of competency prescribe the learning or training outcomes of the training package. It is important to fully understand the structure and content of a unit of competency for two overall reasons – a) the design and b) the delivery of the training program.

In terms of design, it is important to understand the content of the units so that you select the rights ones for your training program which fit the client’s needs and can deliver the results sought after (whether that be a specific skill set or a more broad-based outcome).

In terms of delivery, the structure of the unit provides guidance on the “nature of the subject, the skills and knowledge that must be included in the learning program, and how evidence of a learner’s competency is to be assessed.”\(^{12}\)

9. Explain the term ‘contextualise’.

Contextualising is matching a unit of competency or accredited module to the client’s needs by using language that they understand and is relevant to them, without undermining the integrity of the course.\(^{13}\)

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10. Describe why it is important to analyse the assessment guidelines of the training package you are using.

It is important to analyse the assessment guidelines of the training package you are using to maintain the integrity and accuracy of the assessment outcomes, so as to ensure consistency in the delivery of qualifications which are nationally recognised. The assessment guidelines outline the resources, requirements, standards and responsibilities needed by those who provide training and assessment. They also give guidance on how assessment should be conducted for people with special or individual needs.

11. Name and explain the four dimensions of competency.

The four dimensions of competency are as follows.
• **Task skills** – which involve performing a particular work activity to the requisite standard.
• **Task management skills** – which involve being able to accomplish more than one task at a time.
• **Contingency management skills** – which involve managing unexpected problems, changes, breakdowns or other situations encountered when fulfilling a work duty.
• **Job/role environment skills** – which involve managing the responsibilities and expectations of the workplace setting, such as interacting with work colleagues and clients, and complying with relevant policies and procedures.

12. When contextualising a unit of competency, you can change all the electives and performance criteria in favour of your client’s specific requirements. True or false? Explain.

False – when contextualising, it is crucial that the competency standards (i.e., the number and content of elements, and performance criteria) are not modified or undermined.

13. Bibliography


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End-of-second-task--
Name of RTO: TafeSA  
Delivery Period: September to November 2013  
Code and title of qualification: ICA10111 – Certificate I in Information, Digital Media and Technology  

<table>
<thead>
<tr>
<th>Units of competency</th>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ICAICT101A</td>
<td>Operate a personal computer</td>
</tr>
<tr>
<td></td>
<td>ICAICT102A</td>
<td>Operate word-processing applications</td>
</tr>
<tr>
<td></td>
<td>ICAICT103A</td>
<td>Use, communicate and search securely on the internet</td>
</tr>
<tr>
<td></td>
<td>ICAICT104A</td>
<td>Use digital devices</td>
</tr>
<tr>
<td></td>
<td>ICAICT105A</td>
<td>Operate spreadsheet applications</td>
</tr>
<tr>
<td></td>
<td>ICASWEB201A</td>
<td>Use social media tools for collaboration and engagement</td>
</tr>
</tbody>
</table>

This skill set is made up of 6 units as outlined above (4 core units + 2 elective units).

Clients: Residents from the surrounding areas, as follows.
- Employed people seeking to change their career path or prospects, or whose job description has changed due to technological upgrades in their workplace so that they are now required to have Information and Communications Technology (ICT) skills.
- Local residents, such as (but not limited to) mature-aged learners, who are seeking to acquire or update their computer skills for personal or professional use.
- Unemployed people seeking to enter the workforce.
- International learners.

Delivery and assessment arrangements:  
Duration: This program is delivered over a period of 12 weeks.

Organisation:  
The 6 units of competency in this qualification have been separated into 2 distinct ICT areas: ‘Practical skills’ (which contains 2 units) and ‘Computer Applications’ (which contains 4 units). The program is organised so that learners are able to operate ICT hardware (personal computers, equipment and digital devices) before learning how to use software packages and the Internet (and the relevant etiquette that goes along with this). The final elective brings together skills and knowledge acquired in the previous units to be applied in the use of social media.

The alignment between the units of competency and the training program is outlined below.

Alignment with units of competency:

<table>
<thead>
<tr>
<th>Program area</th>
<th>Units of competency</th>
<th>Expected hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical Skills</td>
<td>ICAICT101A</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>ICAICT104A</td>
<td>30</td>
</tr>
<tr>
<td>Computer Applications</td>
<td>ICAICT102A</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>ICAICT103A</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>ICAICT105A</td>
<td>30</td>
</tr>
</tbody>
</table>

14 I have defined these.  
15 The expected hours for the first five units are based on the nominal hours specified in the following source: Box Hill Institute 2009-2013, Certificate I in Information, Digital Media and Technology (webpage), viewed 6 August 2013, <http://www.bhtafe.edu.au/courses/local/Pages/IC111.aspx>.
Delivery Modes
The program will be delivered entirely off the job at the RTO’s training facilities. A combination of face-to-face trainer-led classes and practical sessions will be used, including the following:
- demonstration of skills and presentations by trainers;
- directed investigations (DIs) and scenario-based activities, in a simulated environment; and
- assignments and examinations that may have written, practical or oral components.

Evidence gathering techniques
Information and Communication Technology is, essentially, an office-based set of skills and can, therefore, be successfully assessed using methods as indicated below. The RTO will offer alternative methods of assessment to learners with special needs, subject to discussion and mutual agreement on what is required, on an individual basis.

Program area
<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical Skills</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Computer Applications</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

Key:
- A = DIs / Scenarios
- B = Written test
- C = Practical test
- D = Direct observation
- E = Oral questioning
- F = Projects

Schedule: The training program is conducted over 12 weeks (see attached timetable).

Delivery and assessment staff

<table>
<thead>
<tr>
<th>Program area</th>
<th>Staff</th>
<th>Delivery &amp; assessment</th>
<th>Competencies of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical skills</td>
<td>Sam Capurso</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Computer Applications</td>
<td>Sam Capurso</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

Assessment validation process
The processes used to validate assessment in this program are as follows.
- The program manager liaises with industry representatives, participants who have completed the course, and trainers on an annual basis, in order to ensure performance standards required by the program are consistent with business practice.
- The program manager convenes an annual meeting of an assessment panel – which comprises of members of the local business community, trainers and ICT experts – to review evidence gathering tools.
- The assessment panel will also review, discuss and recommend any changes necessary due to ICT updates (technological or software), or changes to the training package.

Infrastructure
- All staff involved in the delivery and assessment of this qualification has direct access to the current version of the ICT package, including the appropriate units of competency, assessment guidelines and qualification structure.
- All staff involved in delivering the program have access to trainer, assessor and candidate support sources, and are aware of the RTO’s IT support systems and personnel in place in the event of technological failure.
- The RTO has reviewed the equipment and facility requirements for each unit of competency in the certificate, and guarantees that it has access to the equipment and

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36 The nominal hours for this unit amount to 20 according to the following source: Victorian University 2013, Use social media tools for collaboration and engagement (webpage), viewed 8 August 2013, <http://www.vu.edu.au/units/ICAWEB201A>. 
software needed to implement the program, and that all participants have access to this technology.
- All assessors have access to hardcopy and electronic copies of the assessment tools that are used in the certificate.
- The RTO has access to staff and training/assessment resources to meet the requirements of candidates with special needs and has an assessment process that incorporates reasonable adjustment procedures.

| Pathways | Career prospects: This is an entry-level qualification, which provides foundational digital literacy skills to support a wide range of varying industry occupations.

 Further education: The pathways from this qualification include the Certificate II in Information, Digital Media and Technology (ICA20111) or a range of other qualifications. |
| --- | --- |

<table>
<thead>
<tr>
<th>Program manager’s endorsement:</th>
<th>Sam Capurso Trainee Trainer and Assessor</th>
</tr>
</thead>
</table>

| Date: | 14/08/2013 |

1. Define the purpose of the learning program.

The purpose of the learning program is for candidates to be able to use ICT to achieve work and personal development outcomes, safely and in accordance with appropriate organisational and industry protocols. By providing learners with a basic understanding of computer hardware and software, participants are also able to learn how to problem-solve and acquire additional ICT skills through their own self-directed learning (or further study) so that they can cater for their future needs.

2. Explain how you confirm your TAS with the relevant stakeholders.

I would need to consult the individuals who may be undertaking the program, groups of learners attending the same course, relevant organisations’ managers, subject matter experts, and other trainers.

I would need to confirm my TAS prior to commencing delivery. I may do this by conducting one-on-one interviews or group meetings with the various stakeholders involved. For the individuals who may undertake the program, I may produce a more user-friendly (abridged) version of the TAS or a survey in order to understand their prior knowledge, and confirm the topics and whether these suit their needs and anticipated future pathways.

3. Explain the suitability of the qualification/competency standard/s on which your program will be based.

This certificate is suitable for the learning program I have proposed because it provides a broad-based, entry-level qualification for those who are new to digital literacy, so that they can achieve their professional and personal objectives. It does so by covering the fundamentals of using a computer, producing electronic documents and using online resources, all in a logical sequence.

The qualification can be shaped to have a more ‘office’ orientation, as opposed to ‘ICT professional support’ focus, for people working in business environments. As with all qualifications, it can also be contextualised so that the standards, technology and software packages of the learner’s workplace or industry can be incorporated. The program is also able to be updated as technology is upgraded so that it remains relevant.

4. Describe your target learners and their characteristics.

The target learner group may include:
- unemployed people seeking to improve their employability skills, including using ICT to submit job applications and network with industry representatives;
- employed people who are seeking to change their career path or prospects (whether that is in the IT industry or another sector), or whose job description has changed so that they are now required to have ICT skills;
people starting up a new small business, or are updating the technology of their current business; and
individuals engaging in personal ICT use, such as but not limited to mature-aged learners.\textsuperscript{37}
For these target learners, it is expected that they may have:
• a limited level of formal education (or at least recent education);
• limited ICT skills and familiarity with computers, or skills only in aspects required in their job up until now;
• possible work experience, but limited work experience involving ICT;
• possible experience and practical skills in using other forms of technology (e.g., electronics, machinery, typewriters) but not ICT; and
• varying requirements for the depth of knowledge required – ICT might be just one component of their job, or may be integral to their job description (e.g., administrative staff).

5. What organisational policies and/or procedures will be addressed in your program?

There may be organisational policies regarding professionalism and the use of the Internet, E-mail and social media that need to be considered. For example, some sites may be blocked, or employees may face penalties for personal ICT use on the job or using ICT unprofessionally. I may need to liaise with management to access the relevant policies. Organisations also have policies relating to ergonomics and OHS when using computers.

There may be procedures which involve firm-specific technology, software applications, style guides or business protocols. For example, employees may be required to back up or log their electronic activity on a shared system, or use particular software to perform their role. I may need to examine the hardware and software of the organisation, or the way employees go about their work, to confirm how the learning program needs to be contextualised in this way.

6. Contextualise one competency standard (one element and its performance criteria only) to incorporate your organisation’s needs.

A completed contextualisation template has been attached on Page 20 for the following unit - ICAICT103A: Use, communicate and search securely on the internet – which aims to incorporate the needs of the relevant industry and potential clients into that unit.

7. Describe how you will ensure:

a. Access and equity for all participants [standard 1.5]

The same technological equipment would be provided for each participant (which ensures equity, and also access in case learners are not able to provide their own ICT devices). To ensure a ‘level playing field’ for all participants, technological aids may be provided to assist learners, such as screen magnifying or ‘narrator’ tools for vision-impaired people, in addition to providing oral questions and instructions. This is discussed further below. Another matter to consider is whether the room is accessible for those who are physically handicapped.

In order to take into account varying LLN skills, I would provide graphics (such as screen shots) in learning material and allow the use of translators (the free online versions also do a good job these days). Additional time for assessments to be submitted may also be permitted. Other information on how to ensure access and equity for all participants can be gained through consultation with the relevant learners.

b. Reasonable adjustments (one of your learner’s has poor reading skills and another has a hearing impairment) [standard 1.6]

In order to make reasonable adjustments to the program, the learning and assessment material can be provided in a number of formats: a) graphical (e.g., screen shots), b) audio (or the trainer speaking), and c) text. Format a) could assist both learners in the question. Format b), in addition to direct observation of competence and oral questioning, could accommodate the first learner. Format c), in addition to other aids

\textsuperscript{37} This is especially relevant in the current technological environment, in which an increasing number of procedures can be completed online or by using a computer, and it is easier and more cost-efficient to do so.
8. Explain the resources you will use in the program and their sources [standard 3.4]e.

