

CERTIFICATE II in BUSINESS

BSB20115

CALOUNDRA SHS

TAS version: **26/10/2018**

Delivery period: 2019-2019

QCAA template as at October 2015

Section 1 Program overview

1.1 National requirements

School name	CALOUNDRA SHS		
RTO ID	30058		
QCAA no.	198		
Qualification code	BSB20115		
Qualification title	CERTIFICATE II IN BUSINESS		
Relevant standards	1.1–1.7, 1.8(a), 1.9–1.19, 1.26, 2.2, 5, 8.4		
Training package code	BSB		
Current release date	As per TGA		
Training package title	BUSINESS SERVICES TRAINING PACKAGE		
National register	https://training.gov.au/Training/Details/BSB20115		
Companion volume	https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10		
Qualification status	Current	<p>Note Standards 1.26b and 1.26a (extracts below).</p> <p>1.26 b) Where an AQF qualification is no longer current and has not been superseded, all [students'] training and assessment is completed and the relevant AQF certification documentation issued within a period of two years from the date the AQF qualification was removed or deleted from the National Register.</p> <p>1.26 a) Where a [qualification] on [the RTO's] scope of registration is superseded, all [students'] training and assessment is completed and the relevant AQF certification documentation is issued or [students] are transferred into its replacement, within a period of one year from the date the replacement [qualification] was released on the National Register.</p>	
Superseded, deleted, or no longer current date	Choose change of status date		
Latest date for student completion and AQF certification (Complete only if qualification status ≠ current)	Not applicable		
TAS development date	October 30, 2018	TAS expiry date	December 2019
Date of latest industry engagement	15 November, 2017	Date of validation	5/12/2018
Delivering and assessing information			
Developed for (Select one only)	Individual student/s <input type="checkbox"/>	If yes, name/s of student/s	
	OR Class cohort <input checked="" type="checkbox"/>	If yes, current number of students enrolled	11
Total number of assessment tools for this qualification	15	Delivery period Start End	29/01/2019 25/11/2019

1.2 Qualification		
Requirement	Packaging rules	Confirmed by RTOM
Qualification description and job roles	This qualification reflects the role of individuals in a variety of junior administrative positions who perform a range of mainly routine tasks using limited practical skills and fundamental operational knowledge in a defined context. Individuals in these roles generally work under direct supervision.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Packaging rules	Total number of units = 12 1 Core unit plus 11 elective units	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Elective unit rules	7 elective units must be selected from the elective units listed below 4 elective units may be selected from the elective units listed below, or any currently endorsed Training package or accredited qualification level	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Information on elective choices and mandatory requirements	Elective units must be relevant to the work environment and the qualification, maintain the integrity of the AQF alignment and contribute to a valid industry-supported vocational outcome.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

1.3 Delivery and assessment		
Requirement	Pre-enrolment information	Confirmed by RTOM
Entry requirements	There are no formal qualification entry requirements. Entry requirements for this program include the student's agreement and ability to undertake the following: <ul style="list-style-type: none"> • Demonstrate evidence of language, literacy and numeracy skills at the requisite ACSF level. • Attend and participate in scheduled training and assessment. • Participate in workplace tasks to employer expectations. • Be able to work in an industry environment and handle industry standard equipment. • Comply with the RTO code of conduct requirements, directions on work, and health and safety matters. 	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
	N/A	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
	www.caloundrashes..eq.edu.au/Curriculum/Seniorsecondary/Year10Curriculum Handbook	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Mode of delivery (Adjust as appropriate)	The mode of delivery includes any combination of the following: <ul style="list-style-type: none"> • face to face in a simulated workplace environment for required performance and knowledge evidence • work experience in commercial work site — third party report • online for some components of training for knowledge evidence • in a classroom ('off the job') for some components of training for knowledge evidence 	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

1.3 Delivery and assessment			
Requirement	Pre-enrolment information		Confirmed by RTOM
Delivery location (Adjust as appropriate)	The delivery location is the principle place of business of the RTO. <i>Caloundra State High School</i>	<i>If work experience is mandatory and travel to another location is required, this information must be included in Section 4.</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Program duration (Adjust as appropriate)	Total program duration is 1 year of delivery and assessment. <i>This includes four lessons of 70 minute duration for a total of 37 weeks. During this time there is expected to be a considerable amount of work expected of students in study and preparation time.</i>	<i>School RTOs may only deliver to students enrolled in a Queensland school in Years 10–12.</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Amount of learning	The ‘amount of learning’ identifies the notional duration of all activities required for the achievement of the learning outcomes of this program. The nominal volume of learning for this program is <input type="checkbox"/> 1 year This includes: <input type="checkbox"/> 220 hours of scheduled training and assessment activity <ul style="list-style-type: none"> • one-on-one instruction as required • personal study time, either off the job or at home • additional language, literacy and numeracy training while enrolled and undertaking full-time school-based studies • online learning activities Total amount of learning: 220 hours		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Learning resources (Std 1.3)	There are sufficient learning resources, equipment and facilities to: <ul style="list-style-type: none"> • enable students to meet the requirements for each unit of competency • support the number of students undertaking the training and assessment. 		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

1.3 Delivery and assessment		Confirmed
Requirement	Pre-enrolment information	by RTOM
Assessment resources (Adjust as appropriate)	<p>Assessments will be formative and conducted on the job, where skills, knowledge and understanding may be demonstrated in the simulated workplace environment.</p> <p>Projects/tasks and work evidence will be progressively gathered by the assessor for units of competency until sufficient valid evidence is gathered to make assessment decisions on competency. Submission of written work is based on the requirements of the units of competency. Evidence of skills and knowledge will be gathered simultaneously.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Evidence-gathering conditions	<ul style="list-style-type: none"> • Will be progressively gathered for groups of units simultaneously. • Methods will confirm consistency of performance over time and in a range of workplace-relevant contexts, rather than a single assessment event. • Will be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, training journals and reviews of work products/folios and third party reports. • Will be done under the specific assessment conditions required by the units. 	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Work placement arrangements for students	<i>Not applicable</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
	<i>Not applicable.</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Third party arrangements (Adjust as appropriate)	<p>No services are delivered on behalf of the RTO.</p> <p><i>‘Third party’ means any party that provides services on behalf of the RTO, but does not include a contract of employment between an RTO and its employee.</i></p> <p><i>The RTO ensures that where services are provided on its behalf by a third party the provision of those services is the subject of a written agreement.</i></p> <p><i>The RTO must disclose to the student the name and contact details of any third party that will provide training and/or assessment, and related educational and support services to the student on the RTO’s behalf.</i></p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Educational and support services	<p>Learners in this cohort are school students.</p> <p>The RTO will schedule supervised training and assessment sessions based on the timetable. Students may negotiate support in addition to scheduled hours, to develop the required skills and knowledge.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
	<p>https://caloundrashes.eq.edu.au/Curriculum/VocationalEducation/Pages/VocationalEducation.aspx</p> <p>VET Student Handbook</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Early termination of program	<p>In the event that the RTO loses suitably qualified trainers and assessors and is unable to deliver this program:</p> <ul style="list-style-type: none"> • students will be issued with a statement of attainment for any successfully completed units of competency • any fees paid toward the program will be refunded on a pro rata basis. 	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

