PRODUCE SIMPLE WORD PROCESSED DOCUMENTS
CERTIFICATE II IN BUILDING AND CONSTRUCTION
(PATHWAY – PARAPROFESSIONAL)
BSBITU201A
LECTURER’S GUIDE
BUILDING AND CONSTRUCTION
Produce simple
word processed documents

BSBITU201A

Lecturer’s guide
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Introduction

This lecturer’s guide takes you through the various documents associated with the unit of competency and the resources you will require to deliver it. It also provides some suggestions to assist you in delivering and assessing the knowledge and skills learners need to correctly operate word-processing applications in the production of workplace documents. Areas of explanation include how to:

- set up a document
- enter text
- use layout and formatting options
- save and print.

It is intended that the content of this unit will be delivered face-to-face in a classroom environment.

Qualification overview

This unit of competency, BSBITU201A Produce simple word processed documents, forms part of Certificate II in Building and Construction (Pathway – Paraprofessional) and is aimed at people who are considering a paraprofessional career in the residential building industry (as opposed to the trade sector).

The course consists of 12 units of study and a period of work placement. These two components, study and work, will provide learners with an introductory background to the paraprofessional side of the residential building industry.

To progress further in the industry from this introductory level, learners will then need to specialise in a particular field of study, such as building, estimating, scheduling, drafting or building design. Courses for these careers usually commence at Certificate IV level and progress through to diploma or even advanced diploma levels at a registered training provider who delivers these programs.

Some areas of study, such as architecture, interior design and construction management, can then be studied further at degree level at university.
Unit overview

This unit describes the performance outcomes, skills and knowledge required to correctly operate word-processing applications in the production of workplace documents.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

The full unit of competency details are provided at Annex A to this guide.

Resources and preparation

You will need to provide learners with:

- access to a classroom with computers with internet access
- access to word-processing software.

Learners will need to provide:

- a USB thumb drive
- an A4 notepad
- an A4 file for notes, handouts and other printed documents
- pens, pencils, eraser and highlighters.
Delivery strategy

The learner’s guide is intended to allow the learner to be partly self-paced. If progress through the guide is faster than the suggested program, extra exercises are suggested.

The section on ergonomics world benefit from a suitable video to reinforce the concepts involved. Please ensure that the workstations in your classroom conform to the required ergonomics as shown in the learner’s guide.

Learners will create and save all their own files, so no prepared files need be copied to the learners’ directories. They will, however, need access to some graphics files so that they can insert pictures where instructed to do so by the guide.

It is recommended that some graphics files with a construction theme be available to the group – this may be via the clip art facility of your word-processing software or via a folder of images that you make available to learners.

This unit has a nominal delivery period of 40 hours, which seems very generous considering that the critical aspects in the evidence guide require evidence of only:

- knowledge of simple word processing functions, standard document layout and design principles
- production of a minimum of three simple, word processed documents.

For this reason some sessions towards the end of the suggested delivery plan have been set aside for ‘Practice – Assignment work for other units’.

Although the learner’s guide contains a number of step-by-step instructions for the learners, it is not intended to be a fully comprehensive manual for word processing. Where possible, you should expand on some of the topics – particularly where it’s considered that this could benefit learners in their work for the other units they’re doing. This could be done with handouts from other sources or guidance towards online information.

To safeguard the authenticity of the assessments. It is recommended that you be alert for learners importing work done by others by accessing it from a USB drive or other portable storage device.

If you have not done so already, get a copy of the learner’s guide and familiarise yourself with it. Also look at the delivery plan provided at Annex B to this guide.
Produce simple word processed documents
Lecturer’s guide
The learner’s guide

Format and intent

General
In the learner’s guide you’ll find a variety of material to help you deliver this unit. This includes:

• content – text, case studies, images and diagrams
• activities related to the content most recently covered.

Most activities are designed to be done on a computer. When learners have finished the unit, the documents they produce should be complete and able to be used as a reliable reference in the future. For this to be the case, the activities need to be checked and/or discussed to give learners the opportunity to correct any incorrect or incomplete parts.

Note: The learner’s guide is not intended to be content-heavy, and it is not a text book. It is designed to complement your classroom delivery and provide learners with a summary of the unit content.