Resources used in the program will include personal computers and associated equipment (e.g., keyboards, printers and digital devices), relevant software packages, access to the Internet, appropriate and relevant data to enter into word processing and spreadsheet applications, and documents outlining organisational policies and procedures. The technological and software resources will be provided by the RTO, while the data described above will be provided by the program manager or organisation, and the organisational documents can be requested from the relevant organisation or industry (or examples can be used instead).

Other types of learning resources are outlined as follows. Subject to copyright, there are a number of texts and manuals that can be used that are equipped with information and questions that could be used for assessment. There are also online resources that can also be used (there are some good, free available ones available. I would likely pull and condense the relevant components from these various sources to build fact sheets and assessment tools (which would be provided in both hardcopy and electronic form). There may also be other resources that have already been developed by state study authorities (this could be for the program manager to research!)

9. What assessment methods will you use to determine learner competency? [standard 5.1]

Again, I will provide a general overview of the types of assessment methods I could use to determine learner competency, which may include the following.

- **Directed investigation** – by direct investigations, I mean assessing whether the learner can complete a sequence of routine tasks following clear directions. This would involve assessing processes that must be followed exactly (such as saving a document or setting up a printer, as opposed to something with a bit more scope like formatting a word-processing document), and then either observing whether each step was performed to the appropriate standard or assessing the final outcome.

- **Analysis of responses to scenarios** – such as in providing a business outcome that needs to be delivered, or a problem that needs to be managed, and assessing how the participant uses ICT to come to an appropriate solution.

- **Written assignments/tests** – such as in assessing whether the learner can identify physical (or software) components of ICT or professionalism issues (e.g., in the use of social media), and assessing written correspondence (e.g., E-mail). Oral questioning may also be used.

- **Practical assignments/tests** – similar to directed investigations, but would require the learner to perform a task without being stepped through the actual stages of the procedure/process involved (e.g., designing a word-processing document).

- **Projects** – a simple project may be appropriate for ICAICT103A (e.g., involving researching and presenting information), or ICAWEB201a (creating a social media profile).

One consideration that needs to be made is the size of the learner group. For example, if there are a large number of participants, direct observation might not be practicable, and practical tests might be more appropriate. Other considerations include those described in Question 6.

10. How will you manage risk?

This is an important matter to consider, as a lot of the training delivered will rely on the ability for the trainer and learners to use technology, and hence I would need to consider how to manage the risk of technological backfire. This may include having the number of the ICT help desk of the RTO on hand, and hard-copy versions of learning resources to ‘stall’ until the problem is fixed. If one or more participants have technological problems, it may be a matter of asking them to share equipment. I would also need to organise more than one means of transferring electronic copies of resources to computers (both the trainer’s and the learners’), such as by USB or E-mail, in case one method fails.

In addition, I would need to be adequately prepared for the event that the trainer is absent by organising a person who could be available to replace them, and having comprehensive training and assessment resources
ready for them to use, ahead of time. I would also need to make sure candidate attendance is recorded so that, if a learner is absent, they can be contacted afterwards to arrange a catch-up session or materials.

In order to minimise the possibility that the venue hasn’t been booked properly, I would confirm that the location is available closer to the date the training would be held. If the venue is unexpectedly unavailable, I would try to find another room, but it may be difficult to find one that is equipped with the relevant technology needed to deliver the training program on short notice. I would need to make sure that access and OHS issues relating to the venue are considered prior to booking it. If unexpected or unavoidable problems arise, I would have the number of the maintenance personnel on hand, and would be ready to contact the participants with alternative instructions to manage these.

TAS 2 [standards 2.6, 3.2]

<table>
<thead>
<tr>
<th>Name of RTO</th>
<th>TafeSA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delivery Period</td>
<td>November 2013 to April 2014</td>
</tr>
<tr>
<td>Code and title of qualification</td>
<td>BSB20112 – Certificate II in Business</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Units of competency</th>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>BSBWHS201A</td>
<td>Contribute to health and safety of others</td>
</tr>
<tr>
<td></td>
<td>BSBIND201A</td>
<td>Work effectively in a business environment</td>
</tr>
<tr>
<td></td>
<td>BSBCM201A</td>
<td>Communicate in the workplace</td>
</tr>
<tr>
<td></td>
<td>BSBITU201A</td>
<td>Produce simple word processed documents</td>
</tr>
<tr>
<td></td>
<td>BSBITU203A</td>
<td>Communicate electronically</td>
</tr>
<tr>
<td></td>
<td>BSBUS201A</td>
<td>Participate in environmentally sustainable work practices</td>
</tr>
<tr>
<td></td>
<td>BSBWOR202A</td>
<td>Organise and complete daily work activities</td>
</tr>
<tr>
<td></td>
<td>BSBWOR203B</td>
<td>Work effectively with others</td>
</tr>
<tr>
<td></td>
<td>BSBWOR204A</td>
<td>Use business technology</td>
</tr>
<tr>
<td></td>
<td>ICAWEB201A</td>
<td>Use social media tools for collaboration and engagement</td>
</tr>
<tr>
<td></td>
<td>BSBITU202A</td>
<td>Create and use spreadsheets</td>
</tr>
<tr>
<td></td>
<td>BSBITU302A</td>
<td>Create electronic presentations</td>
</tr>
</tbody>
</table>

This skill set is made up of 12 units as outlined above (1 core units + 11 elective units).