1.3 Delivery and assessment		
Requirement	Pre-enrolment information	Confirmed by RTOM
	https://caloundrashes.eq.edu.au/Curriculum/VocationalEducation/Pages/VocationalEducation.aspx VET Student Handbook	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Transition	<p>This qualification's status on TGA is current at the time of this strategy's expected start date.</p> <p>If this qualification is superseded with a new version before the end of the expected duration of the program then:</p> <ul style="list-style-type: none"> • if practical, students will complete training and assessment and receive any appropriate certificates in the old qualification within 12 months of the release of the new version • if this is not practical, students will transition to the new qualification within 12 months and complete their training and assessment in the new version within the expected duration of the program. Credit will be arranged for units completed and deemed as equivalent. 	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

1.4 Certification			
Requirement	Description	Confirmed by RTOM	
Certificates and Statements of Attainment	<p>If a student is assessed as meeting the requirements of the qualification, and all agreed fees the student owes to the RTO have been paid, then within 30 calendar days of all conditions being met:</p> <ul style="list-style-type: none"> an AQF certificate and record of results will be issued if the qualification in which the learner is enrolled is complete a statement of attainment will be issued if the qualification in which the learner is enrolled is partially complete 	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Credit arrangements	<p>Transitioning from an old version to a new version of a training product</p> <p>If the national register (training.gov.au) deems a superseded unit of competency to be equivalent to its new replacement, students may claim credit for a successfully completed superseded unit.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
	<p>If a student already holds a unit of competency</p> <p>If a student has a statement of attainment for a unit of competency and it has the same code as a unit of competency making up this program, the student may make a claim for a credit transfer.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Recognition of prior learning (RPL) arrangements	<p>Students may request recognition of prior learning (RPL) assessment.</p> <p>Students are advised of the opportunity to apply for RPL and, if requested, will be provided with an RPL document allowing them to provide verifiable details of prior learning. The evidence will be assessed for currency and against requirements of the units of competency, and an amended program strategy will be prepared, taking into account the student's prior learning.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
	<p>https://caloundrashes.eq.edu.au/Curriculum/VocationalEducation/Pages/VocationalEducation.aspx</p> <p>VET Student Handbook</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Reissuing of Certificates and Statements of Attainment	<p>The RTO maintains an auditable-quality register of all AQF qualifications (including statements of attainment) issued and authorised to issue. The register contains sufficient information to identify correctly the holder of the qualification, the AQF qualification by its full title, and date of issue/award/conferral.</p>	<p><i>The Standards require compliance with the AQF Register and Issuance policies. All RTOs will:</i></p> <ul style="list-style-type: none"> Maintain an auditable-quality register of AQF qualifications issued (including Statements of Attainment). containing sufficient information to identify correctly <ul style="list-style-type: none"> the holder of the qualification the AQF qualification by its full title date of issue/award/conferral. have a policy that permits replacement of certification documentation. be responsible for authentication and verification of any replacement certification documentation. <p>http://www.aqf.edu.au/resources/aqf/</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
	<p>The RTO has a policy that permits the replacement of certification documentation, and maintains responsibility for authentication and verification of any replacement certification documentation.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Unique Student	<p>The school RTO will not issue a AQF certificate, record of results or statement of attainment to a student without having a verified USI for that individual.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

1.4 Certification		
Identifier (USI)	A student may access their training records and results (transcript) by accessing their USI account online from a computer, tablet or smart phone. For more information, see: http://usi.gov.au/Students/pages/default.aspx	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

1.5 Reporting		
Requirement	Description	Confirmed by RTOM
Recording results (Adjust the first three points as appropriate)	<ul style="list-style-type: none"> Evidence-gathering instruments are used as evidence of a student's progress toward competency. The interim outcome descriptors of 'Satisfactory' or 'Unsatisfactory' will be used on students' projects and evidence documents. Students may continue to submit evidence until they exit the program. Assessor may determine final outcomes for units of competency at any time, but only after sufficient valid evidence has been gathered and assessed and any pre-requisite units have been successfully completed. RTO management will record final outcomes (usually using the descriptors Competent, Not Competent, Credit Transfer or Withdrawn) in Student Data Capture System (SDCS). All final outcomes must be entered into SDCS before the end of the last term of the VET program or immediately after a student exits the program. RTO management reports student enrolment data to QCAA within the first term of the student's commencement of the VET program. 	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Student profiles (Adjust the first two points as appropriate)	<ul style="list-style-type: none"> Student profiles are updated by the assessor and are accessible to students on request. Assessors update the profile to confirm an individual student's submission of evidence and record interim and final outcomes. RTO management uses final outcomes recorded in student profiles to update SDCS. 	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Projects and evidence-gathering instruments	<ul style="list-style-type: none"> All assessment activities, including projects and evidence-gathering tools, are identified by a code and listed in this document. A mapping document provides evidence of how assessment activities, projects and evidence-gathering tools meet the requirements for each unit of competency. 	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Section 2 Core and elective components

List the units that are going to be delivered and assessed as part of this strategy.

Relevant standards: 1.1, 1.2, 1.4, 1.7, 1.8(a), 1.12, 3.5, Schedule 5

Note: A prerequisite unit may be delivered through an integrated approach with the secondary unit; it does not have to be fully completed before starting the secondary unit. However, to satisfy formal requirements, the prerequisite unit must be signed off prior to the secondary unit

Core and elective units being offered	Unit type	Pre-requisite unit required?
BSBWHS201 Contribute to Health & Safety of self and Others	Core Unit	<input type="checkbox"/>
BSBCMM201 Communicate in the Workplace	Listed Elective	<input type="checkbox"/>
BSBSUS201 Participate in Environmentally sustainable Work Practices	Listed Elective	<input type="checkbox"/>
BSBITU302 Create Electronic Presentations	Imported Elective	<input type="checkbox"/>
BSBITU202 Create and Use Spreadsheets	Listed Elective	<input type="checkbox"/>
BSBWOR202 Organise and Complete Daily Work Activities	Listed Elective	<input type="checkbox"/>
BSBWOR203 Work Effectively with Others	Listed Elective	<input type="checkbox"/>
BSBITU203 Communicate Electronically	Listed Elective	<input type="checkbox"/>
BSBITU201 Produce simple Word Processed Documents	Listed Elective	<input type="checkbox"/>
BSBIND201 Work Effectively in a Business Environment	Listed Elective	<input type="checkbox"/>
BSBITU101 Operate a personal computer	Imported Elective	<input type="checkbox"/>
BSBINM201 Process and maintain workplace information	Listed Elective	<input type="checkbox"/>

Optional units and flexibility	<i>If there are options regarding choice of electives explain these here. Include comments on flexibility and fairness considerations for the cohort and/or individuals. For example, if there are more units listed here than required by the packaging rules, explain here the options available to students and any RPL or credit transfer options.</i>
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Section 3 Program details

Learning and assessment are usually integrated, with assessment evidence being collected and feedback provided to the student throughout the learning and assessment process. Holistic training and assessment brings together a number of units of competency – relevant to the industry sector, workplace and job role – into a ‘cluster’ (group) that reflects actual workplace practices. Any units that relate to a job function can be combined, and assessment tools designed to gather evidence in an efficient and effective assessment process. Industry sees this realistic approach as essential for both delivery and assessment.

Developing assessment tools

Read through the units of competency making up the qualification to understand all their requirements.

Develop and document a series of assessment activities that reflect the various activities of a competent person in this industry. In the document describe the activities and include clear instructions to the trainer, assessor and student. A casual reader of the activity document should easily identify what has to be done, when, where and to what standard. Summarise these assessment activities in Section 3.