For this unit
You may like to pay particular attention to the ‘Self-checklist’ at the beginning of the learner’s guide, and ask learners to tell you how they rated themselves against the required skills and knowledge of the unit, to ascertain the level of support that may be required during your delivery of this content.

Learners who do not already have basic computer skills may find it difficult to keep up with others who do. Please adjust your delivery accordingly.

Note: The activities in this guide are based on Microsoft® Word 2003 in a Windows® operating system. If you are using different software or a different version, you may need to adjust the activities accordingly.
Content

The content of the learner’s guide for this unit was written from a perspective of imparting an operating knowledge of commonly used word-processing packages. However, every attempt has been made to make the content generic so that the descriptions, methods and exercises are suitable for use with word processors in general.

You may need to adjust some of the content to suit the particular word-processing software and/or version of software that you’re using in class. It is strongly recommended that to avoid confusion in class, you compare the guide with your software beforehand, and note any differences.

How to use an operating system is outside the scope of this unit, and therefore is not covered in this guide. You will need to ascertain whether all the learners are familiar with the operating system in use in your classroom, and conduct some basic training in it if there is a shortfall.

It is also recommended that you ‘test-drive’ all exercises beforehand to ensure that all commands, menu options, etc, are viable.
Assessment summary

The three assessments in this unit are designed to assess competency in the elements of BSBITU201A *Produce simple word processed documents* as listed in the unit details at Annex A to this guide.

In **Assessment 1**, learners will create and format a letter according to the details provided, then print it out.

**Assessment 2** also involves creating and printing a letter, with a focus on font and paragraph formatting.

**Assessment 3** has two parts: the first requires formatting of text and graphic elements, and the second involves developing an agenda document.

An assessment plan providing a suggested scheduling of the assessments is provided at Annex C to this guide.

A matrix is included at Annex E to this guide, showing how the assessment tasks map to the unit performance criteria.

Results and appeals

Please refer to your training organisation or association website for information about the assessment process.
Produce simple word processed documents
Lecturer’s guide

BSBITU201A
Annex A – Unit details

<table>
<thead>
<tr>
<th>Unit title</th>
<th>Produce simple word processed documents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Descriptor</td>
<td>This unit describes the performance outcomes, skills and knowledge required to correctly operate word processing applications in the production of workplace documents. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</td>
</tr>
<tr>
<td>National code</td>
<td>BSBITU201A</td>
</tr>
<tr>
<td>Employability skills</td>
<td>This unit contains employability skills.</td>
</tr>
<tr>
<td>Application</td>
<td>This unit applies to individuals who perform a range of routine tasks in the workplace, using a limited range of practical skills and fundamental knowledge of word processing and software in a defined context, under direct supervision or with limited individual responsibility.</td>
</tr>
</tbody>
</table>

**Element 1 Prepare to produce documents**

1.1 Use safe work practices to ensure [ergonomic, work organisation, energy and resource conservation requirements](#) are addressed

1.2 Identify [document](#) purpose, audience and presentation requirements, and clarify with relevant personnel as required

1.3 Identify [organisational](#) and task [requirements](#) for document layout and design

**Element 2 Produce documents**

2.1 Format [document](#) using appropriate [software functions](#) to adjust page layout to meet information requirements, in accordance with organisational style and presentation requirements

2.2 Use system features to identify and manipulate [screen display options and controls](#)

2.3 Use manuals, user documentation and online help to overcome problems with document presentation and production
Element 3 Finalise documents

3.1 Ensure final document is previewed, checked, adjusted and printed in accordance with organisational and task requirements

3.2 Ensure document is prepared within designated time lines and organisational requirements

3.3 Name and store document in accordance with organisational requirements and exit application without information loss/damage

Required skills and knowledge

Required skills

• Communication skills to clarify document requirements
• Editing and proofreading skills to check own work for accuracy
• Keyboarding skills to enter text and numerical data
• Literacy skills to read and understand organisation’s procedures, and to use basic models to produce a range of correspondence
• Problem-solving skills to solve routine problems

Required knowledge

• Formatting styles and their effect on formatting, readability and appearance of documents
• Purpose, use and function of word processing software
• Organisational requirements for ergonomics, work periods and breaks, and conservation techniques
• Organisational style guide
# Evidence guide

