

Training Package	Business Services (BSB01)	HSC Requirements and Advice
Title:	Produce simple word-processed documents	
Unit Code	Unit Descriptor:	HSC Indicative Hours: 25
BSBCM213A	This unit covers preparation and production of short routine letters, notes, memos and records using word-processing software. This unit is related to BSBCM107A Operate a personal computer, BSBCM108A Develop keyboard skills and BSBCM306A Produce business documents.	

Context/s of Assessment	Critical aspects of Evidence	Consistency of Performance	Resource Implications	HSC Requirements and Advice
<ul style="list-style-type: none"> Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment Assessment should reinforce the integration of the key competencies and the Business Services Common Competencies for the particular AQF Level. Refer to the Key Competency Levels at the end of this unit 	<ul style="list-style-type: none"> Integrated demonstration of all elements of competency and their performance criteria Knowledge of simple word processing functions Knowledge of standard document layout Knowledge of simple document design principles Knowledge of organisational requirements for simple word processed documents 	<p>In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations</p>	<p>The learner and trainer should have access to appropriate documentation and resources normally used in the workplace. These may include:</p> <ul style="list-style-type: none"> Workplace reference materials such as style guides Computer equipment with word processing software English dictionary 	<p>Key Terms and Concepts:</p> <ul style="list-style-type: none"> ergonomic requirements energy and resource conservation techniques minimise wastage document style templates workstation posture noise minimisation repetition power-save options agenda flyer default settings formatting page orientation logo enhancement alignment file/directory proofreading consistency

Element of Competency	Performance Criteria	Range Statement	Evidence Guide	HSC Requirements and Advice
1. Use safe work practices	1.1 Workspace, furniture and equipment are adjusted to suit the <i>ergonomic requirements</i> of the user	<p>Legislation, codes and national standards relevant to the workplace may include:</p> <ul style="list-style-type: none"> - award and enterprise agreements and relevant industrial instruments - relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination - relevant industry codes of practice <p>Organisational policy and procedures may include:</p> <ul style="list-style-type: none"> - log-on procedures - password protection - storage / location of data - standard formats - author's instructions - use of templates <p>Ergonomic requirements may include:</p> <ul style="list-style-type: none"> - workstation height and layout - chair height, seat and back-adjustment - footrest - screen position - keyboard and mouse position - document holder - posture - avoiding radiation from computer screens - lighting - noise minimisation 	<ul style="list-style-type: none"> • Knowledge* <p>*At this level the learner must demonstrate basic operational knowledge in a moderate range of areas.</p> <ul style="list-style-type: none"> - The relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination - Organisational requirements for ergonomics, work periods and breaks, and conservation techniques. <ul style="list-style-type: none"> • Skills <ul style="list-style-type: none"> - Communication including questioning and clarifying - Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities 	<p>Learning experiences for the HSC must address:</p> <p>An understanding of OH&S guidelines relating to screen-based equipment and ergonomic work stations.</p> <p>Ergonomic requirements including:</p> <ul style="list-style-type: none"> - workstation height and layout - chair height, seat and back-adjustment - footrest - screen position - keyboard and mouse position - document holder - posture - avoiding radiation from computer screens - lighting - noise minimisation.
	1.2 <i>Work organisation</i> meets organisational and Occupational Health and Safety requirements for computer operation	<p>Work organisation may include:</p> <ul style="list-style-type: none"> - mix of repetitive and other activities - rest periods - exercise breaks 	<p>Learning experiences for the HSC must address:</p> <p>The importance of rest and exercise when using equipment.</p> <p>Different types of injuries:</p> <ul style="list-style-type: none"> - eyestrain - OOS (Occupational Overuse Syndrome) - muscle strain. <p>Preventing injuries through:</p> <ul style="list-style-type: none"> - exercise - physical environment. 	

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	1.3 Energy and resource <i>conservation techniques</i> are used to minimise wastage in accordance with organisational and statutory requirements	Conservation techniques may include: <ul style="list-style-type: none"> - double-sided paper use - re-used paper for rough drafts (observing confidentiality requirements) - disposing of non-confidential waste paper in recycling bins - utilising power-save options for equipment 		Learning experiences for the HSC must address: An understanding of energy and resource conservation techniques include: <ul style="list-style-type: none"> - re-use - recycle - power-save options.
2. Confirm document requirements	2.1 Document purpose, audience and presentation requirements are clarified with relevant personnel in accordance with organisational policy and procedures	Documents may include: <ul style="list-style-type: none"> - memos - faxes - letters - standard form letters - labels - envelopes - agendas - minutes - briefing papers - short reports - simple one-page flyers 	<ul style="list-style-type: none"> • Knowledge* *At this level the learner must demonstrate basic operational knowledge in a moderate range of areas. <ul style="list-style-type: none"> - Formatting styles and rules of the organisation's style guide - Effect of formatting on readability and appearance of documents <ul style="list-style-type: none"> • Skills <ul style="list-style-type: none"> - Literacy skills for reading and understanding the organisation's procedures; using basic models to produce a range of correspondence; using page layout to support text structure - Communication including questioning and clarifying - Problem solving skills to solve routine problems - Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities 	
	2.2 Organisational requirements in relation to <i>document</i> style; storage and security requirements are identified			Learning experiences for the HSC must address: Business documents in a variety of formats including: <ul style="list-style-type: none"> - memos - tables - faxes - letters - invoices - envelopes - flyers. Storage and security requirements including: <ul style="list-style-type: none"> - saving work regularly - updating files - creation of back-up files - off-site storage of files - password, log on, log off procedures.

