



## COURSE OUTLINE

### CERTIFICATE II WORKPLACE SKILLS YEAR 11: 2021



## TERM 1

Week	Lesson	Topic and key teaching points	Syllabus content / Mapping	WALT/WILF	Assessment
1	1	<p>BSB20120 Intro Welcome to year 11 Cert II Business.</p> <p>Introduction to course</p> <p>Induction power point and handbook from SSI to go through</p> <p>Assessment agreement for students from SSI set up files for cert II business - refer to connect information</p>	<p>Induction LLN</p>	<p>LI – emerge students into the world of VET, go through LLN requirements and the need to identify any issues early on, set up files, understand that their work and submissions must be their own</p> <p>SC – students complete signing sheets, LLN 1 and 2, set up files appropriately</p>	<p>Student induction quiz LLN assessment 1</p>
1	2	<p>Students will produce a cover page for this subject with their name, course name, year group and a picture.</p> <p>Students will then submit their work to connect, where feedback will be given.</p> <p>Next lesson they will print out their cover pages, laminate them and, put them in their files.</p> <p>Files to be named and their signed sheets will be put inside.</p>	<p>LLN</p>	<p>LI – use connect correctly</p> <p>SC – will be able to access connect, submit work and check feedback, and resubmit if required</p>	<p>SEL – ask for help – talk about the importance of asking for help</p> <p>LLN assessment 2</p>
1	3	<p>I will print their cover pages for them and demonstrate how to use the photocopier, and laminator.</p> <p>USI's</p> <p>BSBWHS211 – Contribute to health and safety of self and others</p> <p>Students to complete the WHS quiz</p> <p>Students to begin working on their learner's guide</p> <ul style="list-style-type: none"> <li>* regulations</li> <li>* codes of practice</li> </ul>	<p>BSBWHS211</p>	<p>LI - go through the procedures of how to print and use business equipment</p> <p>SC - students will be able to use the photocopier and laminator without assistance</p> <p>Introduce BSBWHS211</p>	<p>SEL – ask for help – name the feelings associated with asking for help</p> <p>USI</p>

The Certificate II in Business will run over two years. Student results will not be available until they have completed the full certificate and results are verified.



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1	4	<p>BSBWHS211 - Contribute to health and safety of self and others</p> <ul style="list-style-type: none"> <li>- Work safely               <ul style="list-style-type: none"> <li>o Smart move certificate Business /IT</li> </ul> </li> <li>• Implement workplace safety requirements               <ul style="list-style-type: none"> <li>o Hazard checklist of workplace</li> <li>o Control worksheet</li> <li>o Accident Incident report</li> </ul> </li> <li>• Participate on WHS consultation processes</li> <li>• Holding a meeting on WHS in classroom</li> </ul>	<p>Elements</p> <ol style="list-style-type: none"> <li>1. <i>Work safely</i></li> <li>2. <i>Implement work safety requirements</i></li> <li>3. <i>Participate in WHS consultative processes</i></li> </ol>	<p>LI – research information for new UOC          SC – a basic understanding of the requirements of the task</p>	<p>Document          Written assignment          Role play          Observation          Checklists          Demonstrations          Smart move certificate in Business/IT</p>
2	1	<ul style="list-style-type: none"> <li>- Work safely               <ul style="list-style-type: none"> <li>o Smart move certificate Business /IT</li> </ul> </li> </ul>	<p>Elements</p> <ol style="list-style-type: none"> <li>1. <i>Work safely</i></li> <li>2. <i>Implement work safety requirements</i></li> <li>3. <i>Participate in WHS consultative processes</i></li> </ol>	<p>LI – students to familiarise themselves with the general module          SC – completion of the general module</p>	<p>Worksafe Smartmove certificate</p>
2	2	<ul style="list-style-type: none"> <li>- Work safely               <ul style="list-style-type: none"> <li>o Smart move certificate Business /IT</li> </ul> </li> </ul>	<p>Elements</p> <ol style="list-style-type: none"> <li>1. <i>Work safely</i></li> <li>2. <i>Implement work safety requirements</i></li> <li>3. <i>Participate in WHS consultative processes</i></li> </ol>	<p>LI – students to familiarise themselves with the business and IT module          SC – students to complete the business and IT module</p>	<p>Worksafe Smartmove certificate</p>
2	3	<ul style="list-style-type: none"> <li>- Work safely               <ul style="list-style-type: none"> <li>o Smart move certificate Business /IT</li> </ul> </li> </ul>	<p>Elements</p> <ol style="list-style-type: none"> <li>1. <i>Work safely</i></li> <li>2. <i>Implement work safety requirements</i></li> <li>3. <i>Participate in WHS consultative processes</i></li> </ol>	<p>LI – students to familiarise themselves with the business and IT module          SC – students to complete the business and IT module</p>	<p>Worksafe Smartmove certificate</p>