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

<table>
<thead>
<tr>
<th>Critical aspects for assessment and evidence required to demonstrate competency in this unit</th>
<th>Evidence of the following is essential:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• knowledge of simple word processing functions, standard document layout and design principles</td>
</tr>
<tr>
<td></td>
<td>• production of a minimum of three simple, word processed documents.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Context of and specific resources for assessment</th>
<th>Assessment must ensure:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• access to an actual workplace or simulated environment</td>
</tr>
<tr>
<td></td>
<td>• access to office equipment and resources</td>
</tr>
<tr>
<td></td>
<td>• access to examples of word processed documents and style guides.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Method of assessment</th>
<th>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate</td>
</tr>
<tr>
<td></td>
<td>• review of formatted document</td>
</tr>
<tr>
<td></td>
<td>• review of final document</td>
</tr>
<tr>
<td></td>
<td>• demonstration of techniques</td>
</tr>
<tr>
<td></td>
<td>• oral or written questioning to assess knowledge of word processing software functions.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Guidance information for assessment</th>
<th>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• general administration units</td>
</tr>
<tr>
<td></td>
<td>• other IT use units.</td>
</tr>
</tbody>
</table>
Range statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

| Ergonomic requirements may include: | • avoiding radiation from computer screens  
| | • chair height, seat and back adjustment  
| | • document holder  
| | • footrest  
| | • keyboard and mouse position  
| | • lighting  
| | • noise minimisation  
| | • posture  
| | • screen position  
| | • workstation height and layout. |

| Work organisation requirements may include: | • exercise breaks  
| | • mix of repetitive and other activities  
| | • rest periods. |

| Conservation requirements may include: | • disposing of non-confidential waste paper in recycling bins  
| | • double-sided paper use  
| | • re-using paper for rough drafts (observing confidentiality requirements)  
| | • utilising power-save options for equipment. |
### Documents may include:
- agendas
- briefing papers
- envelopes
- faxes
- labels
- letters
- mail merges
- memos
- minutes
- short reports
- simple one-page flyers
- standard form letters.

### Organisational requirements may include:
- company colour scheme
- company logo
- consistent corporate image
- content restrictions
- established guidelines and procedures for document production
- house styles
- observing copyright legislation
- organisation name, time, date, document title, filename etc. in header/footer
- templates.

### Formatting may include:
- alignment on page
- columns
- company logo/letterhead
- enhancements to format - borders, patterns and colours
- enhancements to text - colour, size, orientation
- headers/footers
- margins
- page orientation.
| **Software functions** may include: | • default settings  
• document protection  
• grammar check  
• headers/footers  
• indent  
• line spacing  
• page numbers  
• page set up  
• paragraph formatting  
• spell check  
• tabs  
• text formatting. |
|---|---|
| **Screen display options and controls** may include: | • layout view  
• maximise/minimise  
• normal view  
• page view  
• print preview  
• ruler  
• toolbars  
• zoom percentage. |
| **Checking** may include: | • accuracy of information  
• consistency of layout  
• ensuring instructions with regard to content and format have been followed  
• grammar  
• proofreading  
• spelling, electronically and manually. |
### Printing may include:
- basic print settings
- multiple copies
- odd or even pages
- print preview
- printer setup
- specified pages
- whole document.

### Designated time lines may include:
- organisational time line e.g. deadline requirements
- time line agreed with internal/external client
- time line agreed with supervisor/person requiring document/s.

### Naming and storing documents may include:
- appropriate file type
- authorised access
- file names according to organisational procedure e.g. numbers rather than names
- file names which are easily identifiable in relation to the content
- file/directory names which identify the operator, author, section, date etc.
- filing locations
- organisational policy for backing up files
- organisational policy for filing hard copies of documents
- security
- storage in folders/sub-folders
- storage on hard/floppy disk drives, CD-ROM, tape back-up.
Annex B – Delivery plan

The following notes will help you to prepare for the delivery of this unit’s content.

The learner’s guide is a required resource for all sessions. All required content for activities and assessments is provided in the guide, and therefore no additional resources are required.

