

Business Services Curriculum Framework

Sample Assessment Ideas

It is preferable that assessment be integrated with training delivery.

The performance criteria to be assessed by the sample tasks will *depend on the teacher's interpretation, development and delivery* of each task.

Work placement activities and journal

Students complete a number of activities during work placement and document their work placement experiences.

Option: encourage the students to document any industry visits and general learning and activities undertaken during class.

Items to document could include:

- workplace/organisation policy and/or procedures for:
 - code of conduct
 - risk management in the workplace
 - reporting equipment faults
 - OHS monitoring and reporting
 - dealing with emergencies
 - prevention of discrimination and harassment in the workplace
 - quality assurance
- employment conditions
- workplace/organisation flow chart (hierarchical structure)
- emerging/current technology
- clean-up procedures (work area, tools and equipment)
- interview of an employee about general aspects of working in the industry and their career path to date, as well as future ambitions
- current issues of concern to the business services industries
- how a workplace/organisation plans and prepares for different workplace/organisational activities
- opportunities to:
 - use tools and equipment
 - plan for routine tasks
 - carry out calculations and transactions
 - read and interpret business services documentation
 - work with others
 - undertake workplace tasks.

Newspaper scrapbook

Each student is assigned one week in the school term. During that week they are required to purchase a major city newspaper (daily) as well as obtain their local paper and locate articles identifying information and/or issues for the business services industries. Students may also choose to use the internet to source information. Each student provides a summary of discovery at the conclusion of their week.

OHS written test

This test could be in the format of the HSC, giving the student practice at multiple choice questions, short answers and/or extended responses. Students undertake a written assessment, based on a hypothetical issue that has occurred in the workplace to allow the student to apply the 'required knowledge' in a business environment (ie the theory underpinning OHS).

OHS induction

Develop an OHS induction package for a new employee. The package should include a range of safety procedures as well as guidance on identifying and reporting hazards

Workplace inspection – risk assessment

Using school-developed workplace inspection procedures, students work in pairs or small groups to carry out a workplace inspection on the administration office at the school.

The inspection must follow a risk management approach:

- identify hazards
- assess associated risks
- control measures to eliminate or minimise risks
- monitor and review control measures.

In consultation with their teacher, students are to assess using a risk assessment matrix, apply hierarchy of control and establish monitoring procedures.

Alternatively (or in addition), this task could be undertaken on work placement in consultation with the student's supervisor.

Scenario – dealing with an emergency

Students are to demonstrate their ability to follow emergency procedures for a given scenario. The scenario should be appropriate to a business services work environment, for example, a fire involving flammable substances in the storage area.

This includes:

- developing an evacuation map for the workplace/organisation
- designing a chart identifying responsibilities of key personnel
- displaying appropriate behaviour to take in an emergency situation
- contacting appropriate personnel and emergency services and reporting the emergency situation
- evacuating the site through simulated response to an emergency complying with workplace/organisation procedures.

Visual communication test

Students are to investigate the different signage displayed around the workplace during work placement and produce a written report discussing the signage used in the workplace and its importance and relevance to the business services environment.

Industry presentation

Students should present a written report and verbal presentation to the class. Each student is to be allocated a different sub-sector of the business services industry as the focus of their discussion. It should include an explanation of scope, employment and economic importance of the business services industry, as well as the main role and service/s.

Research project

With a focus on the required knowledge and skills of BSBIND201A *Work effectively in a business environment*, students will select a current issue of concern to the business services industry and prepare a report for the class, detailing the current issue of concern and the strategies businesses are using to respond to this issue. (See HSC Requirements and Advice for Performance Criteria 1.3, p. 34 of Part B for list of current issues of concern.)

Extended response – legislation

Written task – students will prepare an extended response to a question (preparation and practice for HSC examination):

‘Analyse the impact that current legislation regarding employee’s rights in the workplace has had on business services employees and their work in the industry’.

Extended response – training and environment

Written task – students will prepare an extended response to a question (preparation and practice for HSC examination) to cover:

- strategies for the minimisation of potential negative environmental impacts
- importance of training in safe work practices and emergency procedures to meet occupational health and safety (OHS) and environmental requirements.

Role-plays and case studies

For example:

- communicating effectively with colleagues and customers, including those with special needs, across a range of contexts
- establishing contact with customers
- identifying customer needs
- delivering a service to customers
- processing customer feedback
- handling complaints and resolving conflict
- cross-cultural communication and dealing with misunderstandings
- communicating on the telephone
- understanding of reciprocal rights and responsibilities of employers and employees in relation to antidiscrimination and EEO.

Role-plays – dealing with conflict

Students participate in role-plays allowing them to demonstrate a basic understanding of the principles of conflict resolution in their response to personal conflict situations.

