

## Learner Assessment Pack

### Manage Business Document Design and Development

BSBADM506



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BSBADM506  
Manage Business Document  
Design and Development

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## Learner Assessment Pack Assessment Delivery



## Learner Information

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Each Learner Assessment Pack is made up of three parts:

### Assessment Delivery

- Learner Information
- Steps for Learners
- Assessment Agreement

### Assessment

- Tasks
- Context
- Assessor Feedback

### Recording

- Record of Assessment

Before you commence your Assessment, ensure that you have good knowledge of the subject, have thoroughly read your Learner Resource, and clearly understand the Assessment requirements and the expectations of the Assessor.

You may be required to demonstrate knowledge and skills which may be difficult for the Assessor to witness. If so, an Evidence Record is supplied which will allow the knowledge or skill to be verified by at least one third party, and preferably two or more. These witnesses would usually be current or recent supervisors or your Assessor.

Explanations are given for each Task. If you have any questions, consult with your Assessor.

To contextualise this Assessment to your industry, you must complete a few additional tasks based on your employer's industry. These will be provided by your Assessor.

The assessment tasks may be answered using your business, the simulated business or a mixture of both as instructed by your Assessor.

Records must be kept of all aspects of the Assessment in your Learner Pack.

The record of assessment is a **legal document** and must be signed, dated, and a copy stored as required by your Registered Training Organisation (RTO).




## Steps for Learners

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1. Receive your Learner Assessment Pack and discuss with your Assessor the expectations of this Assessment. You may also need to supply contact details of one or two work referees who can confirm your skills in the industry. Discuss with your Assessor if you intend to undertake the tasks based on your employing organisation or using the simulated business, Bounce Fitness or a mix of both.
2. Your Learner Assessment Pack is where you will get the Task information. Complete the Tasks as instructed, using either the simulated business, Bounce Fitness, or your employing organisation and include in the Learner Assessment Pack for your Assessor.
3. After you complete your Assessment, gather and return your evidence documents, as detailed in the Task(s) in the timeframe agreed with your Assessor.

# Assessment Agreement

Have you signed off:

<p> <b>Delivery Method</b></p> <p>Classroom <input type="checkbox"/></p> <p>Small Group <input type="checkbox"/></p> <p>One-on-One <input type="checkbox"/></p> <p>Online <input type="checkbox"/></p> <p>Other (please describe) <input type="checkbox"/></p>	
<p> <b>Assessment Method</b></p> <p>Learner's Organisation – Pre-assessment meeting conducted <input type="checkbox"/></p> <p>Simulated Business <input type="checkbox"/></p>	
<p> <b>Assessment Conditions</b></p> <p>Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the general administration field of work and include access to:</p> <ul style="list-style-type: none"> <li>• Computer hardware and other document production equipment <input type="checkbox"/></li> <li>• Software applications appropriate to the task <input type="checkbox"/></li> <li>• Media for production of documents <input type="checkbox"/></li> <li>• Samples of high quality standard documents. <input type="checkbox"/></li> </ul> <p>Assessors must satisfy NVR/AQTF assessor requirements.</p>	
<p>I confirm that the activities and assessment completed as part of this unit are my own work and comply with all relevant copyright and plagiarism rules. I understand that if there is any doubt of the authenticity of any piece of my assessment I can be orally examined and the signatory of evidence records may be contacted.</p>	
<p><b>Learner Name</b> _____</p>	
<p><b>Learner Signature</b> _____ <b>Date</b> _____</p>	
<p><b>Assessor Name</b> _____</p>	
<p><b>Assessor Signature</b> _____ <b>Date</b> _____</p>	



# Learner Assessment Pack

## Assessment





To be assessed for this competency, you must demonstrate your ability to:

- Identify the organisational needs, requirements and information technology capabilities relevant to the design and production of documents
- Establish documentation standards to meet organisational requirements
- Design, test and amend document templates
- Develop and implement documentation and training to support use of standard templates and macros
- Monitor the implementation of standard documentation templates and macros and make improvements in line with organisational requirements.