This delivery plan is not intended to be the only way the unit content could be delivered. Delivery methods may vary depending on local, regional and/or organisational requirements.

Given that learners in this unit are likely to lack experience of any of this content, you will have to guide them through the content on most occasions. However, learners should also be encouraged to find their own answers to questions so as to develop their knowledge of where information can be sourced, even if they don’t have any background in word processing at all.

Note: This delivery plan is based on 20 × two-hour sessions, including the assessments. A different session length or number of sessions will require adjustments to the plan.

<table>
<thead>
<tr>
<th>Session</th>
<th>Performance criteria</th>
<th>Guide</th>
</tr>
</thead>
</table>
| 1       | 1.1                  | Section 1 – What is word processing?  
        |                      | Section 2 – Ergonomics  
        |                      | Section 3 – Conservation of resources |
| 2       | 2.3, 3.3             | Section 4 – Drives, files and folders  
        |                      | Section 5 – Getting help  
        |                      | Section 6 – Documents: the basics |
| 3       | 2.1, 2.2             | Section 7 – Toolbars, tool buttons and shortcuts  
        |                      | Section 8 – Entering, navigating and selecting text |
| 4       | 2.1, 2.2, 3.2       | Section 9 – Basic editing and setting yourself up  
        |                      | Section 10 – Basic formatting |
| 5       | 3.1                  | Section 11 – Printing  
<pre><code>    |                      | Section 12 – More on editing and formatting |
</code></pre>
<table>
<thead>
<tr>
<th>Session</th>
<th>Performance criteria</th>
<th>Guide</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td></td>
<td>Assessment 1 due</td>
</tr>
</tbody>
</table>
| 7       | 2.1, 2.2             | Section 13 – The View and Window menus  
|         |                      | Section 14 – Page setup  
|         |                      | Practice |
| 8       | 1.3, 2.1             | Section 15 – Graphics and drawings  
|         |                      | Practice – Inserting graphics and creating drawings |
| 9       | 1.3                  | Section 16 – Templates and properties  
|         |                      | Practice – Creating templates |
| 10      |                      | Practice – Assignment work for other units |
| 11      | 1.2                  | Section 17 – Letters  
|         |                      | Practice – Creating a letter |
| 12      | 2.1, 3.1             | Section 18 – Reviewing  
|         |                      | Section 19 – Tables  
|         |                      | Practice – Tables |
| 13      |                      | Assessment 2 due |
| 14      | 1.2, 3.2             | Section 20 – Memos, faxes and agendas  
|         |                      | Practice – Creating memos, fax covers and agendas |
| 15      | 2.1                  | Section 21 – Other inserts  
|         |                      | Practice – Other inserts |
| 16      | 2.1                  | Section 22 – Productivity tools  
|         |                      | Practice – Using productivity tools |
| 17      |                      | Practice – Assignment work for other units |
| 18      |                      | Practice – Assignment work for other units |
| 19      |                      | Practice – Assignment work for other units |
| 20      |                      | Assessment 3 due |
### Annex C – Assessment plan

The assessments for this unit are designed to assess competency in the elements of the unit.

<table>
<thead>
<tr>
<th>Due</th>
<th>Assessment</th>
<th>Elements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session 6</strong></td>
<td><strong>Assessment 1 – Create and print a prescribed letter</strong>&lt;br&gt;In this assessment learners will type a letter and then follow instructions to format the letter.</td>
<td>1–3</td>
</tr>
<tr>
<td><strong>Session 13</strong></td>
<td><strong>Assessment 2 – Create and print a letter for a job application</strong>&lt;br&gt;In this assessment learners will write a letter in response to a fictitious job ad for a building company. The letter will need to be at least one-and-a-half pages long and learners need to apply font and paragraph formatting to make the letter look professional before printing it.</td>
<td>1–3</td>
</tr>
<tr>
<td><strong>Session 20</strong></td>
<td><strong>Assessment 3</strong>&lt;br&gt;<strong>Part A – Produce an illustrated document</strong>&lt;br&gt;<strong>Part B – Produce a meeting agenda</strong>&lt;br&gt;This assessment is in two parts.&lt;br&gt;In Part A learners will produce a one to two-page illustrated document outlining the main points concerning the correct way to sit and the exercises they should do when using a computer.&lt;br&gt;In Part B they will produce an agenda of at least one page for a construction site safety meeting, and then use their knowledge of job site safety to make up some agenda items.</td>
<td>1–3</td>
</tr>
</tbody>
</table>
Annex D – Assessments
Assessment 1 – Create and print a prescribed letter

Introduction

For this assessment you are required to recreate a word-processed letter and print it.

- This is an open-book assessment. You may look at your learner’s guide to remind you how to carry out the steps involved.
- Collaboration with other learners is not permitted. However, you may seek guidance from your lecturer.
- You may use manuals, user documentation and online help to overcome problems with document presentation and production.
- Read the requirements of the assessment carefully.
- Create the document.
- Remember to put your name on your document.
- Print your document and assessment cover sheet and hand them to your lecturer.

Remember to use safe work practices to ensure ergonomic work organisation, energy and resource conservation requirements are addressed.

Materials and equipment

To attempt this assessment you will need:

- the assessment paper
- a computer with word-processing software
- a location to which you can save your document file
- connection to a printer.
BSBITU201A

Produce simple word processed documents

Assessment 1 – Create and print a prescribed letter

Name ____________________________ Date __________

I have received feedback on this assessment.

Signature ____________________________ Date __________

Assessor’s initials

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Annex D 5
Assessment 1 – Create and print a prescribed letter

Instructions

On the following page is a typed letter.

1. You are required to reproduce the letter, from scratch, as near as possible identical to the original.

2. On the page after that is the same letter with some notes on the formatting to apply.

3. It is recommended that you type the text first and then apply the formatting to the various parts afterwards.

4. Include today’s date under the address and put your name at the bottom.

5. When you’ve finished, preview, check and print your letter and submit it to your lecturer.

6. Save the letter to your folder.
Mr & Mrs Leedham
10 View Close
KELMSCOTT WA 6111

Dear Mr & Mrs Leedham,

Re: Additions to 10 View Close, Kelmscott

We have pleasure in submitting our tender of $14,450.00 (fourteen thousand four hundred and fifty dollars) for the construction of additions to the above residence.

Our quote includes:

- all labour and materials for the construction of the games room, bedroom and ensuite shown on drawings 119/1 and 119/2 and the associated specification
- a prime cost sum of $789.00 (seven hundred and eighty nine dollars) for the plumbing fixtures to the ensuite
- a prime cost sum of $25.00 (twenty five dollars) per m$^2$ for ceramic wall and floor tiles.

Not included in our quote are:

- stormwater lines and soakwells
- internal painting
- floor coverings (other than ceramic tiles in the ensuite).

The above quote is fixed for thirty days, after which it may be subject to revision.

We thank you for the opportunity to tender on this project and look forward to your early reply.

Yours sincerely,

YOUR NAME
Mr & Mrs Leedham  
10 View Close  
KELMSCOTT WA 6111

Dear Mr & Mrs Leedham,  

Re: Additions to 10 View Close, Kelmscott

We have pleasure in submitting our tender of $14,450.00 (fourteen thousand four hundred and fifty dollars) for the construction of additions to the above residence.  

Our quote includes:  
- all labour and materials for the construction of the games room, bedroom and ensuite shown on drawings 119/1 and 119/2 and the associated specification  
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Not included in our quote are:  
- stormwater lines and soakwells  
- internal painting  
- floor coverings (other than ceramic tiles in the ensuite).

The above quote is fixed for thirty days, after which it may be subject to revision.  

We thank you for the opportunity to tender on this project and look forward to your early reply.

Yours sincerely,

YOUR NAME
Assessment 2 – Create and print a letter for a job application

Introduction

For this assessment you are required to create a word-processed letter and print it.

- This is an open-book assessment. You may look at your learner’s guide to remind you how to carry out the steps involved.
- Collaboration with other learners is not permitted. However, you may seek guidance from your lecturer.
- You may use manuals, user documentation and online help to overcome problems with document presentation and production.
- Read the requirements of the assessment carefully.
- Create the document.
- Remember to put your name on your document.
- Print your document and assessment cover sheet and hand them to your lecturer.

Remember to use safe work practices to ensure ergonomic, work organisation, energy and resource conservation requirements are addressed.

Materials and equipment

To attempt this assessment you will need:

- the assessment paper
- a computer with word-processing software
- a location to which you can save your document file
- connection to a printer.
BSBITU201A

Produce simple word processed documents

Assessment 2 – Create and print a letter for a job application

Name ____________________________ Date __________

I have received feedback on this assessment.

Signature __________________________ Date __________

Assessor’s initials

© VET (WA) Ministerial Corporation 2012 | BC1927
Assessment 2 – Create and print a letter for a job application

Instructions

Below is an advertisement for a job vacancy at a fictitious building company.

1. You are required to produce a formal letter, from scratch, applying for the position.
2. Make the letter at least one-and-a-half pages long, and don’t forget to include details about yourself, your experience (in your course and at work placement), which position you’d like most and why you want a career in the construction industry.
3. Use font and paragraph formatting to make your letter look smart (but don’t overdo it).
4. It is recommended that you type the text first and then apply the formatting to the various parts afterwards.
5. Include today’s date under the address and put your name at the bottom.
6. When you’ve finished, preview, check and print your letter and submit it to your lecturer.
7. Save the letter to your folder.

The advertisement

POSITIONS VACANT

Johnson and Bailey, one of Perth’s leading house and home unit builders, is looking for keen and enthusiastic people for the following positions.

Trainee Quantity Surveyor (1)

Trainee Estimators (2)

Trainee Contracts Administrator (1)

Trainee Site Clerks (2)

We are expanding our operations and are looking for young people seeking a rewarding career in the construction industry.

Applications should be in writing stating personal details, work experience, any attributes you consider to be relevant and your order of preference for the positions. Applicants should also include the names and phone numbers of two referees.

Applications should be addressed to Ms Helen Anderson, Johnson & Bailey Pty Ltd, P O Box 33333, Perth WA 6000.

Applications close on the 28th of this month.
Produce simple word processed documents
Lecturer’s guide

Annex D
Assessment 3

Part A – Produce an illustrated document

Part B – Produce a meeting agenda

Introduction
For this assessment you are required to create two word-processed documents and print them.

• This is an open-book assessment. You may look at your learner’s guide to remind you how to carry out the steps involved.

• You may also use manuals, user documentation and online help to overcome problems with document presentation and production.

• Collaboration with other learners is not permitted. However, you may seek guidance from your lecturer.

• Read the requirements of the assessment carefully.

• Create the documents.

• Remember to put your name on your documents.

• Print your documents and the assessment cover sheet and hand them to your lecturer.

Materials and equipment
To attempt this assessment you will need:

• the assessment paper

• a computer with word-processing software

• a location to which you can save your document file

• connection to a printer.
BSBITU201A

Produce simple word processed documents

Assessment 3

Part A – Produce an illustrated document

Part B – Produce a meeting agenda

Name ___________________________ Date _____________

I have received feedback on this assessment.

Signature ___________________________ Date _____________

Assessor’s initials __________________
Assessment 3

Instructions – Part A

You are required to produce a one to two-page illustrated document outlining the main points concerning the correct way to sit and the exercises that you should do when using a computer. You should also include guidance on ways in which energy and resources can be conserved.

A1. Use a search engine to find information from the internet (there’s a lot of it there).
   You can copy and paste information in, but it should be formatted as follows.
   A1.1 Font: Calibri 12 point (14 point for headings)
   A1.2 Paragraphs: 6 points before and after spacing, first line indented 10 mm, line spacing at least 15 points, any lists bulleted

A2. Include three illustrations in your documents no larger than 40 mm in height or width.

A3. Make sure your name is on the document.

A4. When you’ve finished, preview, check and print your document and submit it to your lecturer.

A5. Save the document to your folder.

Instructions – Part B

You are required to produce an agenda of at least one page for a construction site safety meeting.

B1. It should be in table form and include the company name, job site location, date and time, invitees, items to be discussed and how much time is allocated for each item.

B2. Use your knowledge of job site safety to make up some agenda items.

B3. Format your agenda so that it looks smart and professional.

B4. Make sure your name is on the document.

B5. When you’ve finished, preview, check and print your document and submit it to your lecturer.