Telephone technique

On a rotational basis throughout the year, each student could be rostered on to 'telephone duty' in the school office.

Each student should be observed:

- receiving phone calls
- using the functions of the telephone system
- taking and distributing messages.

Work placement and/or part-time work supervisor(s) could also provide feedback on a student's telephone technique.

Written documentation

Students correctly and accurately complete a range of workplace/organisation documentation.

Criteria for assessment could include:

- spelling
- grammar
- punctuation
- proofreading
- layout
- appropriate features and terminology
- maintenance of clear, concise and accurate work that is easy to read.

Work schedule – individual and team tasks

Each student is to develop a work schedule. Duties are to be undertaken in a workplace/organisation over a one-month period. The schedule should include individual and team tasks.

The work schedule should:

- be clear and logically presented
- ensure tasks are ordered in an efficient sequence
- identify material, tools and equipment requirements
- outline specific techniques to be used (if required)
- indicate a completion time frame for the various tasks
- incorporate quality assurance checks.

Self and peer evaluation

At regular intervals during a project, or as team members finish working in a designated role, complete a peer and self-evaluation sheet on their performance and how their performance has impacted on the production of the project. The self-evaluation sheet could address:

- time management and work sequencing
- meeting quality requirements
- OHS concerns/issues
- tools, equipment and techniques used
- skills developed or improved
- customer relations
- teamwork.

Workplace/organisation manual

Each student is to progressively develop a manual for a fictitious business services workplace/organisation.

The manual will be updated after the completion of class work relevant to the specific component of the manual. The manual may include:

- workplace/organisation name
- table of contents
- personal presentation
- working safely
- staff communication
- customer service
- organising and maintaining work areas
- using business technology
- processing and maintaining workplace information
- sustainable work practices.

Material Safety Data Sheet (MSDS)

Allocate to each student one material that will typically be used in a business services work environment. They are to contact the supplier/manufacturer (by telephone, letter or website) to obtain the MSDS. Each student will provide the class with a copy of the MSDS and brief the other students on the main points and safe use.

Tools and equipment

Each student is allocated a different tool or equipment commonly used in the business services industry. Students produce a computer-generated:

- information sheet (maximum one A4 page) with the following information:
 - name
 - sketch/diagram/photo
 - characteristics
 - purpose (use and limitations)
 - OHS requirements (hazard controls and PPE and for plant/equipment only – responsibilities of the supplier/hire firm and operator)
 - training/qualifications required (school and industry expectations)
- pre-operational checklist.

Each student ‘delivers’ an induction course to the other students (in partnership with the teacher) for their allocated tool or equipment/plant.

Students are to be given several opportunities throughout the business services course to safely use and maintain a range of business services tools and equipment/plant, as well as to check for serviceability and rectify or report any faults. These opportunities can arise during practical tasks/projects and/or may be demonstrated during work placement, field trips or industry visits.

Job application

Students are to 'apply' for an advertised position in a business services industry environment. Students are required to:

- write a letter of application
- develop a curriculum vitae
- prepare for and undertake a simulated job interview.

The interviews could be undertaken by a number of personnel including the teacher themselves and/or other school staff, a parent or employer.

It should be a formal process that includes:

- communication via the telephone to arrange interview times
- appropriate dress standards
- prepared interview questions
- the opportunity for feedback to each student as well as general comments to the class.

Personal development needs

Each student is required to:

- develop a curriculum vitae
- locate and 'apply' for an entry level position in the business services industry (from the newspaper, internet or alternative)
- identify a position to which they aspire and conduct a knowledge/skills gap analysis
- develop a personal development needs plan to help achieve career aspirations
- begin compiling evidence of learning (portfolio of learning).

Industry-specific class projects

All class members are required to take an active role in the class projects, working together to achieve a common purpose. The projects could be undertaken in partnership with a local business services workplace/company, as part of a community project or within school environment/activities.

The projects should include:

- identifying the roles and responsibilities of individuals and others in the workgroup
- planning activities such as setting common goals, objectives and task requirements, as well as determining and agreeing on individual tasks
- undertaking the project with members of the work group
- monitoring the progress of the workgroup.

Associated activities are to include safe working practices, organising and completing daily work activities, interacting and communicating with colleagues and customers, participating in environmentally sustainable work practices, using business technology and processing and maintaining workplace information.

Workplace/company roster

Students are to develop a workplace/organisation roster for one work team that includes at least a full-time supervisor/team leader, a full-time worker and a school-based trainee.

Students will need to consider workplace/company hours, meal breaks, busy operating times and the minimum and maximum hours staff are allowed to work.

Examinations

- Year 11 half-yearly examination
- Year 11 yearly examination
- Year 12 half-yearly examination
- Year 12 trial HSC examination.

Examinations should be in HSC format with multiple choice questions, short answer questions and extended responses