The following Assessment Tasks must be completed by you to enable you to demonstrate these skills. These must be conducted:

**Using the simulated business Bounce Fitness**

**or**

**In your own workplace if you are able to access all the documents and conduct all of the activities.**

Ensure that you gain the approval of your choice with your Assessor before commencing.

The assessment requires you to establish standards for the design and production of organisational documents and to manage document design and production processes to ensure agreed standards are met.

The documents you will require if you are using the simulated business Bounce Fitness can be found on the Bounce Fitness website:

- Procedures tab / Administrative Procedures Folder / Style Guide
- Documents tab / Various Folders

You may need to conduct further research.

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## Assessor Feedback

### Key Points and Suggested Answers

Assessor feedback is recorded here. The Assessor will record what they saw or heard, how it related to the performance criteria, their judgement and why they made that judgement.

### Task 1 – Theory: Short Answer Questions

SAMPLE

Task 2 – Practical: Establish Documentation Standards

SAMPLE



Task 3 – Practical: Manage Template Design and Development

Blank area for Task 3 content.

Task 4 – Practical: Develop Standard Text for Documents

Blank area for Task 4 content.

Task 5 – Presentation of Training

Blank area for Task 5 – Presentation of Training

Task 6 – Evidence Record

Blank area for Task 6 – Evidence Record

## Tasks Sign-Off Sheet

**Learner Name**

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**Assessor Name**

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**Learner Signature**

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**Assessor Signature**

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**Date**

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**Date**

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SAMPLE



# Learner Assessment Pack Recording



## Record of Assessment

Learner Details	Assessor Details
Name	Name
Course Code	Site and Date
Unit Code BSBADM506	Unit Name Manage Business Document Design and Development

Performance Criteria Mapping			
Assessment Activity	PC Mapping	Satisfactory	Needs More Evidence
Task 1 – Theory: Short Answer Questions	KE1, 2, 3, 4, 5, 6	<input type="checkbox"/>	<input type="checkbox"/>
Task 2 – Practical: Establish Documentation Standards	1.1, 1.2, 1.3, 1.4	<input type="checkbox"/>	<input type="checkbox"/>
Task 3 – Practical: Manage Template Design and Development	2.1, 2.2, 2.3	<input type="checkbox"/>	<input type="checkbox"/>
	3.1, 3.2, 3.3		
	4.1, 4.2, 4.3		
Task 4 – Practical: Develop Standard Text for Documents Plan	5.1, 5.2	<input type="checkbox"/>	<input type="checkbox"/>
	3.1, 3.2, 3.3		
Task 5 – Presentation of Training	4.2	<input type="checkbox"/>	<input type="checkbox"/>
Task 6 – Evidence Record	1.1, 1.2, 1.3, 1.4	<input type="checkbox"/>	<input type="checkbox"/>
	2.1, 2.2, 2.3		
	3.1, 3.2, 3.3		
	4.1, 4.2, 4.3		
	5.2, 5.2		

Performance Evidence Mapping			Satisfactory	Needs More Evidence
PE1	Identify the organisational needs, requirements and information technology capabilities relevant to the design and production of documents	Tasks 2a and 6	<input type="checkbox"/>	<input type="checkbox"/>
PE2	Establish documentation standards to meet organisational requirements	Tasks 2b and 6	<input type="checkbox"/>	<input type="checkbox"/>
PE3	Design, test and amend document templates	Tasks 3 and 6	<input type="checkbox"/>	<input type="checkbox"/>
PE4	Develop and implement documentation and training to support use of standard templates and macros	Tasks 3, 4 and 6	<input type="checkbox"/>	<input type="checkbox"/>
PE5	Monitor the implementation of standard documentation templates and macros and make improvements in line with organisational requirements.	Tasks 3e and 6	<input type="checkbox"/>	<input type="checkbox"/>

Knowledge Evidence Mapping			Satisfactory	Needs More Evidence
KE1	Describe document production processes	Tasks 1a and 6	<input type="checkbox"/>	<input type="checkbox"/>
KE2	Identify costs involved with the implementation of standard documentation	Tasks 1b and 6	<input type="checkbox"/>	<input type="checkbox"/>
KE3	Explain the software applications relevant to document design and development in the organisation	Tasks 1c and 6	<input type="checkbox"/>	<input type="checkbox"/>
KE4	Identify key provisions of relevant legislation and regulations, codes and standards affecting document production	Tasks 1d and 6	<input type="checkbox"/>	<input type="checkbox"/>
KE5	Outline organisational policies and procedures relating to document production	Tasks 1e and 6	<input type="checkbox"/>	<input type="checkbox"/>
KE6	List sources of expertise available externally to the organisation or workgroup.	Tasks 1f and 6	<input type="checkbox"/>	<input type="checkbox"/>

Context Mapping	PC Mapping	Satisfactory	Needs More Evidence
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>

Foundation Skills Mapping					
Skill	Description	ACSF Level	Mapping	Satisfactory	Needs More Evidence
Learning	Actively reinforces own knowledge and skills by training others	5	Tasks 5 and 6	<input type="checkbox"/>	<input type="checkbox"/>
Reading	Evaluates information from complex texts, including organisational policies and procedures	5	Tasks 2, 3, 4 and 6	<input type="checkbox"/>	<input type="checkbox"/>
	Extracts and evaluates information from a range of support sources to extend understanding	5	Tasks 2, 3, 4 and 6	<input type="checkbox"/>	<input type="checkbox"/>
Writing	Selects text type, subject matter and language to suit a specific audience and purpose	5	Tasks 2, 3, 4, 5 and 6	<input type="checkbox"/>	<input type="checkbox"/>
	Organises content to support the purposes and format of the product	5	Tasks 2, 3, 4, 5 and 6	<input type="checkbox"/>	<input type="checkbox"/>
Oral Communication	Participates in verbal exchanges to gain information	5	Tasks 5 and 6	<input type="checkbox"/>	<input type="checkbox"/>
	Uses listening and questioning techniques to clarify and confirm understanding	5	Tasks 5 and 6	<input type="checkbox"/>	<input type="checkbox"/>
	Presents complex technical information adjusting presentation style and vocabulary to suit audience	5	Tasks 5 and 6	<input type="checkbox"/>	<input type="checkbox"/>
Numeracy	Recognises and interprets numerical information related to budgets	5	Tasks 2, 3, 4 and 6	<input type="checkbox"/>	<input type="checkbox"/>
Navigate the world of work	Recognises and adheres to organisational and legislative requirements	5	Tasks 2, 3, 4 and 6	<input type="checkbox"/>	<input type="checkbox"/>
Interact with others	Actively identifies requirements of important communication exchanges, selecting appropriate channels, format, tone and content to suit purpose and audience	5	Tasks 2, 3, 4 and 6	<input type="checkbox"/>	<input type="checkbox"/>
Get the work done	Applies formal processes when planning complex tasks, producing plans with logically sequenced steps, reflecting an awareness of time constraints	5	Tasks 2, 3, 4 and 6	<input type="checkbox"/>	<input type="checkbox"/>
	Systematically gathers and analyses all relevant information and evaluates options to make informed decisions	5	Tasks 2, 3, 4 and 6	<input type="checkbox"/>	<input type="checkbox"/>
	Utilises a broad range of complex features within digital applications to improve productivity, optimising software functions for specific purposes	5	Tasks 2, 3, 4 and 6	<input type="checkbox"/>	<input type="checkbox"/>



(please tick appropriate box)	Yes	No
Comments and future action noted in Learner Assessment Pack	<input type="checkbox"/>	<input type="checkbox"/>
Results discussed and agreed to <b>You have the right to appeal the outcome of your assessment.</b>	<input type="checkbox"/>	<input type="checkbox"/>
The Learner is	Competent <input type="checkbox"/> Not Yet Competent <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>

**Learner Comments**

**Assessor Comments**

Details of further evidence required

After reassessment the Learner is	Competent <input type="checkbox"/> Not Yet Competent <input type="checkbox"/>
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**Assessor Signature** **Date**

The signature confirms that I have submitted all my own work and agree with the assessment decision and feedback.

**Learner Signature** **Date**