B6. Save the document to your folder.
# Annex E – Assessment guide

## Unit name | National ID
---|---
Produce simple word processed documents | BSBITU201A

## Assessment 1 | Assessment 2 | Assessment 3
---|---|---

### Element 1 Prepare to produce documents

| 1.1 Use safe work practices to ensure ergonomic, work organisation, energy and resource conservation requirements are addressed | Q1.1–Q1.6 | Q2.1–Q2.7 | Part A

| 1.2 Identify document purpose, audience and presentation requirements, and clarify with relevant personnel as required | Q1.1, Q1.2, Q1.4 | Q2.1 | All

| 1.3 Identify organisational and task requirements for document layout and design | Q1.1, Q1.2, Q1.4 | Q2.2 | QA1.1, QA1.2, QA2, QB1, QB3

### Element 2 Produce documents

| 2.1 Format document using appropriate software functions to adjust page layout to meet information requirements, in accordance with organisational style and presentation requirements | Q1.1, Q1.2, Q1.3 | Q2.3, Q2.4 | QA1.1, QA1.2, QA2, QB3

| 2.2 Use system features to identify and manipulate screen display options and controls | Q1.1, Q1.2 | Q2.3, Q2.4 | QA1, QA1.1, QA1.2, QA2, QB1, QB3

| 2.3 Use manuals, user documentation and online help to overcome problems with document presentation and production | Q1.1 | Q2.3, Q2.4 | All
### Element 3 Finalise documents

<table>
<thead>
<tr>
<th>Assessment 1</th>
<th>Assessment 2</th>
<th>Assessment 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3.1</strong> Ensure final document is previewed, <strong>checked</strong>, adjusted and <strong>printed</strong> in accordance with organisational and task requirements</td>
<td>Q1.5</td>
<td>Q2.6</td>
</tr>
<tr>
<td><strong>3.2</strong> Ensure document is prepared within designated time lines and organisational requirements</td>
<td>Q1.1, Q1.2, Q1.4</td>
<td>Q2.2, Q2.3, Q2.5</td>
</tr>
<tr>
<td><strong>3.3</strong> <em>Name and store document</em> in accordance with organisational requirements and exit application without information loss/damage</td>
<td>Q1.6</td>
<td>Q2.7</td>
</tr>
</tbody>
</table>
### Assessment guide

#### Annex E

<table>
<thead>
<tr>
<th>Essential skills</th>
<th>Assessment 1</th>
<th>Assessment 2</th>
<th>Assessment 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ability to:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>format styles and understand their effect on formatting, readability and appearance of documents</td>
<td>Q1.1, Q1.2, Q1.3</td>
<td>Q2.1, Q2.2, Q2.3</td>
<td>QA1, QA1.1, QA1.2, QA2, QB1</td>
</tr>
<tr>
<td>understand purpose, use and function of word processing software</td>
<td>Q1.1–Q1.6</td>
<td>Q2.1–Q2.7</td>
<td>QA1–5, QB1–6</td>
</tr>
<tr>
<td>understand organisational requirements for ergonomics, work periods and breaks, and conservation techniques</td>
<td>All</td>
<td>All</td>
<td>All</td>
</tr>
<tr>
<td>apply knowledge of organisational style guide</td>
<td>Q1.2</td>
<td>Q2.2</td>
<td>QA1.1, QA1.2, QB1</td>
</tr>
</tbody>
</table>

#### Essential knowledge

<table>
<thead>
<tr>
<th>Understanding of:</th>
<th>Assessment 1</th>
<th>Assessment 2</th>
<th>Assessment 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>communication skills to clarify document requirements</td>
<td>Q1.1–Q1.6</td>
<td>Q2.1–Q2.7</td>
<td>QA1–5, QB1–6</td>
</tr>
<tr>
<td>editing and proofreading skills to check own work for accuracy</td>
<td>Q1.5</td>
<td>Q2.6</td>
<td>QA4, QB5</td>
</tr>
<tr>
<td>keyboarding skills to enter text and numerical data</td>
<td>Q1.1, Q1.3, Q1.4</td>
<td>Q2.1, Q2.3, Q2.4</td>
<td>QA2, QB1</td>
</tr>
<tr>
<td>literacy skills to read and understand organisation’s procedures, and to use basic models to produce a range of correspondence</td>
<td>Q1.1, Q1.2</td>
<td>Q2.1, Q2.2</td>
<td>QA1, QA2, QB1, QB2</td>
</tr>
<tr>
<td>problem-solving skills to solve routine problems</td>
<td>Q1.1–Q1.6</td>
<td>Q2.1–Q2.7</td>
<td>QA1–5, QB1–6</td>
</tr>
</tbody>
</table>
### Critical aspects of evidence