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2	4	<p>OHS PowerPoint -make quick reference notes</p> <ul style="list-style-type: none"> <li>Each student to download a copy of the task from connect – read through and discuss</li> </ul> <p>Task 1 – Knowledge questions</p> <ul style="list-style-type: none"> <li>Remind students to save work as BSBWHS211 TASK(initials)</li> </ul> <p>It is a preference for answers to be written individually but they could be part of a group discussion if the teacher has strategies to assess the knowledge of each learner.</p> <p><b>REMEMBER YOUR TASK MUST BE IN YOUR OWN WORDS</b></p> <p>remind students of work safe certificate homework due Friday week 3</p>	<p>All KE</p> <p><b>Knowledge Questions</b></p> <p>The knowledge questions include Core Skills for Work required for this unit. These are a set of non-technical skills, knowledge and understandings that underpin successful participation in work.</p>	<p>LI – identify and demonstrate understanding of UOC</p> <p>SC – successful completion of KQ's</p>	<p>Document OHS PowerPoint</p>
3	1	<p>Task 1 – Knowledge questions</p> <p>Safety signs</p> <ul style="list-style-type: none"> <li>Identify important safety signs in the workplace</li> <li>Play safety sign bingo</li> </ul>	<p>All KE</p> <p><b>Knowledge Questions</b></p> <p>The knowledge questions include Core Skills for Work required for this unit. These are a set of non-technical skills, knowledge and understandings that underpin successful participation in work.</p>	<p>LI – identify important safety signs in the workplace</p> <p>SC – successful completion of the safety signs in the knowledge questions</p>	<p>Document Safety sign bingo</p>
3	2	<p>Task 2 Pre-start checks</p> <p>In this task you will need to carry out a pre-start systems and equipment check according to organisational safety procedures. You must:</p> <ul style="list-style-type: none"> <li>Follow provided safety procedures and instructions when working</li> <li>Carry out pre start systems and equipment checks according to workplace procedures</li> </ul>	<p>1.1, 1.2, 2.2, 2.3, 2.5, 3.1, 3.2, 3.3, PE1, 2, 3</p>	<p>LI – research what a pre-start checklist is, identify important ergonomic issues in the workplace, how they can impact on your physical health</p> <p>SC – create a pre-start checklist and, complete the checklist</p>	<p>Document Ergonomic checklist</p> <p>Prestart checklist</p>



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3	3	<p>Task 2 Pre-start checks</p> <ul style="list-style-type: none"> <li>Identify designated persons to whom queries and concerns about safety in the workplace should be directed</li> <li>Identify and implement WHS procedures and work instructions</li> </ul>	1.1, 1.2, 2.2, 2.3, 2.5, 3.1, 3.2, 3.3, PE1, 2, 3	<p>LI – brainstorm important roles in a business, duty holders, faults personnel, WHS procedures, Emergencies, incidents and injuries procedures</p> <p>SC – demonstrate understanding of who to contact within the organization</p>	<p>Document</p> <p>Prestart checklist v2</p> <p>Duty holder handout</p>
3	4	<p>Task 2 Pre-start checks</p> <ul style="list-style-type: none"> <li>Identify existing and potential hazards in the workplace, report them to designated persons and record them according to workplace procedures</li> </ul>	1.1, 1.2, 2.2, 2.3, 2.5, 3.1, 3.2, 3.3, PE1, 2, 3	<p>LI – identify existing risks and hazards,</p> <p>SC – completion of hazard in workplace and sleuth</p>	<p>Document</p> <p>Hazards in the workplace</p> <p>Hazards sleuth</p>
4	1	<p>Task 3 Hazards and risks</p> <p>In this task you will need to identify potential hazards and take action to eliminate the hazards and reduce risks. You must:</p> <ul style="list-style-type: none"> <li>Follow provided workplace safety procedures and instructions when working</li> <li>Identify designated persons to whom queries and concerns about safety in the workplace should be directed</li> <li>Identify existing and potential hazards in the workplace, report them to designated persons and record them according to workplace procedures</li> <li>Identify and implement WHS procedures and work instructions</li> <li>Identify WHS duty holders and their duties for own work area</li> </ul>	1.1, 1.3, 2.1, 2.3, 2.4, 2.5, 3.2, PE1	<p>LI – identify hazards in the workplace</p> <p>SC – complete hazard checklist</p>	<p>Document</p> <p>Hazard checklist V1 and 2</p> <p>Duty holder handout</p> <p>Hazard checklist in task</p>
4	2	<p>Task 3 Hazards and risks</p> <ul style="list-style-type: none"> <li>Contribute to workplace meetings, inspections and other WHS consultative activities</li> </ul>	1.1, 1.3, 2.1, 2.3, 2.4, 2.5, 3.2, PE1	<p>LI – understand the importance of an agenda and meeting minutes</p> <p>SC – complete agenda, conduct a safety meeting, create meeting minutes,</p>	<p>Document</p> <p>Agenda</p> <p>Meeting minutes</p> <p>Table in task – Hazard identification assessment</p>