Develop a set of evidence-gathering tools for each assessment activity. Include instructions to the assessor and student on how they are to be used. All assessment techniques basically fall into the following categories: direct observations of student activity, questions (written, online or direct verbal), reviews of things students produce (project work, folios, artefacts, online materials, services). In addition there may be third party written reports. List these assessment tools aligned with the unit/s they will be assessing in Section 3. You will summarise them in Section 8.

Develop a mapping or benchmarking tool to establish validity. It will show the relationship between the requirements of the unit/s of competency and the activities and evidence gathered. Identify the mapping tool in Section 8.

Samples from the list of assessment tools will be used during the systematic validation.

Relevant standards: 1.1, 1.2, 1.3(c), 1.8, 2.1, 2.2, 5.2

MODULE 1					
BSBCMM201 COMMUNICATION IN THE WORKPLACE					
Estimated duration	4 weeks	Unit/s for which evidence will be gathered <i>Mapping tool aligns evidence to performance and knowledge requirements, see Section 8.</i>	Evidence-gathering techniques used (More than one technique must be ticked for each unit or cluster of units.)		Evidence-gathering tool code
Description (summary)	<p>BSBCMM201: This unit describes the performance outcomes, skills and knowledge required to communicate in the workplace. It includes gathering, conveying and receiving information together with completing routine written correspondence.</p>	<p>The range of evidence demonstrated the student ability to meet the following Critical Evidence requirements of the unit:</p> <ul style="list-style-type: none"> Using communication methods appropriate to the audience Producing clear, concise and correct written communication Providing prompt responses to requests for information Knowledge of relevant legislation <p>The following employability skills are integrated in this unit:</p> <ul style="list-style-type: none"> - Communication - Problem solving - Initiative and enterprise - Planning and organising - Technology 	Role Play	<input checked="" type="checkbox"/>	<i>RP</i>
			Activities	<input checked="" type="checkbox"/>	<i>ACT</i>
			Case Studies	<input checked="" type="checkbox"/>	<i>CST</i>
			Observations and Portfolio	<input checked="" type="checkbox"/>	<i>OBS/PORT</i>

MODULE 2/3 BSBWHS201 Contribute to Health and Safety of Self and Others; BSBITU302 Create Electronic Presentations					
Estimated duration	8 weeks	Unit/s for which evidence will be gathered <i>Mapping tool aligns evidence to performance and knowledge requirements, see Section 8.</i>	Evidence-gathering techniques used (More than one technique must be ticked for each unit or cluster of units)		Evidence-gathering tool code
Description <i>(summary)</i>	<p>Students demonstrate skills and knowledge required to</p> <ul style="list-style-type: none"> Work in a manner that is healthy and safe in relation to self and others and to respond to emergency incidents. It covers following work health and safety (WHS) and emergency procedures and instructions implementing WHS requirements and participating in WHS consultative processes Required to design and produce electronic presentations for speakers, for self-access and online access 	<ul style="list-style-type: none"> BSBWHS201 Contribute to health and safety of self and others BSBITU302 Create electronic presentations 	Quiz	<input checked="" type="checkbox"/>	QZ
			Observation	<input checked="" type="checkbox"/>	OBS
			Activity – Interactive quiz	<input checked="" type="checkbox"/>	ACT
			Short Answer Questions	<input checked="" type="checkbox"/>	SAQ
			Case Studies	<input checked="" type="checkbox"/>	CS
			Assignment 1 and 2	<input checked="" type="checkbox"/>	ASS1 & ASS2

MODULE 4	BSBITU202A Create and use Spreadsheets				
Estimated duration	3 weeks	Unit/s for which evidence will be gathered <i>Mapping tool aligns evidence to performance and knowledge requirements see Section 8.</i>	Evidence-gathering techniques used (More than one technique must be ticked for each unit or cluster of units)		Evidence-gathering tool code
Description <i>(summary)</i>	BSBITU202A Create and use spreadsheets This unit describes the performance outcomes, skills and knowledge required to correctly create and use spreadsheets and charts through the use of spreadsheet software.	A holistic approach is taken to the assessment of BSBITU202A. There is a combination of theory questions and practical activities. The following employability skills are incorporated in this unit: Communication, problem solving, and technology. Critical aspects of evidence: <ul style="list-style-type: none"> • Designing a minimum of two spreadsheets • Using cell-based formulae • Creating charts using relevant data • Knowledge of purpose and range of use of spreadsheet functions 	Observations	<input checked="" type="checkbox"/>	OBS
			Short answer questions	<input checked="" type="checkbox"/>	SAQ
			Portfolio	<input checked="" type="checkbox"/>	PORT
			Assignment	<input checked="" type="checkbox"/>	ASS
MODULE 5/6/7	BSBIND201 (Work Effectively in a Business Environment); BSBWOR202 (Organise and Complete Daily Work Activities); BSBWOR203 (Work Effectively with Others)				
Estimated duration	8 weeks	Unit/s for which evidence will be gathered <i>Mapping tool aligns evidence to performance and knowledge requirements, see Section 8.</i>	Evidence-gathering techniques used (More than one technique must be ticked for each unit or cluster of units)		Evidence-gathering tool code
Description <i>(summary)</i>	Students demonstrate skills and knowledge required to <ul style="list-style-type: none"> • Work effectively in a business environment. It includes identifying and working to organisational standards, managing workload, and working as part of a team • Seek feedback for performance improvement and use current technology appropriate to the task 	<ul style="list-style-type: none"> • BSBIND201 Work Effectively in a Business Environment • BSBWOR202 Organise and complete daily work activities • BSBWOR203 Work Effectively with others 	Short Answer Questions	<input checked="" type="checkbox"/>	SAQ
			Activity Sheet 1	<input checked="" type="checkbox"/>	AS1
			Activity Sheet 2	<input checked="" type="checkbox"/>	AS2
			Case Studies	<input checked="" type="checkbox"/>	CS
			Assignment	<input checked="" type="checkbox"/>	ASS

	<ul style="list-style-type: none"> Working cooperatively with others and deal effectively with issues, problems and conflict 				
MODULE 8 Operate a Computer					
Estimated duration	2 weeks	Unit/s for which evidence will be gathered <i>Mapping tool aligns evidence to performance and knowledge requirements, see Section 8.</i>	Evidence-gathering techniques used (More than one technique must be ticked for each unit or cluster of units)		Evidence-gathering tool code
Description (summary)	Students demonstrates the skills and knowledge required to start up and use a range of basic functions on a personal computer or business computer terminal.	<ul style="list-style-type: none"> BSBITU101 Operate a Personal Computer 	Observation	<input checked="" type="checkbox"/>	OBS
			Short Answer Questions	<input checked="" type="checkbox"/>	SAQ
			Interactive Quizzes	<input checked="" type="checkbox"/>	IQ
			Activity Sheet	<input checked="" type="checkbox"/>	AS
			Portfolio	<input checked="" type="checkbox"/>	Port
MODULE 9 BSBITU201 Produce Simple Business Documents					
Estimated duration	8 weeks	Unit/s for which evidence will be gathered <i>Mapping tool aligns evidence to performance and knowledge requirements, see Section 8.</i>	Evidence-gathering techniques used (More than one technique must be ticked for each unit or cluster of units)		Evidence-gathering tool code
Description (summary)	Students demonstrate the skills and knowledge required to correctly operate work	<ul style="list-style-type: none"> BSBITU201 Produce Simple Business Documents 	Simulation	<input checked="" type="checkbox"/>	SIM
			Activity Sheet	<input checked="" type="checkbox"/>	ACT

	processing applications in the production of workplace documents		Portofilio	<input checked="" type="checkbox"/>	<i>Port</i>
MODULE 10	BSBITU203 Communicate electronically				
Estimated duration	6 weeks	Unit/s for which evidence will be gathered <i>Mapping tool aligns evidence to performance and knowledge requirements, see Section 8.</i>	Evidence-gathering techniques used (More than one technique must be ticked for each unit or cluster of units)		Evidence-gathering tool code
Description <i>(summary)</i>	Students demonstrates the skills and knowledge required to send, receive and manage electronic mail (email), as well as collaborate online using chate rooms, intranets and instance messaging	BSBITU203 Communicate electronically	Simulation	<input checked="" type="checkbox"/>	<i>Sim</i>
			Activity Sheet	<input checked="" type="checkbox"/>	AS
			Portfolio	<input checked="" type="checkbox"/>	<i>Port</i>