<table>
<thead>
<tr>
<th>Clients</th>
</tr>
</thead>
<tbody>
<tr>
<td>Residents from the surrounding areas, as follows.</td>
</tr>
<tr>
<td>• School or tertiary students, especially (but not limited to) those seeking to gain work experience or graduate positions. It is expected that this group may have some basic technical knowledge, and know how to operate a computer and its applications through personal use but not in a professional environment.</td>
</tr>
<tr>
<td>• Individuals seeking to change the industry in which they work, individuals entering the workforce, and unemployed people who wish to improve their employability skills.</td>
</tr>
<tr>
<td>• This certificate, or units from it, may also be adapted to develop a workplace induction program for recent recruits or trainees.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Delivery and assessment arrangements</th>
<th>Duration: This program is delivered over a period of 6 months.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Organisation: The 12 units of competency in this qualification have been separated into 2 distinct business</td>
</tr>
</tbody>
</table>
areas: ‘Business Environment’, which contains 6 units and is split into two modules of 4 units and 2 units respectively – ‘Workplace effectiveness’ and ‘Working in a team’; and ‘Computer Skills’, which contains 6 units and is split into two modules of 3 units each – ‘ICT use in the workplace’ and ‘Using the Office Suite’.

The program is organised so that participants are provided with knowledge and skills on how to operate in a business workplace individually and as part of a team, before acquiring the technical skills and professional etiquette associated with using ICT in the workplace.

The alignment between the units of competency and the training program appears below.

Alignment with units of competency:

<table>
<thead>
<tr>
<th>Program area</th>
<th>Units of competency</th>
<th>Expected hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Business Environment</td>
<td>Workplace effectiveness</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BSBWHS201A (core)</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>BSBIND201A</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>BSBWOR202A</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>BSBUSUS201A</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Working in a team</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BSBCCMM201A</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>BSBWOR203B</td>
<td>15</td>
</tr>
<tr>
<td>2. Computer Skills</td>
<td>ICT use in the workplace</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BSBWOR204A</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>BSBITU203A</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>ICAWEB201A</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Using the Office Suite</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BSBITU201A</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>BSBITU202A</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>BSBITU302A</td>
<td>20</td>
</tr>
</tbody>
</table>

Delivery and assessment arrangements continues

Delivery Modes

The program is delivered entirely off the job at the RTO’s training facilities. A combination of face-to-face trainer-led theory classes and practical sessions involving individual and group activities will be used, including:

• demonstration of skills and presentations by trainers;
• directed investigations (DIs), scenario-based and role-playing activities, and projects and presentations; and
• assignments and examinations that may have written, practical and oral components.

Evidence gathering techniques

Business services studies is, essentially, an office-based set of skills and can, therefore, be successfully assessed using methods as indicated below. The RTO will offer alternative methods of assessment to learners with special needs, subject to discussion and mutual agreement on what is required, on an individual basis.

<table>
<thead>
<tr>
<th>Program area</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workplace effectiveness</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Working in a team</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ICT use in the workplace</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Office Suite</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

Key: A = Scenarios  B = Written test  C = Practical test

18 The expected hours are based on the nominal hours specified in the following source: Victorian University 2013, Units (webpage), viewed 8 August 2013, <http://www.vu.edu.au/units/ICAWEB201A>.
Name: Sam Capurso  
Student ID: 000932590

<table>
<thead>
<tr>
<th>D = Direct observation</th>
<th>E = Oral questioning</th>
<th>F = Presentation / project</th>
</tr>
</thead>
</table>

Schedule: The training program is conducted over six months (see attached timetable).

<table>
<thead>
<tr>
<th>Delivery and assessment staff</th>
<th>Program area</th>
<th>Staff</th>
<th>Delivery &amp; assessment</th>
<th>Competencies of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Technical</td>
</tr>
<tr>
<td>Workplace effectiveness</td>
<td>Sam Capurso</td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Working in a team</td>
<td>Sam Capurso</td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>ICT in the workplace</td>
<td>Sam Capurso</td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Using the Office Suite</td>
<td>Sam Capurso</td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

Assessment validation process

The processes used to validate assessment in this program are as follows.

- The program manager liaises with schools, industry representatives, participants who have completed the course, and trainers on an annual basis in order to ensure performance standards required by the program are consistent with business practice.
- The program manager convenes an annual meeting of an assessment panel – which comprises of members of the local business community, recruiters and trainers – to review evidence gathering tools.
- The assessment panel will also review, discuss and recommend any changes necessary due to changes in the training package or updates in technology.

Infrastructure

- All staff involved in the delivery and assessment of this qualification have direct access to the current version of the Business Services Training package, including the appropriate units of competency, assessment guidelines and qualifications structure.
- All staff involved in delivering the program have access to trainer, assessor and candidate support resources, and are aware of the RTO’s IT support systems and personnel in place in case of technological failure.
- The RTO has reviewed the equipment and facility requirements for each unit of competency in the certificate and guarantees that it has access to the equipment and software needed to implement the program. All participants must also have access to this technology.
- All assessors have access to hardcopy and electronic copies of the assessment tools that are used in the certificate.
- The RTO has access to staff and training/assessment resources to meet the requirements of candidates with special needs and has an assessment process that incorporates reasonable adjustment procedures.

Pathways

Career prospects: On completion of this course, the learner could pursue employment opportunities as an administration assistant, clerical worker, data entry operator, information desk clerk, office junior or receptionist. However, the learning program has been designed to also cater for other individuals aiming for more technical positions in an office environment for the first time.

Further education: On successful completion of this course, learners may consider further studies at a higher tertiary level. They can move on to the Certificate III in Business and, thereafter, the Certificate IV in Business or a range of other qualifications.

Program manager’s endorsement: Sam Capurso  
Trainee Trainer and Assessor

Date: 14/08/2013
1. Define the purpose of the learning program.

The overall objective of the learning program is for candidates to learn how to perform office tasks (both business and administrative). It aims to enable candidates to transition basic skills they may have previously acquired in life to those that are now directly applicable to working in a business.

The Business Environment program area is intended for candidates to learn (or review) how to adopt effective workplace practices, act professionally and proactively in fulfilling both individual and team responsibilities in the workplace, and contribute effectively to organisational goals. It delivers training for those who are new to the industry (i.e., working in an office environment) or indeed the workforce.

The objective of the Computer Skills program areas has a personal development focus, and is intended for those who may be familiar with information technology from personal or limited prior use, but seek to gain an understanding of how to use it professionally (i.e., in an office/workplace environment), and the relevant protocols that go along with that.

2. Explain how you confirm your TAS with the relevant stakeholders.

The following has been taken from the response to my TAS for the Certificate I in Information, Digital Media and Technology (above).

I would need to consult the individuals who may be undertaking the program, groups of learners attending the same course, relevant organisations’ managers, subject matter experts, and other trainers.

I would need to confirm my TAS prior to commencing delivery. I may do this by conducting one-on-one interviews or group meetings with the various stakeholders involved. For the individuals who may undertake the program, I may produce a more user-friendly (abridged) version of the TAS or a survey to understand their prior knowledge, and confirm the topics and whether these suit the learners’ needs and anticipated future pathways.

3. Explain the suitability of the qualification/competency standard/s on which your program will be based.

This certificate is suitable for the learning program as it provides a broad-based qualification in business and office technology for those who may have some prior business/technical knowledge or skills, and basic ICT capabilities but may still require some supervision when working. As with all qualifications, the learning program can also be contextualised to link with the standards, policies and technology of the relevant organisation/industry, and can be updated to reflect recent OHS and other regulatory changes.

4. Describe your target learners and their characteristics.

The target learner group may include:

- school or higher education graduates, who have a limited knowledge of the business world;
- individuals who wish to change their career path, entrants to the workforce / new recruits, or people who are unemployed and wish to improve their career prospects; and
- learners from other countries who wish to study in the Australian VET system.

For these target learners, it is expected that they may have:

- some level of formal education (or non-office work experience), but limited business exposure; and
- familiarity with some but not all aspects of ICT.

5. What organisational policies and/or procedures will be addressed in your program?

Policies and procedures addressed in this learning program include (but are not limited to) the following:

- OHS and risk management and reporting, and ergonomic practices;

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19 In areas such as but not limited to communication, organisation and policy compliance, which have been developed at school or in working in another industry.
wants and expectations of workers, employer/employee rights and responsibilities, and team structures;
• organisational goals and values;
• ethical, confidentiality and quality assurance standards;
• Internet usage;
• performance management and feedback;
• procedures associated with firm-specific technology, applications, style guides and business protocols.

6. Contextualise one competency standard (one element and its performance criteria only) to incorporate your organisation’s needs.

A completed contextualisation template has been attached for the following unit on Page 22 - BSBITU202A: Create and use spreadsheets - in order to incorporate the needs of the relevant industry and potential clients.

7. Describe how you will ensure:

The following has been taken from the response to my TAS for the Certificate I in Information, Digital Media and Technology (above).

a. Access and equity for all participants

The same technological equipment would be provided for each participant (which ensures equity, and also access in case learners are not able to provide their own ICT devices). To ensure a ‘level playing field’ for all participants, technological aids may be provided to assist learners, such as screen magnifying tools or ‘narrator’ tools for vision-impaired people, in addition to oral questioning and instructions. This is discussed further below. Another matter to consider is whether the room is accessible for those who are physically handicapped.

In order to take into account varying LLN skills, I would provide graphics (such as screen shots) in learning material and allow the use of translators (the free online versions also do a good job these days). To accommodate different ICT skill levels, I may enlist more competent learners to assist those who are not as capable in learning (not assessment!) activities. Additional time for assessments to be submitted may also be permitted. Other information on how to ensure access and equity for all participants can be gained through consultation with the relevant learners.

b. Reasonable adjustments (one of your learner’s has poor reading skills and another has a hearing impairment)

In order to make reasonable adjustments to the program, the learning and assessment material can be provided in a number of formats: a) graphical (e.g., screen shots), b) audio (or the trainer speaking), and c) text. Format a) could assist both learners in the question. Format b), in addition to direct observation of competence and oral questioning, could accommodate the first learner. Format c), in addition to other aids (such as transcripts to audio resources, audio loops for people with hearing aids, and sign language interpreters), could accommodate the second learner.

8. Explain the resources you will use in the program and their sources [standard 3.4].

The program will require: office equipment and business technology (including computers, software packages and access to the Internet); examples of organisational policies, plans and manuals; and copies of relevant legislation or regulations. The sources of these resources will be the RTO or relevant organisation. Other resources may include factsheets, online instructional tools, document templates/prototypes, and workplace scenarios. These may be compiled from components from textbooks, the Internet, and organisational and VET resources, and will be delivered in a simulated work environment.

9. What assessment methods will you use to determine learner competency? [standard 5.1]

I will provide a general overview of the types of assessment methods I could use to determine learner competency, which may include the following.

• **Analysis of responses to scenarios** – such as in the management of OHS and environmental hazards, and using ICT to deliver a business outcome or solve a problem.
• **Direct observation and oral questioning** – such as of workplace behaviour and presentation, and compliance with regulation / organisational policy.

• **Role playing** – such as in problem-solving with other team members, listening and oral communication skills, and dealing with conflict.

• **Written assignments/tests** – such as in assessing the completion of documentation and written correspondence, and identifying physical (or software) components of ICT or online professionalism issues (e.g., in the use of social media).

• **Practical assignments/tests and directed investigations** – in the use of ICT and business technology.

• **Projects and presentations** – a project may be appropriate for ICAWEB201a (creating a social media profile), and a simple presentation for BSBITU302A.

10. How will you manage risk?

*The following has been adapted from the response to my TAS for the Certificate I in Information, Digital Media and Technology (above).*

I would need to be adequately prepared for the event that the trainer is absent by organising a person who could be available to replace the trainer, and having comprehensive training and assessment resources ready for them to use, ahead of time. I would need to make sure candidate attendance is recorded so that, if a learner is absent, they can be contacted afterwards to arrange a catch-up session or materials.

In order to minimise the possibility that the venue is unavailable, I would confirm that the location has been booked properly closer to the date the training would be held. If the venue is unexpectedly unavailable, I would try to find another room, but this may be difficult. I would need to make sure that access and OHS issues relating to the venue are considered prior to booking it. If unexpected or unavoidable problems arise, I would have the number of the maintenance personnel on hand, and would be ready to contact the participants with alternative instructions to manage these.