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4	3	<p>Task 3 Hazards and risks</p> <ul style="list-style-type: none"> <li>• Raise WHS issues with designated persons according to organisational procedures</li> <li>• Take actions to eliminate workplace hazards and reduce risks</li> </ul>	1.1, 1.3, 2.1, 2.3, 2.4, 2.5, 3.2, PE1	<p>LI – conduct a risk analysis based on a scenario</p> <p>SC – completion of risk table, email draft to duty holder completed</p>	<p>Document</p> <p>Scenario / role play</p> <p>Table in task – Hazard identification assessment</p> <p>Risk matrix</p>
4	4	<p>Task 4 Emergency incidents</p> <p>In this task you will need to identify and report an emergency incident following your workplace's safety procedures. You must:</p> <ul style="list-style-type: none"> <li>• Follow provided safety procedures and instructions when working</li> <li>• Follow workplace procedures for responding to emergency incidents</li> </ul>	1.1, KE6	<p>LI – identify the key components of an AIR</p> <p>SC – download and complete the AIR based on a given scenario – both draft and final copy required to be completed</p>	<p>Document</p> <p>Observation</p> <p>Fire drill</p> <p>Lockdown drill</p>
5	1	<p>Task 4 Emergency incidents</p> <ul style="list-style-type: none"> <li>• Identify designated persons to whom queries and concerns about safety in the workplace should be directed</li> <li>• Identify and report emergency incidents and injuries to designated persons according to workplace procedures</li> </ul> <p>* OLNA</p>	1.1, KE6	<p>LI – identify the key components of an AIR</p> <p>SC – download and complete the AIR based on a given scenario – both draft and final copy required to be completed</p>	<p>Document</p> <p>AIR v1 and 2</p>
5	2	<p>Task 4 Emergency incidents</p> <ul style="list-style-type: none"> <li>• Identify WHS duty holders and their duties for own work area</li> </ul> <p>Duty holder's handout</p> <ul style="list-style-type: none"> <li>• Raise WHS issues with designated persons according to organisational procedures</li> </ul> <p>WHS meeting</p> <p>* OLNA</p>	1.1, KE6	<p>LI – identify procedures for an incident – fire, lockdown</p> <p>SC – competently demonstrate procedures to follow in a fire or a lockdown.</p>	<p>Demonstration</p> <p>Duty holder's handout</p> <p>AIR v3</p> <p>Agenda</p> <p>Meeting minutes</p>



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5	3	<p>Task 5 Observation checklist</p> <p>As part of the assessment requirements you must demonstrate the skills required in the workplace or simulated work environment.</p> <p>* OLNA</p>	FS	<p>LI – student to demonstrate the procedures to follow during a variety of situations that could occur daily, through questioning and actions</p> <p>SC – student successfully demonstrates the correct attributes as required</p>	Observation
6	1	<p>Task 2 Pre-start checks</p> <p>Preparation for the creation of any simple workplace documents</p> <ul style="list-style-type: none"> <li>• Create a “How to Setup your Workstation so it meets ergonomic considerations</li> <li>• Images and instructions required</li> </ul> <p>* OLNA</p>	1.1, 1.2, 2.2, 2.3, 2.5, 3.1, 3.2, 3.3, PE1, 2, 3	<p>LI – students to research information on ergonomics and how to set up their workstation</p> <p>SC – students will create a PowerPoint presentation of how to set up a workstation</p>	PowerPoint
6	2	<p>Task 2 Pre-start checks</p> <p>Preparation for the creation of any simple workplace documents</p> <ul style="list-style-type: none"> <li>• Create a “How to Setup your Workstation so it meets ergonomic considerations</li> <li>• Images and instructions required</li> </ul> <p>* OLNA</p>	1.1, 1.2, 2.2, 2.3, 2.5, 3.1, 3.2, 3.3, PE1, 2, 3	<p>LI – students to research information on ergonomics and how to set up their workstation</p> <p>SC – students will create a PowerPoint presentation of how to set up a workstation</p>	PowerPoint
6	3	<p>Task 2 Pre-start checks</p> <p>Preparation for the creation of any simple workplace documents</p> <ul style="list-style-type: none"> <li>• Create a “How to Setup your Workstation so it meets ergonomic considerations</li> <li>• Images and instructions required</li> </ul> <p>* OLNA</p>	1.1, 1.2, 2.2, 2.3, 2.5, 3.1, 3.2, 3.3, PE1, 2, 3	<p>LI – students to research information on ergonomics and how to set up their workstation</p> <p>SC – students will create a PowerPoint presentation of how to set up a workstation</p>	PowerPoint
6	4	<p>Task 2 Pre-start checks</p> <p>Preparation for the creation of any simple workplace documents</p> <ul style="list-style-type: none"> <li>• Create a “How to Setup your Workstation so it meets ergonomic considerations</li> <li>• Images and instructions required</li> </ul> <p>* OLNA</p>	1.1, 1.2, 2.2, 2.3, 2.5, 3.1, 3.2, 3.3, PE1, 2, 3	<p>LI – students to research information on ergonomics and how to set up their workstation</p> <p>SC – students will create a PowerPoint presentation of how to set up a workstation</p>	PowerPoint



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7	1	<p>BSBCMM201 – Communicate in the workplace</p> <p>Gather, convey and receive information and ideas</p> <ul style="list-style-type: none"> <li>• Verbal and non-verbal communication</li> <li>• Effective listening and questioning</li> </ul> <p>Discuss workplace communication documents such as</p> <ul style="list-style-type: none"> <li>• Accident reports</li> <li>• Timesheets</li> <li>• Leave forms</li> <li>• Memos</li> <li>• letters</li> </ul> <p>Positively Communicate with work colleagues taking into account individual needs Showing respect, courtesy and sensitivity to language and cultural differences What behaviour is required to follow Social protocols, legislation and guidelines.</p>	<p>Elements</p> <ol style="list-style-type: none"> <li>1 <i>Gather, convey and receive information and ideas</i></li> <li>2 <i>Complete workplace documentation and correspondence</i></li> <li>3 <i>Communicate in a way that responds positively to individual differences</i></li> </ol>	<p>LI – research information for new UOC SC – a basic understanding of the requirements of the task</p> <p>Introduce BSBCMM211</p>	<p>SEL – ask for help – identify positive examples of asking for help Meetings</p>
7	2	<p>Task 3 Verbal and Non-verbal communication</p> <p><b>Communicate in a way that responds positively to individual differences</b> in accordance with organisational and task requirements. This could be during interactions with your team, management or client.</p> <ul style="list-style-type: none"> <li>• Use effective verbal and non-verbal skills</li> <li>• Treat others with respect, courtesy and sensitivity</li> <li>• Consider cultural differences</li> </ul> <p>Make efforts to overcome language barriers begin looking at what communication is</p> <ul style="list-style-type: none"> <li>- get students to do birthday activity</li> <li>- look at how we communicate in different ways and the importance of this</li> </ul>	<p>1.1, 1.3, 3.1, 3.2, 3.3, 3.4, 3.5, FS</p>	<p>LI – students identify different methods of communication SC – students are able to line up from eldest to youngest without speaking</p>	<p>Document/ Observation Birthday activity SEL – asking for help – show how to get a person’s attention and then request his/her help in a positive way</p>