MODULE 11 BSBSUS201 Participate in Environmentally Sustainable Work Practices					
Estimated duration	4 weeks	Unit/s for which evidence will be gathered <i>Mapping tool aligns evidence to performance and knowledge requirements, see Section 8.</i>	Evidence-gathering techniques used (More than one technique must be ticked for each unit or cluster of units)		Evidence-gathering tool code
Description <i>(summary)</i>	Students demonstrate the skills and knowledge required to effectively measure current resource use and carry out improvements, including reducing the negative environmental impact of work practices	<ul style="list-style-type: none"> BSBSUS201 Participate in Environmentally Sustainable Work Practices 	Short Answer Questions	<input checked="" type="checkbox"/>	SAQ
			Activity Sheet	<input checked="" type="checkbox"/>	AS
			Assignment	<input checked="" type="checkbox"/>	ASS
MODULE 12 BSBINM201 Process Workplace Information					
Estimated duration	6 weeks	Unit/s for which evidence will be gathered <i>Mapping tool aligns evidence to performance and knowledge requirements, see Section 8.</i>	Evidence-gathering techniques used (More than one technique must be ticked for each unit or cluster of units)		Evidence-gathering tool code
Description <i>(summary)</i>	Students demonstrate the skills and knowledge required to collect, process and store, and maintain workplace information and systems. It also includes the maintenance of filing and record systems.	BSBINM201 Process Workplace Information	Observations and Quiz	<input checked="" type="checkbox"/>	Obs/Qz
			Activity Sheet and Case Study	<input checked="" type="checkbox"/>	AS/CAS
			Assignment	<input checked="" type="checkbox"/>	Ass

Section 4 Work experience

The student handbook, subject selection books and other advertising material should state whether the RTO requires students to undertake work experience. Under the legislation, a work experience arrangement must be in writing, and must be made before the student starts a work experience placement (*Education (Work Experience) Act 1996*, effective as of November 2014).

If work experience forms part of the course, are the following conditions met?

- Is there a written agreement between the work experience provider and the RTO?
- Will the work experience provider offer realistic workplace experience relevant to this program?
- Has the work experience provider agreed to complete written third party reports for each student?

Relevant standards: 1.1, 1.5, 1.6(a), 1.8, 2.1, 5.2, 8.5

On what basis is work experience provided?		Not provided (Go to Section 5.)	<input checked="" type="checkbox"/>
VET program/course requirement	<input type="checkbox"/>	Student wants work experience	<input type="checkbox"/>
RTO requirement	<input type="checkbox"/>	Optional	<input type="checkbox"/>

Business, company, or industry providing work experience opportunities for students			
Details of arrangements			
File location	Enter the pathway/s for the drive/folder location of the electronic copies of the work experience arrangements.		
Business name			
Contact name		Written agreement	<input type="checkbox"/>
Position		Realistic workplace experience	<input type="checkbox"/>
Phone/Mobile		Third party report	<input type="checkbox"/>
Email			
Business name			
Contact name		Written agreement	<input type="checkbox"/>
Position		Realistic workplace experience	<input type="checkbox"/>
Phone/Mobile		Third party report	<input type="checkbox"/>
Email			
Business name			
Contact name		Written agreement	<input type="checkbox"/>
Position		Realistic workplace experience	<input type="checkbox"/>
Phone/Mobile		Third party report	<input type="checkbox"/>
Email			

Section 5 Trainers and assessors

Summarise the verifiable information from the staff profiles of your trainers and assessors. They must have equivalent vocational competency, relevant current industry skills, current knowledge and skills in vocational teaching and learning, and hold the required training and assessment qualification. The RTO must hold verifiable evidence that each of its trainers and assessors meet the requirements. At the end of Section 5, detail how any supervision arrangements are implemented and systematically monitored.

Relevant standards: 1.3(a), 1.6(b), 1.13, 1.14, 1.17–1.20 & Schedule 1

Trainers and assessors						
<i>The RTO is required to have 'evidence to demonstrate that each trainer and assessor has the necessary [TAE] training and assessment competencies and the relevant vocational [industry] competency for each VET ... unit of competency that they deliver and assess' — F2013L00160 Data provisions Requirements 2012 legislative instrument, part 3, DPR 5 under 5.1 (m).</i>		Individual delivers under supervision *	Holds TAE40110	Trainer/Assessor currency held	Equivalent vocational competencies held for each unit	Relevant industry currency held
Unit of competency code and title	Trainers/Assessors names					
BSBCMM201 Communicate in the Workplace	Jan McLean	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
BSBWHS201 Contribute to Health & Safety of self and Others	/Jan McLean	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
BSBSUS201 Participate in Environmentally sustainable Work Practices	Jan McLean	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
BSBITU302 Create Electronic Presentations	Jan McLean	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
BSBITU202 Create and Use Spreadsheets	Jan McLean	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
BSBWOR202 Organise and Complete Daily Work Activities	Jan McLean	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
BSBWOR203 Work Effectively with Others	Jan McLean	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
BSBWOR204 Use Business Technology	Jan McLean	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Trainers and assessors

The RTO is required to have 'evidence to demonstrate that each trainer and assessor has the necessary [TAE] training and assessment competencies and the relevant vocational [industry] competency for each VET ... unit of competency that they deliver and assess' — F2013L00160 Data provisions Requirements 2012 legislative instrument, part 3, DPR 5 under 5.1 (m).

Unit of competency code and title	Trainers/Assessors names	Individual delivers under supervision *	Holds TAE40110	Trainer/Assessor currency held	Equivalent vocational competencies held for each unit	Relevant industry currency held
BSBITU201 Produce simple Word Processed Documents		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Jan McLean	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
BSBITS303A Design and Produce Text Documents	Jan McLean	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
BSBINM201 Process and Maintain Workplace Information	Jan McLean	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
BSBITU101 Operate a Personal Computer	Jan McLean	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Level of supervision and monitoring arrangements

* Must be completed if 'Individual delivers under supervision' has been selected

For all cases where an individual (with vocational competency and industry currency) is training under supervision, describe the level of supervision and how assessment outcomes are determined. Name the trainer accountable for monitoring and assessment. This person must also hold competency, currency and formal trainer qualifications.

Only an individual with vocational competency and industry currency is permitted to deliver training under the supervision of a person who also holds competency, currency and formal trainer qualifications.

Section 6 Physical resources and environment

Detail the provision of and access to specific resources to meet the delivery and assessment requirements of the units of competency and training package.