The Computer Skills program area will rely on the ability for the trainer and the learners to use technology, and hence I would need to consider how to manage the risk of technological backfire. This may include having the number of the ICT help desk of the RTO on hand, and hard-copy versions of learning resources to ‘stall’ until the problem is fixed. If one or more participants have technological problems, it may be a matter of asking them to share equipment. I would also need to organise more than one means of transferring electronic copies of resources to computers (both the trainer’s and the learners’), such as by USB and E-mail, in case one method fails.

----------------------------------------------------------------------------------------------------------------------------------End-of-TAS-2--
# Contextualisation template for TAS 1

**Unit code and title:** ICAICT103A – Use, communicate and search securely on the internet

**Descriptor:** This unit describes the performance outcomes, skills and knowledge required to connect to the internet, securely send and receive emails, search the internet using web browser and interact securely and in a socially responsible manner with a range of different internet sites.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
<th>Contextualisation</th>
</tr>
</thead>
</table>
| 2. Use email for communications | 2.1. Open email application package, create new email message and add addressees. | • Open the E-mail application, whether it is accessed through a web browser or email client.  
• Create a new email message, and give it an appropriate title.  
• Add addressees from the email package's contact list, and by entering their email addresses.  
• Use the carbon copy (CC) and blind carbon copy (BCC) toolbars to add multiple addresses to the email message where required.  
• Identify the date and time at which an email was received. |
| | 2.2. Compose the text of an email message according to organisational guidelines and spell check and edit text as required. | • Write an email message, making sure organisational guidelines are followed. Check the spelling and formatting of the email before sending it.  
• **Also:** Use a professional tone in composing email messages intended for business audiences (no emoticons, non-business shorthand, or caps-lock). |
<p>| | 2.3. Create and add an automatic signature for the user. | • <strong>Also:</strong> When creating automatic signature, include: sign-off, name, position/title and organisation (if employed), and contact phone number and email address (if appropriate). |
| | 2.4. Attach files to the email message where required. | • <strong>Also:</strong> Respond appropriately to error messages when the attachment file size exceeds the capacity of the email application. |
| | 2.5. Determine and set a priority and send the email message. |  |
| | 2.6. Reply to and forward a received message using available features. | • <strong>Also:</strong> Reply to the sender only, and not all who were sent the email message, when appropriate. |
| | 2.7. Open and save an attachment to the relevant folder. |  |</p>
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
<th>Contextualisation</th>
</tr>
</thead>
</table>
| 2.8. Search for, sort and save email messages using available settings. | • **Also:**  
  • Use a search to locate email messages using terms involving the name of the sender and key words in the email message, if the relevant settings are available.  
  • Use available settings to highlight email messages as read/unread and important/urgent.  
  • Delete and permanently delete email messages.  
  • Create and delete appropriately named email folders, and file email messages in them. Also, move email messages across folders.  
  • Save email messages as drafts, and retrieve or discard them where appropriate.  
  • Save addressees and senders into the email package’s contact list. |  |
| 2.9. Adjust email accounts to restrict and quarantine possible *email security* problems. | • Apply settings to block or divert email messages with possible email security problems.  
  • **Also:** Identify email messages with email security problems (i.e., which may have bypassed the filter), and delete them. |  |
| 2.10. Print an email message as required. |  |  |

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Contextualisation template for TAS 2

Unit code and title: BSBITU202A – Create and use spreadsheets.

Descriptor: This unit describes the performance outcomes, skills and knowledge required to correctly create and use spreadsheets and charts through the use of spreadsheet software. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
<th>Contextualisation</th>
</tr>
</thead>
</table>
| 1. Create simple spreadsheets                                                   | 2.1. Ensure data is entered, checked and amended in accordance with organisational and task requirements, to maintain consistency of design and layout. | • The learner will need to perform basic data cleansing, without altering the integrity of the original data.  
• The learner must also be able to enter numbers such that the data is recognised as text by the spreadsheet application. |
|         | 2.2. Format spreadsheet using software functions to adjust page and cell layout to meet information requirements, in accordance with organisational style and presentation requirements. | • The learner will also need to demonstrate competency in the following.  
- Format data as currency and dates, and increase/decrease the number of decimal places of numerical data.  
- Cut or copy and then paste the values of data only (i.e., not the formulae).  
- Use relevant function to clear all formatting of data.  
- Hide and re-show rows and columns.  
- Auto-size rows and columns to show entire cell contents.  
- Use the auto-fill function to copy data and formula into a specified range of cells.  
- Sort and filter text and numerical data.  
- Navigate and rename ‘tabs’ or spreadsheets of workbook. |
|         | 2.3. Ensure formulae are used and tested to confirm output meets task requirements, in consultation with appropriate personnel as required. | • Formulae also include: median, standard deviation, and count and countif functions.  
• The learner will also need to demonstrate competency in the following.  
- Use correct denominator to calculate percentages appropriate to context of task.  
- Use formula to generate a list of random numbers.  
- Use alternative formulae, functions, or tables/charts to confirm results. |
<p>|         | 2.4. Use manuals, user documentation and online help to overcome problems with spreadsheet design and production. | • The learner will be required to: use manuals, user documentation (including the help tool in the software package) and online help (whether this is authored by the software manufacturer or other legitimate sources) to overcome the following problems in relation to spreadsheet design and production: |</p>
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
<th>Contextualisation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>- correcting formulae when error messages occur;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- correcting formulae when results are incorrect; and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- investigating functions, formulae and tools that can be used to achieve desired outcomes.</td>
</tr>
</tbody>
</table>

---End-of-Contextualisation-for-TAS-2--
### Assessment guidelines template for TAS 1 [standard 2.3]

The responses to the following questions have all been made in refer to the Assessment Guidelines of the ICA11 Information and Communications Technology Training Package. Please note: most of the Assessment Guidelines for this Training Package were general in nature, rather than industry-specific.