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7	3	<p>Task 1 – Knowledge questions Students to save work as BSBCMM211 – TASK 1</p> <p>It is a preference for answers to be written individually but they could be part of a group discussion if the teacher has strategies to assess the knowledge of each learner.</p> <p>Look at communication methods – written, verbal and non-verbal Communication styles – passive, aggressive, passive-aggressive and assertive Communication barriers – physical, emotional, language, cultural and perceptual.</p> <p><b>REMEMBER YOUR TASK MUST BE IN YOUR OWN WORDS</b></p>	<p>All KE <b>Knowledge Questions</b> The knowledge questions include Core Skills for Work required for this unit. These are a set of non-technical skills, knowledge and understandings that underpin successful participation in work.</p>	<p>LI – identify and demonstrate understanding of UOC SC – successful completion of KQ's</p>	<p>Document Assessment task booklet SEL – ask for help – talk about the importance of asking for help</p>
7	4	<p>Task 2 Written communication <b>Complete documentation and correspondence</b> in accordance with organisational and task requirements.</p> <ul style="list-style-type: none"> <li>Develop two (2) workplace documents, including the draft and final copy (e.g. email, letter, memo, flyer, messages)</li> </ul> <p>begin Business Communication PowerPoint - speaking and listening - feedback</p>	<p>1.1, 1.2, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4</p>	<p>LI – students to look at different forms of communication SC – students will be able to line themselves up from eldest to youngest in the class without speaking</p>	<p>Document SEL – get along with others – talk about the importance of getting along with other people Business Communication PowerPoint Speaking and listening activity Feedback activity</p>
8	1	<p>Task 2 Written communication <b>Complete documentation and correspondence</b> in accordance with organisational and task requirements.</p> <ul style="list-style-type: none"> <li>Develop two (2) workplace documents, including the draft and final copy (e.g. email, letter, memo, flyer, messages)</li> </ul> <p>Business Communication PowerPoint Activities to be completed on: - conflict - filing exercise</p>	<p>1.1, 1.2, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4</p>	<p>LI – students are aware of the techniques for conflict resolution, how to file information – alphabetically, numerically, chronologically SC – students demonstrate techniques for conflict resolution, students complete activity on filing exercise – both the draft and final version to be saved appropriately.</p>	<p>Documents Role play Conflict activity Filing exercise activity SEL – get along with others – identify feelings associated with getting along with others SEL – stay calm with others – talk about the importance of staying calm with others</p>





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8	2	<p>Task 2 Written communication  <b>Complete documentation and correspondence</b> in accordance with organisational and task requirements.</p> <ul style="list-style-type: none"> <li>Develop two (2) workplace documents, including the draft and final copy (e.g. email, letter, memo, flyer, messages)</li> </ul> <p>filing exercise</p>	1.1, 1.2, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4	<p>LI – students are aware of how to file information – alphabetically, numerically, chronologically</p> <p>SC – students complete activity on filing exercise – both the draft and final version to be saved appropriately.</p>	<p>Documents</p> <p>Filing exercise activity</p> <p>SEL – get along with others – Recognise positive examples of this skill</p>
8	3	<p>Task 2 Written communication  <b>Complete documentation and correspondence</b> in accordance with organisational and task requirements</p> <ul style="list-style-type: none"> <li>Develop two (2) workplace documents, including the draft and final copy (e.g. email, letter, memo, flyer, messages)</li> </ul> <p>business letters          - business letter layout          How to write a letter          use the letter from the share drive and go through how to set it out correctly - proof read and look at how it is set out and fix all errors (20)</p>	1.1, 1.2, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4	<p>LI – students identify good communication practices for internal and external communication</p> <p>SC – successful construction of email v1 and 2, letter 1 and 2 – both draft and final version to be saved appropriately,</p>	<p>Document – workplace document</p> <p>SEL – ask for help – talk about the importance of asking for help</p> <p>Assessment task – task 2 – written information summary</p> <p>Business letter proforma</p> <p>Business letter layout</p> <p>Letter 1 and 2</p>
9	1	<p>Task 2 Written communication  <b>Complete documentation and correspondence</b> in accordance with organisational and task requirements</p> <ul style="list-style-type: none"> <li>Develop two (2) workplace documents, including the draft and final copy (e.g. email, letter, memo, flyer, messages)</li> </ul> <p>Email 1 and 2 – WHS concerns – written information summary – task 2 WHS unit</p>	1.1, 1.2, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4	<p>LI – what makes a professional email</p> <p>SC – students setup their signature in CVC email, create an email with task 2 – written information summary included, then create email in paragraph format – both email 1 and 2 to be saved appropriately</p>	<p>Document – workplace document</p> <p>SEL – ask for help – talk about the importance of asking for help</p> <p>Email v1 and 2</p>