Relevant standards: 1.1, 1.3(c), 1.4, 1.6(a), 1.7, 1.8, 2.1, 2.2

Resources	
Essential operating conditions as specified in the range statements for each unit of competency are present for this program	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Competency is to be assessed in the workplace or a simulated environment that accurately reflects performance in a real workplace setting	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
File location of resource inventory	G:\Coredata\Curriculum\Humanities-Senior School\Subject specific\Certificate II in Business
<p>Details and explanation of program-specific resources required by the units of competency or training package to successfully complete the program</p> <p>Range conditions or other specifically named resources or conditions for training and assessment</p> <p>Learning resources to enable learners to meet the requirements for each unit of competency</p> <p>Assessment conditions resources identified by the units of competency</p>	<p>Record of available resources for this course:</p> <p>School resources</p> <ul style="list-style-type: none"> • All staff have access to the units of competency, assessment guidelines and qualification packaging rules • The school has access to staff to assist students with learning needs • Simulated ergonomic business environment eg model office, use of library reception area • Organisational policies and procedures manuals • Style guides • 45 networked computers running Windows, Office 10, and internet access • Business equipment including <ul style="list-style-type: none"> ○ Desktop computers or laptops ○ Microsoft Office – Word, Excel, Access & Powerpoint ○ Internet access ○ Photocopiers ○ Stapling/binding machine ○ Guillotine ○ Printers ○ Digital cameras with video capabilities ○ 2 scanners ○ Data projectors ○ Filing equipment ○ Fax machine ○ Ergonomic furniture ○ Barefoot Accounting Workbooks
	<p>Training resources</p> <ul style="list-style-type: none"> • http://toolboxes.flexiblelearning.net.au/preview/index.htm • http://industry.flexiblelearning.net.au/ • http://trainingsupport.skills.vic.gov.au/default.cfm • http://www.det.wa.edu.au/curriculumsupport/vetis/detcms/portal

Other resources

Note: These are links to real website resources.

- QSA VET information: <http://www.qsa.qld.edu.au/576.html>
- QSA AQTF Training and Assessment: <http://www.qsa.qld.edu.au/14793.html>
- QSA Vocational Training Areas: <http://www.qsa.qld.edu.au/10460.html>
- QSA AQTF Client Services: <http://www.qsa.qld.edu.au/14812.html>
- EQ Education policy and procedures register (replacing the DOEM): <http://education.qld.gov.au/strategic/eppr/>
- HLS-PR-012: Curriculum Activity Risk Management Modules: <http://education.qld.gov.au/strategic/eppr/health/hlspr012/index1.html>
- EQ Reporting Student Achievements for Year 10 VET students: <http://training.qld.gov.au/training-organisations/ctm/transition-guides/index.html>
- Queensland Transition and Mapping Guides (VET): http://www.trainandemploy.qld.gov.au/partners/training_packages_and_courses/training_materials/mapguides/index.html

Section 7 Industry engagement

Record engagement with industry, and outcomes that have contributed to the development of this strategy. Keep verifiable evidence such as emails, telephone conversations, personal visits or online engagement. Check the glossary in the *Standards for Registered Training Organisations (RTOs) 2015* for further industry engagement options. More than one industry representative should be engaged. The table below provides instructions for the industry representative and RTO.

Relevant standards: 1.5, 1.6, 1.8, 1.13(b),(c), 1.17(c), 2.1, 4.1(j)

Industry engagement 1			
Industry representative's details			
Business name	NATIONAL MASONRY		
Contact name	Amanda Ahern	Position	Administration Officer
Email	aa@nationalmasonry.com.au	Phone/Mobile	0409616971
Date of engagement	15/11/2017	File location of engagement records	G:\Coredata\Common\Information for Staff\Vocational Education\2019\Business\Record of Industry Engagement
Industry representative	Industry representative's comments and recommendations		Actioned by RTO?
Training and assessment practices are relevant	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<i>Resources used are applicable to this level of certification</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Projects, tasks and activities are relevant to industry	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<i>Thoroughly and professionally prepared</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Trainers and assessors have relevant and current industry skills	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<i>Two Staff Profiles have been witnessed – Jan McLean and Vikki Shuttleworth</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Resources are sufficient and at industry standard	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<i>It would appear that the resources available match the requirements of the Modules.</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
RTO implementation of industry recommendations			
Summary of actions taken to implement recommendations	<i>No actions were required as all assessment met Industry standards.</i>		
Name of person approving recommendations	<i>Jan McLean</i>	Date recommendations finalised	15/11/2017

Industry engagement 2

Industry representative's details			
Business name	ARUSHA ARABICA COFFEE		
Contact name	HEATHER BAUMGARTNER	Position	OWNER/MANAGER
Email		Phone/Mobile	0412293371
Date of engagement	15/11/2017	File location of engagement records	
Industry representative	Industry representative's comments and recommendations		Actioned by RTO?
Training and assessment practices are relevant	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	No comments made	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Projects, tasks and activities are relevant to industry	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<i>Base entry requirements have been met</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Trainers and assessors have relevant and current industry skills	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<i>Profiles of two staff members were checked.</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Resources are sufficient and at industry standard	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<i>Relevant to the modules chosen.</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
RTO implementation of industry recommendations			
Summary of actions taken to implement recommendations	<i>No comments made</i>		
Name of person approving recommendations	<i>Jan McLean</i>	Date recommendations finalised	15/11/2017

RTO implementation of industry recommendations			
Summary of actions taken to implement recommendations	N/A		
Name of person approving recommendations	Jan McLean	Date recommendations finalised	30/10/2018

Section 8 Register of assessment tools

List all the assessment tools currently used for this qualification. The codes and names used here should match those used in Section 3. Validators will make a random selection of assessment tools from this list to validate the qualification.

Assessment tools are made up of components. These can include the mapping tool (benchmarking all the other components against the requirements of the units of competency), the project/activity task document (instructions and description of the assessment activity), the evidence-gathering tools (observation, questioning, product and folio checklists, third party reports, safety induction checklists) and the student profile document (record of the student's progress and participation).

Type	Code	Description of assessment tools	Validated
Mapping		<i>The mapping tool connects all the assessment tools to the performance criteria, performance and knowledge evidence and assessment requirements of the units of competency making up the qualification.</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Student profile		<i>The profile connects the student work to the project, assessment tool and requirements of the units of competency.</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
File location	STAFF - G:\Coredata\Curriculum/Humanities – Sensor School/Subject Specific/Certificate II in Business. STUDENTS – T:\Common\Faculties/Certificate II in Business		

REGISTER OF ASSESSMENT TOOLS

Module 1	BSBCMM201	<i>Communication in the Workplace</i>	
Observations	OBS	Student's communication skills are observed in class discussions, specifically with regards to: active listening; respect; courtesy; sensitivity; and feedback	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Activity Sheet	ACT	These activities look at types of communication, barriers to communication, seeking assistance, writing instructions	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Portfolio	Port	There are a range of activities which require the student to access workplace information; complete workplace forms; take messages; prepare business letters and memo	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Case Studies	CST	There are a range of Case studies which consider communication with customers; culturally appropriate communication; verbal and nonverbal language; workplace etiquette; confidence and trust; and barriers to effective communication.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Role Play	RP	Requires students to understand job roles; communicate with colleagues; use appropriate language; use positive communication skills;	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Module 2/3	BSBWHS201 BSBITU302	<i>Contribute to health and safety of self and others</i> <i>Create electronic presentations</i>	
Quiz	QZ	There are 30 questions students have to complete including; multiple choice; multiple selection; fill in blanks and true/false on a range of WHS issues including: PCBU and worker responsibilities; Legislation; Hazards; duty holders; Safety signs and following safe work procedures	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Observations	OBS	Students are observed ergonomically setting up their workstation, safely using a computer; checking equipment before use; participating in emergency evacuation drills; conserving resources; communicating ;submitting work as per timelines; storing files; shutting down applications	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Short Answer Questions	SAQ	Students prepare a PPT to respond to short answer questions covering – <ul style="list-style-type: none"> • Their college/workplace WHS procedures • Communication skills for effective presentations 	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Case Studies	CST	Students complete 3 case studies: <ul style="list-style-type: none"> • Completion of Hazard and incident forms and answer questions regarding a workplace incident where staff has been injured. 	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Assignment 1 & 2	ASS1/2	Students work in a team to undertake a WHS inspection reporting on 2 hazards and consider risk and control options for each hazard; Student present findings. Students are required to prepare a PPT for induction of new staff including: WHS legislation, workplace risks and hazards and procedures to deal with emergency incidents.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

MODULE 4	BSBITU202A	Create and Use Spreadsheets	
Assignment	ASS	Students independently create Spreadsheets following specific instructions	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Observation	OBS	Students are observed ergonomically setting up their workstation, safely using a computer; checking equipment before use; participating in emergency evacuation drills; conserving resources; communicating ;submitting work as per timelines; storing files; shutting down applications	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
PORTFOLIO	PORT	Students independently create Spreadsheets following specific instructions regarding charting, formulas etc	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
SHORT ANSWER	SHORT	Students answer questions with regard to the creation of Spreadsheets.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
MODULE 5/6/7	BBSIND201/ BSBWOR202/ BSBWOR203	Work Effectively in a Business Environment Organise and Complete Daily Work Activities Work Effectively with Others	
Observation	OBS	Students are observed working in their team environment in a positive and supportive manner; using appropriate communication principles and seeking assistance, using technology, completing tasks	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Short Answer Questions	SAQ	Legislation; employer and employee rights and responsibilities; WHS and duty of care; workplace documents dealing with distractions, understanding work role; conflict resolution, communication differences, managing time and relationship between organisational and individual goals	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Activity 1	ACT	Tasks/goals; balance work and personal priorities; barriers; time management; determine own work/life balance issues and strategies to improve work/life balance	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Activity 2	ACT	Range of questions – organisational policies and procedures; rights and responsibilities; schedules; case studies; priorities; legislation; workplace documents	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Case Studies	CST	8 Case Studies considering; priorities; feedback; organisational values and team work; working with diversity; linguistic and cultural communication; balancing priorities; dealing with conflict; and areas for improvement	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Assignment	ASS	Students work in a team to produce a set outcome, this includes a short summary of their ability to work in a team and contribute to positive supportive outcome.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
MODULE 8	BSBITU101	Operate a Personal Computer	
Observations	OBS	Students will be observed in a simulated business environment demonstrating skills in the following areas: Ergonomics Computer Usage Seeking Assistance	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Short Answer Questions	SAQ	Students will answer a range of short answer questions covering: ergonomics; dealing with problems; WHS and organisational procedures, filing naming conventions; file attributes	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Interactive Quizzes and Simulations	IQ	Students will complete 2 quizzes covering hardware, peripherals. They will also complete 3 simulations where they will customise their computer desktop by creating a shortcut, update themes, and change mouse settings, maintain a computer by performing a clean disk.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Activity Sheet	ACT	Students will complete a range of activities including; workstation ergonomics; hazards in an office; choosing suitable software applications; input and output devices; choosing office equipment; Computer components; operating systems and provide a range of print screens to demonstrate computer use.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
MODULE 9	BSBITU201	Produce simple work processed documents	
Observations	OBS	Students will be observed following ergonomic requirements; accessing a computer; using MS Work system features, conserving resources and seeking assistance, completing tasks as per required timelines	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Activity 1	ACT	Students will complete a range of activities that include, ergonomics, tasks and software applications, and a range of screen shots showing use of MS Word	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Activity 2	ACT	Students will complete a range of activities that includes creating a word document for each of the following: Help Documentation A simple flier including; organisation requirements; styles, bolding; font; clip art; colour and bullets A memo including: margins; font; colour; bolding; columns; line spacing Staff Notice, including identification of audience, purpose, presentation requirements; fonts, formatting and document design principles	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Portfolio	PORT	Students will Create Business letterhead template Use of the letterhead to prepare two business letters	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

MODULE 10	BSBITU203	Communicate Electronically	
Simulation	SIM	Spam Simulation including Opening email program Blocking unwanted senders Deleting junk emails Set up junk email filter - security	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Activity Sheet	ACT	10 Activities covering – Send and receive email; Organisational policies and procedures; Workplace Communication; Email attachments; Types of email; email etiquette; problem solving; outgoing email; online collaboration; legislation; email management	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Portfolio	PORT	Including Organisational email policies; online collaboration tools; dealing with returned/bounded email; testimonial;	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
MODULE 11	BSBSUS201	PARTICIPATE IN ENVIRONMENTALLY SUSTAINABLE WORK PRACTICES	
Short Answer Questions	SAQ	Students investigate sustainability practices; identify environmental hazards; e-waste; policies and procedures for disposal of waste; current legislation; penalties; green office; sustainable supply chain and environmental management	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Activity Sheet	ACT	Students work in groups to measure resource usage; complete an environmental impact worksheet and identify	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Assignment	ASS	Students work in groups to complete an assignment that includes the completion of a Sustainable Efficiency Checklist which includes; investigation of environmental management procedures; research into sustainability practices of a small business; environmental hazards and suggest recommendations for improvement. Students then create a presentation to be used to induct staff into environmental legislation and sustainable work practices.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

MODULE 12	BSBINM201	Process and maintain workplace information	
OBSERVATION AND QUIZ	OB/QZ	<p>Student is observed logging onto systems, opening database file, entering data; filing paper based documents, assembling files, removing obsolete files, using a shredder to destroy obsolete confidential files.</p> <p>The Quiz covers basic understanding of legislation including – Anti-discrimination, OHS and safe work, privacy and security of information and business ethics</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Activity Sheet/Case study	ACT/CAS	<p>Activities include short answer questions, screen shots, indexing, multiple choice questions and filing systems.</p> <p>Students take on role as Record Officer and respond to a variety of questions</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Assignment	ASS	<p>Student takes on role of Help Desk Support Officer, opens and uses company database to update data, enter and store data and produce reports, this also includes removal of obsolete data and collection and location of information.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Section 9 Systematic validation

This section explains how to conduct validation and systematically record auditable-quality information on the outcomes and resulting actions. The table below is a summary of the five validation steps.

Subsection	Validation activity
9.1 Validation approach	Record evidence that the individuals involved in validation meet the requirements. Retain detailed and verifiable evidence for audit.
9.2 Instructions for RTO manager and validators	Follow these instructions to ensure you approach validation systematically. Assessments tools covering at least two units (most likely more) must be validated.
9.3 Assessment tool analysis questions	Use analysis questions to check that each assessment tool validated complies with the Principles of Assessment and Rules of Evidence
9.4 Validation record	Record either a pass or fail for each assessment tool validated.
9.5 Improvement recommendations and actions	Record why an assessment tool passed or failed validation, as well as recommendations and comments for each assessment tool validated. Record the outcomes of implementing the recommendation.

Relevant standards: 1.8, 1.9, 1.10, 1.11, 2.2(a), (b)

9.1 Validation approach

Validation plan location	G:\Coredata\Common\Information for Staff\Vocational Education\2019\Validation Plan		
Date validation began	22/11/2015	Date validation completed	5/12/2018
Select either Single validator (Approach 1) or Validation team (Approach 2) below			

<input checked="" type="checkbox"/> Single validator (approach 1) — Validator holds all required skills and qualifications			
Name and contact details	Tracey Dows – Kawana Waters State College		
Verifiable evidence location	CoreData:Common:Information for Staff: Vocational Education:2018:Business		

<input type="checkbox"/> Validation team (approach 2) — Validators collectively hold all requirements			
Lead validator — name and contact details	A lead validator must be nominated.		