<table>
<thead>
<tr>
<th>Assessment guidelines content</th>
<th>ICA11 Information and Communication Technology Training Package</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What are the benchmarks for assessment?</strong></td>
<td>The endorsed units of competency in this Training Package.</td>
</tr>
</tbody>
</table>
| **What is the role of the training/assessment organisation?** | As per the assessment requirements of the AQTF 2010 Essential Standards for Registration, the RTO must do the following.  
  - Provide quality training and assessment across all its operations.  
  - Ensure each person involving in training and assessment is competent for the functions they perform.  
  - Ensure assessments (including RPL) meet the requirements of the Training Package.  
  - Have strategies for training and assessment that meet the requirements of the Training Package and are developed in consultation with industry stakeholders.  
  - Recognise the ACQ qualifications and Statements of Attainment issued by any other RTO.  
  - Adhere to the principles of access and equity, and maximise outcomes for its clients.  
  - Ensure training and assessment provided on behalf of the RTO is monitored to ensure that it is in accordance with all aspects of the AQTF 2010.  
  - Manage records to ensure their accuracy and integrity. |
| **What are the assessment pathways?** | The assessment pathways include:  
  - formal or informal education and training;  
  - experiences in the workplace;  
  - general life experience; and/or  
  - any combination of the above.  
Learning and assessment pathways to suit Australian Apprenticeships have a mix of formal structured training and structured work experience with formative assessment activities through which candidates can acquire and demonstrate skills and knowledge from relevant units of competency. |
| **How should the assessment process be conducted?** | Simulated work environment  
The information technology industry involves the use of technologies and processes which have a potentially high impact on customers and a high cost of failure. Therefore, in many units of competency for the ICA11 Training Package, assessment often cannot be undertaken in normal operating environments and can only be undertaken using simulations.  
The simulation must given the candidate the opportunity to meet three critical criteria: quality, productivity and safety. The simulated working |
<table>
<thead>
<tr>
<th>Assessment guidelines content</th>
<th>ICA11 Information and Communication Technology Training Package</th>
</tr>
</thead>
<tbody>
<tr>
<td>conditions should reflect those found in the workplace and include facilities, equipment and materials used in the workplace for the activities assessed. They should also include relationships, constraints and pressures met in the workplace.</td>
<td></td>
</tr>
<tr>
<td><strong>Regional and remote areas AND schools</strong></td>
<td></td>
</tr>
<tr>
<td>There are also guidelines for how the assessment process for the ICA11 Training Package should be conducted in regional and remote areas, and schools.</td>
<td></td>
</tr>
<tr>
<td>For training and assessment in regional and remote areas, this includes (but is not limited to) establishing partnerships between RTOs to establish classes on a regional rather than local basis, delivering units by distance mode, and forming partnerships between industry and RTOs to share resources and personnel.</td>
<td></td>
</tr>
<tr>
<td>For training and assessment at schools, this includes (but is not limited to) providing industry-current equipment, facilities and training resources so that students acquire a realistic view of the realities and conditions within the workplace.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What are the required qualifications and experience for assessors in this industry?</th>
<th>The AQTF specifies mandatory competency requirements for assessors, as specified in Element 1.4 of the AQTF Essential Standards for Registration.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.4. Training and assessment are conducted by trainers and assessors who:</td>
<td></td>
</tr>
<tr>
<td>a) have the necessary training and assessment competencies as determined by the National Quality Council or its successors</td>
<td></td>
</tr>
<tr>
<td>b) have the relevant vocational competencies at least to the level being delivered or assessed</td>
<td></td>
</tr>
<tr>
<td>c) can demonstrate current industry skills directly relevant to the training/assessment being undertaken, and</td>
<td></td>
</tr>
<tr>
<td>d) continue to develop their vocational education and training (VET) knowledge and skills as well as their industry currency and trainer/assessor competence.</td>
<td></td>
</tr>
<tr>
<td>There are two units of competency requiring licensing, which are elective units imported from the ICT10 Integrated Telecommunication Training Package into the Certificate IV in Information Technology Support. There are also requirements for assessors of these units.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What is the role of other workplace personnel in assessment?</th>
<th>N/A.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are the main guidelines for designing assessment resources?</td>
<td>There is a section named Describing Assessment Tools, which provides a generic overview on the use and development of assessment tools.</td>
</tr>
<tr>
<td>What are the guidelines for conducting assessments?</td>
<td>There is a section named Conducting Assessment, which provides a generic overview on mandatory assessment requirements, and access and equity in assessment. There are also guidelines on assessment of employability skills</td>
</tr>
</tbody>
</table>
### Assessment guidelines content

<table>
<thead>
<tr>
<th><strong>ICA11 Information and Communication Technology Training Package</strong></th>
<th><strong>and reasonable adjustment (outlined below).</strong></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>What are the guidelines for reasonable adjustment?</strong></th>
<th><strong>A list is provided of some of the practical things that can be done as part of providing reasonable adjustment to learners with specific support needs to enable them to undertake training and assessment. There are industry contextualisation sections relating to training and assessment for people with specific needs, and assessment for Indigenous organisations.</strong></th>
</tr>
</thead>
</table>

| **What is the industry policy on recognition?** | **I assume this means the industry policy on recognition of prior learning. Assessment must meet the mandatory assessment requirements from Standard 1 from the AQTF 2010 Essential Standards for Initial and Continuing Registration, which are as follows.**  
1.5. Assessment, including Recognition of Prior Learning (RPL):  
a. meets the requirements of the relevant Training Package or accredited course  
b. is conducted in accordance with the principles of assessment and the rules of evidence  
c. meets workplace and, where relevant, regulatory requirements  
d. is systematically validated. |
|---------------------------------------------------------------|--------------------------------------------------|

<table>
<thead>
<tr>
<th><strong>What are the industry sources of information on assessment?</strong></th>
<th><strong>Non industry-specific sources of information on assessment are providing in the Assessment Guidelines of the ICA11 Training Package.</strong></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Are there other sources of assessment information given?</strong></th>
<th><strong>There is a list of generic resources for assessment; assessment tool design and conducting assessment; assessor training; assessment system design and management; and support for employment, training and assessment of people with specific needs.</strong></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Are there any other important features in your assessment guidelines as they relate to assessment of this Training Package?</strong></th>
<th><strong>N/A.</strong></th>
</tr>
</thead>
</table>

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---End-of-Assessment-Guidelines-for-TAS-1--
Assessment guidelines template for TAS 2 [standard 2.3]

The responses to the following questions have all been made in refer to the Assessment Guidelines of the BSB07 Business Services Training Package. Please note: most of the Assessment Guidelines for this Training Package were general in nature, rather than industry-specific.

<table>
<thead>
<tr>
<th>Assessment guidelines content</th>
<th>BSB07 Business Services Training Package</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are the benchmarks for assessment?</td>
<td>The endorsed units of competency in this Training Package.</td>
</tr>
</tbody>
</table>
| What is the role of the training/assessment organisation? | As per the assessment requirements of the AQTF Essential Standards for Registration, the RTO must do the following.  
- Provide quality training and assessment across all its operations.  
- Ensure each person involving in training and assessment is competent for the functions they perform.  
- Ensure assessments (including RPL) meet the requirements of the Training Package.  
- Have strategies for training and assessment that meet the requirements of the Training Package and are developed in consultation with industry stakeholders.  
- Recognise the ACQ qualifications and Statements of Attainment issued by any other RTO.  
- Adhere to the principles of access and equity, and maximise outcomes for its clients.  
- Ensure training and assessment provided on behalf of the RTO is monitored to ensure that it is in accordance with all aspects of the AQTF 2010.  
- Manage records to ensure their accuracy and integrity. |
| What are the assessment pathways? | The assessment pathways include:  
- formal or informal education and training;  
- experiences in the workplace;  
- general life experience; and/or  
- any combination of the above.  

The BSB07 Training Package does not mandate particular pathways for Australian Apprenticeships. Qualifications can be achieved by a variety of pathways and delivery methods – either on-the-job or through a combination of on- and off-the-job training and recognition processes. With the exception of Certificate I (the main objective of which is to facilitate VET in schools), all other qualifications can be achieved through a contract of training including Australian Apprenticeships. Certificate II, III, IV and Diploma level qualifications are particularly suited for delivery as Australian Apprenticeship pathways. |
| How should the assessment process be conducted? | There is no industry-specific assessment process, but assessment must be conducted according to AQTF guidelines. As with the ICA11 Training Package, structured learning and assessment programs could be: group-based, work-based, project-based, self-paced, action learning-based, conducted by |
Assessment guidelines content | **BSB07 Business Services Training Package**
--- | ---
distance or e-learning, and/or involve practice and experience in the workplace. Employability skills are both explicit and embedded within the units of competency of the **BSB07 Training Package**.

Assessment within a **simulated environment** may also be required if:
- suitable employment and/or work experience is not always available;
- some workplaces or work situations do not use or allow the application of the competency required;
- conducting assessment within the workplace may be unacceptable in being disruptive to work requirements of the business; and
- it is sometimes appropriate to practice skills in live settings prior to the acquisition of competency, particularly in potentially dangerous situations or where valuable equipment may be at risk.

In order to be valid and reliable, the simulation must closely represent what actually occurs in the workplace, and should seek to replicate an actual work setting. Questions that the assessor should ask themselves when planning to conduct assessment within a simulated environment are outlined in the **Assessment Guidelines** of the **Training Package**.

There are also guidelines on **VET delivery in schools** (in the appendices to Assessment Guidelines).

| What are the required qualifications and experience for assessors in this industry? | • In addition to the Assessor Competencies enumerated in Element 1.4. of the AQTF 2007 **Essential Standards of Registration**, the requirements and responsibilities of assessors assessing qualifications and units of competency in the **BSB07 Training Package**, include the following:
- vocational competency requirements – assessors must hold formal recognition of competence in each unit in which they are conducting assessment or have the relevant vocational competencies at least to the level being delivered;
- responsibilities of assessors – including faithful adherence to the content and intent of the **Training Package** in the assessment process; and
- maintain currency in assessment practice – which includes maintaining professional knowledge about the industry sector, including technologies and workplace practices (the Assessment Guidelines outlines how this can be achieved).
- Because of the potentially sensitive nature of some of the cultural information covered in the Certificate IV in Business (Governance) and the Diploma of Business (Governance), particular care should be taken when choosing an appropriate qualified and suitable person to deliver and undertake assessment in these qualifications.

| What is the role of other workplace personnel in assessment? | N/A

| What are the main | There is a section named Describing Assessment Tools, which provides a
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<td>guidelines for designing assessment resources?</td>
<td>generic overview on the use and development of assessment tools.</td>
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</table>

**What are the guidelines for conducting assessments?**

There is a section named Conducting Assessment, which provides a generic overview on mandatory assessment requirements, and access and equity in assessment. There are also guidelines on assessment of employability skills and reasonable adjustment (outlined below).

**What are the guidelines for reasonable adjustment?**

The Training package states that it is important that education providers take meaningful, transparent and reasonable steps to consult, consider and implement reasonable adjustments for students with a disability. The Appendices to the Assessment Guidelines of the Training Package outline practical things that can done as part of providing reasonable adjustments to learners with specific support needs to enable them to undertake training and assessment, in addition to sections relating to training and assessment for people with specific needs and assessment for Indigenous organisations.

**What is the industry policy on recognition?**

I assume this means the industry policy on recognition of prior learning. Assessment must meet the mandatory assessment requirements from Standard 1 from the AQTF 2010 Essential Standards for Initial and Continuing Registration, which are as follows.

1.5. Assessment, including Recognition of Prior Learning (RPL):

a. meets the requirements of the relevant Training Package or accredited course
b. is conducted in accordance with the principles of assessment and the rules of evidence
c. meets workplace and, where relevant, regulatory requirements
d. is systematically validated.

**What are the industry sources of information on assessment?**

Non industry-specific sources of information on assessment are providing in the Assessment Guidelines of the BSB07 Training Package.

**Are there other sources of assessment information given?**

There is a list of generic resources for assessment; assessment tool design and conducting assessment; assessor training; assessment system design and management; and support for employment, training and assessment of people with specific needs.

**Are there any other important features in your assessment guidelines as they relate to assessment of this Training Package?**

The developers of this Training Package, and DEEWR, consider that no licensing or registration requirements apply to registered training organisations (RTOs), assessors or candidates with respect to this Training Package.