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9	2	<p>Task 2 Written communication</p> <p><b>Complete documentation and correspondence</b> in accordance with organisational and task requirements.</p> <ul style="list-style-type: none"> <li>Complete two (2) workplace forms, including all relevant signatures/approvals (e.g. incident report form, timesheet, leave form, meeting minutes)</li> </ul> <p>Students to download a copy of the blank incident report on share drive. save it as AIR (initials) v1. make another copy of the incident report or open up you whs report and save it as AIR (initials) v2</p> <ul style="list-style-type: none"> <li>- add the school logo (from shared drive)</li> <li>- fill it in if not already done so</li> <li>- information is written professionally and proofread (spelling/grammar)</li> <li>- submitted to teacher (boss) by the due date.</li> </ul>	<p>1.1, 1.2, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4</p>	<p>LI – students understand the necessity of AIR</p> <p>SC – students complete AIR 1, 2, 3</p>	<p>Document – form 1</p> <p>AIR v1, 2 and, 3</p> <p>SEL – asking for help – show how to get a person's attention and then request his/her help in a positive way</p>
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## TERM 2

Week	Lesson	Topic and key teaching points	Syllabus content / Mapping	WALT/WILF	Assessment
1	1	<p>Task 2 Written communication</p> <p><b>Complete documentation and correspondence</b> in accordance with organisational and task requirements.</p> <ul style="list-style-type: none"> <li>Complete two (2) workplace forms, including all relevant signatures/approvals (e.g. incident report form, timesheet, leave form, meeting minutes)</li> </ul> <p>Students to download the petty cash template from the share drive and input the information for the petty cash for weeks 1, 2, 3, 4, and end of month</p>	1.1, 1.2, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4	<p>LI – students understand the necessity of petty cash</p> <p>SC – students complete petty cash week 1, 2, 3, 4, and end of month</p>	Document – form 2
1	2	<p>Task 2 Written communication</p> <p><b>Complete documentation and correspondence</b> in accordance with organisational and task requirements.</p> <ul style="list-style-type: none"> <li>Complete two (2) workplace forms, including all relevant signatures/approvals (e.g. incident report form, timesheet, leave form, meeting minutes)</li> </ul> <p>Students to download the petty cash template from the share drive and input the information for the petty cash for weeks 1, 2, 3, 4, and end of month</p>	1.1, 1.2, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4	<p>LI – students understand the necessity of petty cash</p> <p>SC – students complete petty cash week 1, 2, 3, 4, and end of month</p>	<p>Document – form 2</p> <p>SEL – stay calm with others – name feelings associated with staying calm with others</p>
1	3	<p>Task 3 Verbal and Non-verbal communication</p> <p><b>Communicate in a way that responds positively to individual differences</b> in accordance with organisational and task requirements. This could be during interactions with your team, management or client.</p> <ul style="list-style-type: none"> <li>Use effective verbal and non-verbal skills</li> <li>Treat others with respect, courtesy and sensitivity</li> <li>Consider cultural differences</li> </ul> <p>Look at legislation</p> <ul style="list-style-type: none"> <li>Anti-discrimination Act/Equal Opportunities Act</li> </ul>	1.1, 1.3, 3.1, 3.2, 3.3, 3.4, 3.5, FS	<p>LI – examine legislations for the course</p> <p>SC – students are able to identify which legislations/regulations are relevant to specific situations</p>	<p>Document</p> <p>SEL – get along with others – show the skills steps for getting along with other people</p>