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3. Produce documents	3.1 Text is entered, checked and amended in accordance with organisational and task requirements	<p>Checking may include:</p> <ul style="list-style-type: none"> - proofreading - accuracy of information - spelling, electronically and manually - grammar - consistency of layout - ensuring instructions with regard to content and format have been followed 	<ul style="list-style-type: none"> • Knowledge* <p>*At this level the learner must demonstrate basic operational knowledge in a moderate range of areas.</p> <ul style="list-style-type: none"> - Knowledge of the purposes of and the uses and function of word processing software - Formatting styles and rules of the organisation's style guide - Effect of formatting on readability and appearance of documents <ul style="list-style-type: none"> • Skills <ul style="list-style-type: none"> - Keyboarding and technology skills - Literacy skills for reading and understanding the organisation's procedures; using basic models to produce a range of correspondence; using page layout to support text structure - Proofreading and editing skills for checking own work and re-reading for accuracy against original - Communication including questioning and clarifying - Problem-solving skills to solve routine problems - Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities 	<p>Learning experiences for the HSC must address:</p> <p>Proofreading skills (symbols as per <i>Australian Government Style Manual for Authors, Editors and Printers</i>).</p> <p>Using spelling and grammar tools.</p>
	3.2 <i>Software functions</i> are utilised for consistency of design and layout and document is <i>formatted</i> in accordance with organisational style and presentation requirements	<p>Software functions may include:</p> <ul style="list-style-type: none"> - default settings - page setup - paragraph formatting - text formatting - tabs - line spacing - page numbers - headers/footers - spell check - grammar check - indent - document protection <p>Formatting may include:</p> <ul style="list-style-type: none"> - page orientation - margins - company logo / letterhead - columns - enhancements to text – colour, size, orientation - enhancements to format – borders, patterns and colours - alignment on page - headers/footers 		

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	3.3 Manuals, user documentation and online help are used to overcome problems with document presentation and production			
	3.4 Mailable document is previewed, adjusted and printed in accordance with organisational and task requirements	Printing may include: <ul style="list-style-type: none"> - printer setup - whole document - specified pages - odd or even pages - multiple copies 		
	3.5 Documents are prepared within designated timelines, organisational requirements and Australian standards for speed and accuracy	Designated timelines may include: <ul style="list-style-type: none"> - timeline agreed with supervisor/person requiring document/s - timeline agreed with internal/external client - organisation timeline eg deadline requirements 		Learning experiences for the HSC must address: Speed and accuracy are to enterprise standards.
	3.6 Document is named and stored, in accordance with organisational requirements and the application exited without information loss/damage	Naming and storage of documents may include: <ul style="list-style-type: none"> - file names which are easily identifiable in relation to the content - file/directory names which identify the operator, author, section, date etc - file names according to organisational procedure eg numbers rather than names - storage in folders / sub-folders - storage on hard/floppy disk drives, CD-ROM, tape backup - organisation policy for backing up files - organisation policy for filing hard copies of documents - filing locations - security - authorised access 		Learning experiences for the HSC must address: Storing documents in different forms including: <ul style="list-style-type: none"> - hard copy - electronic - filing locations - security - authorised access.

Key Competency Levels

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Collect, analyse and organise information	Communicate ideas and information	Plan and organise activities	Work with others and in teams	Use mathematical ideas and techniques	Solve problems	Use technology
Level 2	Level 2	Level 2	Level 2	Level 2	Level 2	Level 2

Three levels of performance denote level of competency required to perform task.

1. Perform 2. Administer 3. Design

- **Collecting, analysing and organising information** – to meet organisational requirements
- **Communicating ideas and information** – through well-designed business documents
- **Planning and organising activities** – to meet designated timelines
- **Working with teams and others** – to determine document purpose and audience
- **Using mathematical ideas and techniques** – to determine spatial design requirements
- **Solving problems** – using manuals and online help
- **Using technology** – to produce word-processing documents

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies