



# Student User Guide

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Business Works is a series of training and assessment resources developed for qualifications within the Business Services Training Package.



## Contents

1: Introduction .....	3
Business Works .....	3
Key information .....	3
2: Preparing for assessment .....	5
Preparing for assessment .....	5
3: Undertaking assessment.....	6
Types of assessment .....	6
Assessment task cover sheets.....	8
Submission instructions .....	8
Completing written assessment tasks.....	8
4: Following assessment.....	10
Right of appeal .....	10
Appendix A – Assessment task information.....	11
Appendix B – Student assessment agreement.....	13
Appendix C – Assessment task – Cover sheet.....	16

# 1: Introduction

Welcome to the *Business Works Student User Guide*. This User Guide has been designed to help you to successfully complete the assessment for units from the Business Services Training Package.

## Business Works

A number of documents have been provided with this User Guide to support you to complete training and assessment including:

- *Student Guide*: The Student Guide provides you with learning content, activities and links to videos, further reading and additional material to help you to develop your knowledge and skills.
- *Student Assessment Tasks*: The Student Assessment Tasks include the tasks themselves as well as guidance about how to complete each assessment. Submission information and relevant forms are also included.
- *Supporting resources*: Supporting resources include templates, forms and portfolios which you can use to provide evidence of your competence. Your assessor will provide you with the relevant supporting resources when you are ready to complete assessment for each unit. You will find a list of the student resources relevant to each task in the *Student Assessment Tasks*.

## Key information

### Safety

Regardless of the training or assessment setting, you must always work safely and comply with legislative requirements. Listen to and follow the direction of your trainer/assessor at all times.

### Policies and procedures

The information in this guide is general in nature and should always be read in conjunction with your training organisation's and (where relevant) workplace's policies and procedures.

## Icons

Icons are used throughout the Student Assessment Tasks to indicate important information.



This information indicates that you will need to read information about a task and that you may need to seek further clarification or advice before beginning an assessment.



This icon shows that you will need to meet with your assessor (and possibly other students) to complete a meeting or role play.



This icon shows that you will need to communicate via email or send documents via email.



This icon indicates that you will need to submit an item of evidence.



This icon indicates that you will need to complete a practical element during a task which may include research, developing documents, brainstorming ideas and so on.



This icon indicates that information is provided about completing or submitting your assessment.

## Portfolio icons



This icon indicates that you must attach evidence to support your written entry.

## 2: Preparing for assessment

### Preparing for assessment

Much of the quality of your assessment relies on the planning and preparation that you do. Take the time to:

- carefully read through the whole of the assessment task and each of the supporting documents
- ensure that you are clear about what it is that you are expected to do. Ask your assessor for clarification if you have any questions at all
- be clear on the time limits and due dates for each task
- ensure that you have completed a Student Assessment Agreement for every unit of competency.

### Understand expectations

You will find specific advice at the start of each assessment which will guide you in how to complete each assessment task. Make sure that you take the time to read this advice and to clarify any legislative and organisational requirements before proceeding with assessment.

Always ensure that you are clear about what is expected of you. If you need support, advice or assistance, speak to your trainer, your assessor or your workplace supervisor.

### Time limits and due dates

Your assessor will provide you with a due date for each assessment task. In some cases, you will also be required to complete an assessment within a set time limit (particularly in the case of written Knowledge Question tasks). In Appendix A of this User Guide, you will find a table showing the time-limits (where relevant) for your assessment tasks. You will also find space to write the due dates for each task.

### Reasonable adjustment

You are encouraged to consult with your assessor prior to attempting an assessment task if you have a learning need or issue that you require additional support with or which may hinder your ability to successfully complete the assessment.

### Student assessment agreements

Before starting the assessment for each unit of competency, you must complete, sign and submit a Student Assessment Agreement. Your assessor will countersign the agreement and keep it on file according to your RTO's policies and procedures. A Student Assessment Agreement has been included in Appendix B of this document.

## 3: Undertaking assessment

### Types of assessment

The Student Assessment Tasks incorporate a range of assessment styles including:

- knowledge questions
- research tasks
- assessor observations
- portfolios
- projects, which may include case studies
- role plays.

### Knowledge questions

Knowledge questions are designed to help you to demonstrate the knowledge which you have acquired during the unit. Knowledge questions can be completed in a variety of ways including:

- in a traditional, closed-book exam style setting in the classroom
- in an open-book setting in the classroom. This means that you can draw on your learning materials and other resources to answer questions
- in an open-book setting in the your own time
- via your organisation's learning management system (LMS)
- as verbal questions if required for the purposes of reasonable adjustment.

You should also refer to the section on Completing Written Assessment Tasks below for additional information.

### Research tasks

Research tasks are provided to help you to demonstrate your ability to conduct and analyse research or to gather information. They also help you demonstrate your knowledge about a particular topic. When completing research tasks, consider the following tips.

- Ensure that you accurately quote your sources (including on-line sources).
- Use information from reliable, relevant sources.
- Use information sources that are current (while there are exceptions, a good guide is not more than six years old).

You should also refer to the section on Completing Written Assessment Tasks below for additional information.

## Projects

Projects are provided to help you demonstrate a range of knowledge and skills that you have developed during your course. They may be completed in your own workplace, in a simulated workplace, in the classroom or in your own time. Supporting templates and resources are usually provided to help you. They often have a range of tasks within them which will include observations and portfolio completion.

You should also refer to the section on Completing Written Assessment Tasks below for additional information.

## Assessor observations

Assessor observations are used where the unit of competency requires that you must be observed by an assessor demonstrating the skills and knowledge that you have learnt during your course. Before being observed, make sure that you read through the task information so that you understand what it is that you must demonstrate. Your assessor will advise you of when you will be observed for the purposes of assessment.

Observations may be in person, via video conferring software as and when necessary/relevant (e.g. pandemic conditions or distance-based learners) or you may like to video record evidence for your assessor to watch later. When submitting video evidence ensure the quality is suitable enough for the assessor to clearly observe what you are doing and that the audio quality is sufficient. Otherwise, you may be asked to resubmit.

## Round table discussions

Round table discussions are a fantastic way for you to discuss your own real experiences and apply them in the context of the case study. Even though you may be participating in a project based on a case study business, you have a wealth of knowledge, experience and skills that you have gathered over the course of your life that can be reflected on and applied in discussion with your peers and fellow students. These can then be discussed and applied to the project you are working on, making it more industry realistic.

## Role plays

Role plays are used to assess your knowledge and skills where it would not be possible to provide evidence in another way. For example, many Human Resources (HR) units will require you to demonstrate competency in processes like recruitment or termination of employment.

When participating in role plays, ensure that you behave as you would in real workplace. You will find more information about simulated workplaces below.

## Simulated workplace environments

Many of the student assessment tasks that you undertake throughout your course will take place in the simulated business environment which could include your home and/or classroom. Simulated workplace tasks are designed to:

- reflect real life work tasks
- are assessed using criteria that relate to the quality of work expected by industry
- use authentic workplace documentation

- require you to work as part of a team
- involve the use of standard, workplace equipment (hardware, software and consumables)
- require you to consider usual workplace constraints such as time and budgets.

You should therefore ensure that you treat simulated workplaces as real workplaces for the purposes of assessment by:

- communicating professionally, using industry standard language and terminology
- adhering to an appropriate level of dress and behaviour
- working in a way which is client or team focussed (as relevant to the unit)
- completing group work in a professional, team-oriented way
- behaving in a way which is consistent with current industry practice.

## Assessment task cover sheets

You must submit a completed, signed Assessment Task Cover Sheet with each assessment. An Assessment Task Cover Sheet is included in Appendix C of this User Guide.

## Submission instructions

The format that you will submit tasks in will vary, depending on the task. Some might require hand-written responses, some will require submission of electronic files and others will require emails. You will find specific instructions with each task. You will also find a summary in Appendix A.

## File naming conventions

It is important that you use a consistent file naming convention for each file that you submit. For all files that you submit throughout the assessment for this course, use the following convention:

competency code task number student name date

For example: BSBLDR501 AT1 Student Name 25-04-2021

## Completing written assessment tasks

The following advice applies to completing all types of written assessment (for example, knowledge questions, research reports, project portfolios and so on).

- You should always apply the documentation principles that you have learned throughout your course when answering written questions, completing assessment tasks and presenting reports. In particular, you should:
  - use clear, non-discriminatory language
  - use business-like language
  - follow your workplace's policies and procedures
  - respect the confidentiality of the people who you are providing services and support to.
- Read each question carefully and focus on answering it in full. For example, if the question asks you to list five of something, ensure that you provide five examples.

## Written answer question guidance

- The following written questions use a range of “instructional words” such as “identify” or “explain”, which tell you how you should answer the question. Use the definitions below to assist you to provide the type of response expected.
- Note that the following guidance is the minimum level of response required.

**Analyse:** when a question asks you to analyse something, you should do so in detail, and identify important points and key features. Generally, you are expected to write a response one or two paragraphs long.