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2	1	<p>Task 3 Verbal and Non-verbal communication  <b>Communicate in a way that responds positively to individual differences</b> in accordance with organisational and task requirements. This could be during interactions with your team, management or client.</p> <ul style="list-style-type: none"> <li>• Use effective verbal and non-verbal skills</li> <li>• Treat others with respect, courtesy and sensitivity</li> <li>• Consider cultural differences</li> </ul> <p>Look at legislation</p> <ul style="list-style-type: none"> <li>• Privacy Act</li> <li>• Copyright Act</li> </ul>	<p>1.1, 1.3, 3.1, 3.2, 3.3, 3.4, 3.5, FS</p>	<p>LI – examine legislations for the course            SC – students are able to identify which legislations/regulations are relevant to specific situations</p>	<p>Document            SEL – asking for help – show how to get a person's attention and then request his/her help in a positive way</p>
2	2	<p>Task 3 Verbal and Non-verbal communication  <b>Communicate in a way that responds positively to individual differences</b> in accordance with organisational and task requirements. This could be during interactions with your team, management or client.</p> <ul style="list-style-type: none"> <li>• Use effective verbal and non-verbal skills</li> <li>• Treat others with respect, courtesy and sensitivity</li> </ul> <p>Look at legislation</p> <ul style="list-style-type: none"> <li>• WHS Act</li> </ul>	<p>1.1, 1.3, 3.1, 3.2, 3.3, 3.4, 3.5, FS</p>	<p>LI – examine legislations for the course            SC – students are able to identify which legislations/regulations are relevant to specific situations</p>	<p>Document</p>
2	3	<p>Task 3 Verbal and Non-verbal communication  <b>Communicate in a way that responds positively to individual differences</b> in accordance with organisational and task requirements. This could be during interactions with your team, management or client.</p> <ul style="list-style-type: none"> <li>• Use effective verbal and non-verbal skills</li> <li>• Treat others with respect, courtesy and sensitivity</li> <li>• Consider cultural differences</li> </ul> <p>Look at legislation</p> <ul style="list-style-type: none"> <li>• Codes of conduct, ethics/ policies and procedures</li> </ul>	<p>1.1, 1.3, 3.1, 3.2, 3.3, 3.4, 3.5, FS</p>	<p>LI – examine legislations for the course            SC – students are able to identify which legislations/regulations are relevant to specific situations</p>	<p>Document            SEL – stay calm with others – identify positive examples of this skill</p>



## COURSE OUTLINE

### CERTIFICATE II WORKPLACE SKILLS YEAR 11: 2021



3	1	<p>Task 3 Verbal and Non-verbal communication  <b>Communicate in a way that responds positively to individual differences</b> in accordance with organisational and task requirements. This could be during interactions with your team, management or client.</p> <ul style="list-style-type: none"> <li>• Use effective verbal and non-verbal skills</li> <li>• Treat others with respect, courtesy and sensitivity</li> <li>• Consider cultural differences</li> </ul> <p>Building a Bridge Exercise</p> <p>Through role-play students will need to communicate information to build a bridge</p> <ol style="list-style-type: none"> <li>a. Students will need to be in teams of no more than 5</li> <li>b. Each team will receive a pack of materials, each pack contains: 30 pieces of spaghetti (uncooked J); a polystyrene or plastic disposable cup; 8 mini marshmallows and an apple</li> </ol> <ul style="list-style-type: none"> <li>• Teams are given 20 minutes to design and build a bridge that will be tall enough to allow the cup which is acting as a boat to pass beneath it, and strong enough for the apple which is the car to sit on the bridge.</li> </ul>	<p>1.1, 1.3, 3.1, 3.2, 3.3, 3.4, 3.5, FS</p>	<p>LI – students use variety of communication methods to build a bridge            SC – students built a bridge in a cooperative setting, that is tall enough for a cup to pass under it, and strong enough for an apple to go over it.</p>	<p>Document/ Observation            Bridge building activity            Direct observation form</p> <p>Photos of the bridge building</p> <p>SEL – stay calm with others – show how to stay calm with others</p>
3	2	<p>Task 3 Verbal and Non-verbal communication  <b>Communicate in a way that responds positively to individual differences</b> in accordance with organisational and task requirements. This could be during interactions with your team, management or client.</p> <ol style="list-style-type: none"> <li>c. Students are to provide evidence of the planning their group did to create the bridge and evidence of the bridge that they built. This information is to be shared with all members of the group</li> </ol>	<p>1.1, 1.3, 3.1, 3.2, 3.3, 3.4, 3.5, FS</p>	<p>LI – students identify different methods of communication information – discuss how they can share pictures with each other – digital pictures and drawn pictures            SC – students create a document that shows the evidence of their group creating a bridge- from concept to fruition</p>	<p>Document – photos from the bridge building exercise            Planning evidence</p>