A person who demonstrates competency in this unit must be able to provide evidence of the ability to:

<table>
<thead>
<tr>
<th>Task</th>
<th>Assessment 1</th>
<th>Assessment 2</th>
<th>Assessment 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>apply knowledge of simple word processing functions, standard document layout and design principles</td>
<td>Q1.1–Q1.6</td>
<td>Q2.1–Q2.7</td>
<td>QA1–5, QB1–6</td>
</tr>
<tr>
<td>produce a minimum of three simple, word processed documents</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Dimensions of competency

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Assessment 1</th>
<th>Assessment 2</th>
<th>Assessment 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task skills</td>
<td>All</td>
<td>All</td>
<td>All</td>
</tr>
<tr>
<td>Task management skills</td>
<td>All</td>
<td>All</td>
<td>All</td>
</tr>
<tr>
<td>Task contingency skills</td>
<td>All</td>
<td>All</td>
<td>All</td>
</tr>
<tr>
<td>Job role/Work environment skills</td>
<td>All</td>
<td>All</td>
<td>All</td>
</tr>
</tbody>
</table>
Annex F – Assessment marking keys

Marking key – Assessment 1

The completed letter should resemble as closely as possible the one provided in the assessment.

Formatting requirements are shown on the second copy of the letter.

The letter should be printed (colour optional) and handed in for marking.

Marking key – Assessment 2

This assessment is designed to assess the learner’s ability to:

• create a document from scratch in the form of a letter addressing a given subject
• apply a variety of formatting to enhance the appearance of the document.

Marks should be allocated for:

• text formatting
• paragraph formatting
• overall layout – ie it should be in formal letter layout
• spelling and grammar (within the context of the program’s reviewing functions)
• completeness – ie required issues in the advertisement are addressed.

The completed application letter should address the job vacancy advertisement but, as job application skills are not a requirement of this particular unit, the assessment shouldn’t be marked down if it is deficient in this area.

It is recommended, however, that informal feedback be given to the learners on the quality of the application so that their job application skills may be improved. The letter should be printed (colour optional) and handed in for marking.

Marking key – Assessment 3

The completed documents should contain the required content and be formatted as directed.

The documents should be printed (colour optional) and handed in for marking.
PRODUCE SIMPLE WORD PROCESSED DOCUMENTS
CERTIFICATE II IN BUILDING AND CONSTRUCTION
(PATHWAY – PARAPROFESSIONAL)
BSBITU201A

LECTURER’S GUIDE

DESCRIPTION
This lecturer’s guide has been written to support the delivery and assessment of the unit BSBITU201A Produce simple word processed documents from Certificate II in Building and Construction (Pathway – Paraprofessional). The course, and the learner’s guide, focus on the skills and knowledge required as a paraprofessional in the residential building industry.

The lecturer’s guide provides you with the following resources and tools:
• unit delivery strategy
• unit delivery plan
• assessment plan
• assessment instruments and marking keys
• assessment matrix.

Support is also provided through highlighting of any pre-delivery preparation required, and of any specific requirements for each delivery session and assessment.

EDITION
Edition 1, 2012

TRAINING PACKAGE
Construction, Plumbing and Services – CPC08
Business Services – BSB07

COURSE/QUALIFICATION
Certificate II in Building and Construction (Pathway – Paraprofessional)

UNIT
BSBITU201A Produce simple word processed documents

RELATED PRODUCTS
BC1924: Produce simple word processed documents – learner’s guide

This resource is one of a series that covers all 12 units of the Certificate II in Building and Construction (Pathway – Paraprofessional) qualification. Please refer to our product catalogue for more information.