**Compare:** when a question asks you to compare something, you will need to show how two or more things are similar, ensuring that you also indicate the relevance of the consequences. Generally, you are expected to write a response one or two paragraphs long.

**Contrast:** when a question asks you to contrast something, you will need to show how two or more things are different, ensuring you indicate the relevance or the consequences. Generally, you are expected to write a response one or two paragraphs long.

**Describe:** when a question asks you to describe something, you should state the most noticeable qualities or features. Generally, you are expected to write a response two or three sentences long.

**Discuss:** when a question asks you to discuss something, you are required to point out important issues or features and express some form of critical judgement. Generally, you are expected to write a response one or two paragraphs long.

**Evaluate:** when a question asks you to evaluate something, you should put forward arguments for and against something. Generally, you are expected to write a response one or two paragraphs long.

**Examine:** when a question asks you to examine something, this is similar to “analyse”, where you should provide a detailed response with key points and features and provide critical analysis. Generally, you are expected to write a response one or two paragraphs long.

**Explain:** when a question asks you to explain something, you should make clear how or why something happened or the way it is. Generally, you are expected to write a response two or three sentences long.

**Identify:** when a question asks you to identify something, this means that you are asked to briefly describe the required information. Generally, you are expected to write a response two or three sentences long.

**List:** when a question asks you to list something, this means that you are asked to briefly state information in a list format.

**Outline:** when a question asks you to outline something, this means giving only the main points, Generally, you are expected to write a response a few sentences long.

**Summarise:** when a question asks you to summarise something, this means (like “outline”) only giving the main points. Generally, you are expected to write a response a few sentences long.

## 4: Following assessment

As you complete and submit each assessment task, your assessor will mark it and complete the Assessment Task Cover Sheet. The Assessment Task Cover Sheet will be returned to you with the outcome of the assessment, which will be satisfactory (S) or unsatisfactory (U).

If your work has been assessed as being not satisfactory, your assessor will also discuss this verbally with you and provide advice on re-assessment opportunities as per your RTO's re-assessment policy.

Depending on the task, this may include

- resubmitting incorrect answers to questions (such as knowledge questions and case studies)
- resubmitting part or all of a project, depending on how the error impacts on the total outcome of the task
- redoing a role play after being provided with appropriate feedback about your performance
- being observed a second (or third time) undertaking any tasks/activities that were not satisfactorily completed the first time, after being provided with appropriate feedback.

Your assessor will provide you with an appropriate timeframe in which to resubmit your work, according to your RTO's reassessment policy and procedure.

### Right of appeal

You have the right to appeal the outcome of assessment decisions if you feel that you have been dealt with unfairly or have other appropriate grounds for an appeal.

You should refer to your RTO's assessment appeals process for more information.

# Appendix A – Assessment task information

Unit code and title	Assessment Task	To be completed:	Max time allowed?	Conditions	Submission requirements	Due date (student to complete)

## Appendix B – Student assessment agreement

## Student assessment agreement

Make sure you read through the assessments in your student assessment booklet before you fill out and sign the agreement below.

If there is anything that you are unsure of, consult your assessor prior to signing this agreement.

Have you read the assessment requirements for this unit?  Yes  No

Do you understand the requirements of the assessments for this unit?  Yes  No

Do you agree to the way in which you are being assessed  Yes  No

Do you have any specific needs that should be considered  Yes  No

If so, explain these in the space below.

Do you understand your rights to reassessment?  Yes  No

Do you understand your right to appeal the decisions made in an assessment?  Yes  No

Student name	
Student ID number	
Student signature	
Date	
Assessor name	
Assessor signature	
Date	



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# Appendix C – Assessment task – Cover sheet

## Assessment Task - Cover Sheet

### Student declaration

To be filled out and submitted with assessment responses

- I declare that this task is all my own work and I have not cheated or plagiarised the work or colluded with any other student(s).
- I understand that if I am found to have plagiarised, cheated or colluded, action will be taken against me according to the process explained to me.
- I have correctly referenced all resources and reference texts throughout these assessment tasks.

Student name	
Student ID number	
Student signature	
Date	

### Assessor declaration

- I hereby certify that this student has been assessed by me and that the assessment has been carried out according to the required assessment procedures.

Assessor name						
Assessor signature						
Date						
Assessment outcome	S	NS	DNS	Resubmission	Y	N

### Feedback

### Student result response

- My performance in this assessment task has been discussed and explained to me.
- I would like to appeal this assessment decision.

Student signature	
Date	

A copy of this page must be supplied to the office and kept in the student's file with the evidence.