All other validation team members — name and contact details	
Name of person holding TAE40110 or its successor, or TAESS00001 or its successor	<i>The combined qualifications, skills and experience of the team must meet the requirements of Standard 1.11. Record the name of the person meeting the TAE requirement and the qualification or skill set code and title</i>
Name of person/s with vocational competencies and current industry skills relevant to the assessment being validated	<i>Verifiable evidence, including a staff profile, must be retained for each team member to confirm meeting the requirements of Standard 1.11. Record the name/s of the person/s whose skills, experience and qualifications meet the requirements</i>
Name of person/s with current knowledge and skills in vocational teaching and learning	
Name of person monitoring implementation of the recommendations (usually the RTO Manager or qualification coordinator)	<i>Use Section 9.5 to record outcomes and validation recommendation implementation. Record the name of the person/s (usually the RTO Manager) responsible for ensuring implementation of the validation recommendations</i>
Verifiable evidence location	

Student work

The assessment tools may not result in the production of tangible student work. This should not concern validators or assessors. Competency-based assessment is substantially reliant on direct observation and questioning evidence being gathered while an assessment task is being undertaken.

The principle of validity includes the requirement that assessment of knowledge and skills is integrated with their practical application. Assessment by practical application results in assessment tools that produce both tangible and intangible evidence of students' skills and knowledge. Observations and direct questions do not produce tangible evidence, whereas products, artefacts and folios do. Assessment tools producing both types of evidence should be validated.

For both types of evidence, validators must analyse the decision-making rules. The decision-making rules are the lists of observations, of acceptable answers, and of product/artefact/folio specifications used by the assessors to make judgments on evidence that is seen, heard or produced.

9.2 Instructions for RTO manager and validators

The RTO Manager confirms which assessment tools will be validated, verifies the suitability and credentials of the validators and ensures that validation records are completed. The completed validation records should be archived for audit. Student work may or may not be available for validation. The mapping tool should be used to confirm the minimum validation requirement that assessment tools map to at least two units of competency.

Set out below are ten steps to be followed by the RTO Manager.

1. Complete Table 9.1 to record the validation approach details and the names of validator/s. Supplementary information, such as validator profiles and the Validation Plan should be kept
2. Select from Section 8 of the TAS a sample of assessment tools of sufficient size and type to be representative of all assessments tools used for this qualification.
3. Provide the TAS, selected assessment tools (and relevant student work if available), mapping tool/s and student profiles for the validators. Any assessors directly involved in use of the tools must not undertake the validation of those assessment tools.
4. The mapping tool/s must confirm that assessment tools selected for validation cover at least two complete units of competency. For audit purposes, record the two units in the table below.
5. Use Table 9.3 as a guide when analysing and evaluating the effectiveness of each type of assessment tool for gathering evidence, making judgments and compliance with the Principles of Assessment and Rules of Evidence.
6. Record a 'yes' (pass) or 'no' (fail) in Table 9.4 for each assessment tool selected for validation.
7. For every assessment tool checked as 'no', record the issues identified and recommendations for improvement in Table 9.5. Match the item numbers from Table 9.4 to the item numbers in 9.5.
8. For every assessment tool checked as 'yes', include in Table 9.5 record comments supporting the decision as well as any recommendations for improvement.
9. Complete Table 9.5 by recording the person/s involved and dates recommendations were implemented.
10. Archive the completed validation records for this qualification in preparation for audit.

Minimum requirement: Validate assessment tools fully covering at least two complete units

Unit code	Unit title
BSBITU201	Produce Simple Word Processing Documents
BSBINM201	Process and maintain workplace information

9.3 Assessment tool analysis questions

Numbered analysis questions below will help validators to decide whether to check 'yes' or 'no' in Section 9.4, and to explain any issues identified and frame recommendations for improvement in Section 9.5.

Validation requirements	Check assessment tools against the following questions:
Validity in principle and by rule	<ol style="list-style-type: none"> 1. Are the assessment tool decision making rules mapped to the performance criteria (and foundation skills when not implicit) and assessment requirements of the units of competency (Rule of evidence)? 2. Does the assessment tool gather evidence of skills and knowledge through integration with their practical application? (Principle of assessment) 3. Does the assessment tool clearly describe and comprehensively explain how the project/activity/task is to be undertaken? (Principle of assessment) 4. Does the assessment project/activity/task require competent performance across a range of situations? (Principle of assessment)
Reliability	<ol style="list-style-type: none"> 5. Does the assessment tool provide sufficient instructions to the assessor on how to manage the project/activity/task assessment requirements? 6. Are the decision making rules used when gathering evidence unambiguous and not open to interpretation? 7. Does the project/activity/task document provide sufficient instruction and guidance to the student? 8. Has a review of student work (where available) indicated consistency of assessment judgment outcomes?
Fairness	<ol style="list-style-type: none"> 9. Does the assessment tool provide clear information for the student on the project/activity/tasks to be undertaken and how evidence will be gathered? 10. Does the assessment tool include advice to the student on how to provide additional evidence to address performance and knowledge gaps? 11. Is there an assessor feedback provision included in the assessment tools? Feedback includes provision to identify for the student performance and knowledge gaps and how to address them. 12. Does the assessment tool provide advice to students on how to appeal decisions through direct feedback to the assessor?
Flexibility	<ol style="list-style-type: none"> 13. Is there provision for reasonable adjustments and is it simply explained in the assessment tools? 14. Have a range of projects/activities/tasks been used and are they identified in the mapping tool and TAS? 15. Is the context of the projects/activity/task relevant to the units of competency as identified by mapping to the performance criteria and assessment requirements? 16. Has RPL has been offered to students and any appropriate credit taken into account as stated in the TAS?
Sufficiency	<ol style="list-style-type: none"> 17. Does the mapping tool identify that sufficient assessment tools are being used to gather evidence to enable a judgment to be made on student competency? 18. Is only relevant evidence for assessment being gathered? 19. Has the quality of decision making rules been confirmed by mapping to units' requirements?
Authenticity	<ol style="list-style-type: none"> 20. Is provision made on the assessment tool to identify the student and assessor? 21. Is provision made on the assessment tool to confirm that the evidence is authentically the students?
Currency	<ol style="list-style-type: none"> 22. Are there date ranges on all assessment tools identifying when the projects/activities/tasks were undertaken by the student as well as the date ranges when evidence was gathered by the assessor? 23. Does the date evidence confirm evidence is from the present or very recent past?

9.4 Validation record

Item	Code (Copy from Section 8)	Principles of assessment				Rules of evidence			
		Validity	Reliability	Fairness	Flexibility	Validity	Sufficiency	Authenticity	Currency
1	BSBCMM201 OBS ACT PORT CST RP	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2	BSBWHS201 BSBITU302 QZ OBS SAQ CST ASS1/2	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
4	BBSIND201/ BSBWOR202/ BSBWOR203 OBS SAQ ACT1 ACT2 CST ASS	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

5	BSBITU101 OBS SAQ IQ ACT	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
6	BSBITU201 OBS ACT1 ACT2 PORT	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
7	BSBITU203 SIM ACT PORT	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
8	BSBINM201 OBS/QZ ACT/CAS ASS	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
9		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
10		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
11		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
12		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
13		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
14		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
15		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
16		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

9.5 Improvement recommendations and actions

Item from 9.4	To be completed by validator/s		To be completed by RTO Manager		
	Issues identified	Recommendations and/or improvements	Action taken	Person/s implementing	Date completed
1	No action required	Instructions to students could be more explicit. Section on cover sheet for Adjustments made to assessment item for individual student needs to be included	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Lorraine Moore	5/12/2015
2	Code mistyped on WOR202	Update and correct	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Lorraine Moore	28/11/2016
3	No action required		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Lorraine Moore	27/11/2017
4	No actions required. Good example of direct observation tool in Communicate in the workplace.	Direct observations of tasks conducted in a simulated workplace environment through a mock interview. This allows students to demonstrate skills required to communicate effectively. Barefoot mapping aligns with decision making rules to required performance in relevant tasks, roles, and skills. Cover Sheets to be updated.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Vikki Shuttleworth	4/12/2018
5			<input type="checkbox"/> Yes <input type="checkbox"/> No		Choose date.
6			<input type="checkbox"/> Yes <input type="checkbox"/> No		Choose date.
7			<input type="checkbox"/> Yes <input type="checkbox"/> No		Choose date.
8			<input type="checkbox"/> Yes <input type="checkbox"/> No		Choose date.

9.5 Improvement recommendations and actions

Item from 9.4	To be completed by validator/s		To be completed by RTO Manager		
	Issues identified	Recommendations and/or improvements	Action taken	Person/s implementing	Date completed
9					
10			<input type="checkbox"/> Yes <input type="checkbox"/> No		Choose date.
11			<input type="checkbox"/> Yes <input type="checkbox"/> No		Choose date.
12			<input type="checkbox"/> Yes <input type="checkbox"/> No		Choose date.
13			<input type="checkbox"/> Yes <input type="checkbox"/> No		Choose date.
14			<input type="checkbox"/> Yes <input type="checkbox"/> No		Choose date.
15			<input type="checkbox"/> Yes <input type="checkbox"/> No		Choose date.
16			<input type="checkbox"/> Yes <input type="checkbox"/> No		Choose date.

Section 10 TAS verification checklist

No.	Description	Trainer/ Assessor	Confirmed by RTOM	Principal
10.1	Management delegation The principal has documented the delegation of authority given to the RTO Manager and other RTO staff.			<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
10.2	Student information Before students are enrolled in this program, the RTO Manager arranges for advice regarding the appropriateness of the qualification for the student.		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
10.3	Student pre-enrolment information (general) The RTO Manager has arranged information to be provided to prospective students about the training, assessment and support services to be provided, and about students' rights and obligations, including any fees charged or additional requirements, as required by the Standards.		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
10.4	Student pre-enrolment information (work experience) The RTO Manager confirms that any work experience requirements are recorded in this TAS and advice given to students before enrolment in the program.		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
10.5	Staff AQF qualification evidence (Section 5) The Principal and RTO Manager sighted originals or verified copies of any qualifications relevant to confirming trainers' and assessors' vocational competency in all units being delivered in this TAS.		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
10.6	Trainer and assessor TAE qualifications (Section 5) The Principal and RTO Manager sighted originals or verified copies of the TAE40110 or equivalent.		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
10.7	Trainer and assessor vocational (industry) competency (Section 5) The Principal and RTO Manager confirm that verifiable evidence of vocational competency has been provided by trainers and assessors and mapped to each individual unit of competency included in this TAS.		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
10.8	Trainer and assessor industry currency evidence (Section 5) The RTO Manager ensure trainers and assessors have verifiable evidence of vocational currency of skills and knowledge relevant to industry sector and units of competency delivered in this TAS.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
10.9	Trainer and assessor professional development evidence (Section 5) The RTO Manager ensures trainers and assessors have undertaken professional development to maintain their skills, knowledge and expertise in vocational learning and competency-based training and assessment.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

No.	Description	Trainer/ Assessor	Confirmed by RTOM	Principal
10.1 0	Systematic implementation of outcomes from industry engagement (Section 7) The RTO Manager and trainers and assessors keep verifiable records of industry engagement and how the outcomes from the engagement will be implemented.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
10.1 1	Register of assessment tools (Section 8) The RTO Manager and trainers and assessors have listed in this TAS all assessment tools used to deliver this qualification. This list will be used to identify assessment tools for validation focus.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
10.1 2	Systematic validation (Section 9) The RTO Manager documents instructions on when assessment validation will occur, which assessment tools will be the focus of the validation; who will lead and participate in validation activities; and how the outcomes of these activities will be documented and acted upon.		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
10.1 3	Systematic monitoring (Section 11) The RTO Manager uses quality indicators and outcomes data, feedback from students and trainers and assessors, industry engagement and validation outcomes to systematically monitor the training and assessment strategies and practices for this qualification.		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
10.1 4	Reporting student results The RTO manager ensures that students have timely access to current and accurate records of their participation and progress in the program.		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
10.1 5	Disclosure The RTO Manager ensures RTO staff and students are fully informed of legislative and regulatory requirements that affect their duties for participation in this program.		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

10.1 Approval

Principal approving this strategy

Name	Julie Pozzoli	Date approved	29/01/2019
Signature and/or email	Jpazz2@eq.edu.au		

RTO Manager approving this strategy

Name	Jan McLean	Date approved	29/01/2019
Signature and/or email	Jmcle99@eq.edu.au		

Section 11 Systematic monitoring

Evidence of systematic monitoring of training and assessment strategies and practices to ensure ongoing compliance with the Standards is an auditable and essential requirement.

The RTO Manager will record the dates when monitoring activities occur and update the outcomes to indicate compliance or rectifications pending.

Relevant standards: 1.20, 2.1, 2.2, 2.4

Systematic compliance monitoring checklist				
Name of person/s conducting monitoring activity	Jan McLean			
Date/s of monitoring activity	8/02/2019	9/02/2018	27/01/2017	9/02/2016
Monitoring activity	Compliant outcome?			
	Yes	No	Pending	
TAS information (Sections 1 to 11)	All sections of TAS are complete and represent current strategies and practices.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Information to students (Sections 1 to 4)	Pre-enrolment information provided to students is accurately aligned to information in this TAS.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reporting (Sections 1.4 and 1.5)	USI verified for each enrolled student.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	SDCS unit enrolments and outcomes checked.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Currency of units (Section 2)	All units are showing as current on TGA.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	All units offered are on scope of registration.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	All listed units meet packaging rules.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program details (Section 3)	Range of assessment activities outlined, with estimated duration, relationship to units, and at least two evidence-gathering techniques specified.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work experience (Section 4)	Work experience information is accurate and has been provided to students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trainers/assessors (Section 5)	Trainer/assessor profiles electronically filed.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Supporting documentation verified and on file.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Resources (Section 6)	Sufficient relevant resources available for the number of students enrolled.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Unit-specific resources are listed.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Industry engagement (Section 7)	Industry engagement took place less than 2 years ago.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Details of at least two industry representatives verified.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Monitoring activity		Compliant outcome?		
		Yes	No	Pending
	Industry recommendations implemented.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessment tools (Section 8)	All assessment tools used to assess this qualification are approved and registered.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Systematic validation (Section 9)	Validator/s details complete and verified.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Validation completed.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Validator/s recommendations implemented.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student feedback	RTO management has reviewed student feedback about the program.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trainer/assessor feedback	RTO management has reviewed trainer/assessor feedback about the program.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

RTO Manager notes

Detail any pending or outstanding rectifications here.