## COURSE OUTLINE

### CERTIFICATE II WORKPLACE SKILLS YEAR 11: 2021



3	3	<p>Task 3 Verbal and Non-verbal communication  <b>Communicate in a way that responds positively to individual differences</b> in accordance with organisational and task requirements. This could be during interactions with your team, management or client.</p> <ul style="list-style-type: none"> <li>• Use effective verbal and non-verbal skills</li> <li>• Treat others with respect, courtesy and sensitivity</li> <li>• Consider cultural differences</li> </ul> <p>Review questions</p> <ol style="list-style-type: none"> <li>1. What methods of communication did you use when planning your bridge?</li> <li>2. <i>The methods of communication that we used when planning our bridge included both verbal and written. An example of the verbal communication that we used is.....</i></li> <li>3. Were these methods of communication effective?</li> <li>4. Did you feel that all the members of your team listened to your ideas?</li> <li>5. Did all the members of your team show respect, courtesy and sensitivity to any language or cultural differences that you or any other member of the team have?</li> <li>6. Were all relevant legislation, guidelines, codes of practice and social protocols adhered to?</li> </ol>	<p>1.1, 1.3, 3.1, 3.2, 3.3, 3.4, 3.5, FS</p>	<p>LI – students show a deeper understanding of their actions during bridge building exercise            SC – students answer review question to the required standard – these are not yes or no answers</p>	<p>Document – review questions            SEL – Ask for help – talk about the importance of asking for help – show how to get a person’s attention and then request his/her help in a positive way.</p>
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## COURSE OUTLINE

### CERTIFICATE II WORKPLACE SKILLS YEAR 11: 2021



3	4	<p>Task 3 Verbal and Non-verbal communication  <b>Communicate in a way that responds positively to individual differences</b> in accordance with organisational and task requirements. This could be during interactions with your team, management or client.</p> <ul style="list-style-type: none"> <li>• Use effective verbal and non-verbal skills</li> <li>• Treat others with respect, courtesy and sensitivity</li> <li>• Consider cultural differences</li> </ul> <p>Review questions</p> <ol style="list-style-type: none"> <li>1. What methods of communication did you use when planning your bridge?</li> <li>2. <i>The methods of communication that we used when planning our bridge included both verbal and written. An example of the verbal communication that we used is.....</i></li> <li>3. Were these methods of communication effective?</li> <li>4. Did you feel that all the members of your team listened to your ideas?</li> <li>5. Did all the members of your team show respect, courtesy and sensitivity to any language or cultural differences that you or any other member of the team have?</li> <li>6. Were all relevant legislation, guidelines, codes of practice and social protocols adhered to?</li> </ol>	<p>1.1, 1.3, 3.1, 3.2, 3.3, 3.4, 3.5, FS</p>	<p>LI – students show a deeper understanding of their actions during bridge building exercise          SC – students answer review question to the required standard – these are not yes or no answers</p>	<p>Document – review questions          SEL – own your actions – talk about the importance of owning their actions</p>
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## COURSE OUTLINE

### CERTIFICATE II WORKPLACE SKILLS YEAR 11: 2021



4	1	<p>BSBPEF202 – Plan and apply time management</p> <p>Demonstrate consistent performance of typical activities experienced in the industry capability – workplace effectiveness field of work and include access to:</p> <ul style="list-style-type: none"> <li>office equipment and resources</li> <li>workplace documentation</li> <li>case studies and, where possible, real situations</li> <li>interaction with others.</li> </ul> <p>PowerPoint – time management</p>	<p>Elements</p> <ol style="list-style-type: none"> <li><i>Organise work schedule</i></li> <li><i>Complete work tasks</i></li> <li><i>Review work performance</i></li> </ol>	<p>LI – research information for new UOC</p> <p>SC – a basic understanding of the requirements of the task</p> <p>Introduce BSBPEF202</p>	<p>Document</p> <p>SEL – own your actions – name feelings associated with owning their actions</p> <p>PowerPoint – time management</p>
4	2	<p>Go through time management PowerPoint 2 with students - talk about the many and varied types of time management techniques available and what might work best for them</p> <p>Task 1 Knowledge questions</p> <p>It is a preference for answers to be written individually but they could be part of a group discussion if the teacher has strategies to assess the knowledge of each learner.</p>	<p>All KE</p> <p><b>Knowledge Questions</b></p> <p>The knowledge questions include Core Skills for Work required for this unit. These are a set of non-technical skills, knowledge and understandings that underpin successful participation in work.</p>	<p>LI – discuss organisational standards, policies and procedures that relate to employee work roles</p> <p>SC – successful completion of knowledge questions</p>	<p>Document</p> <p>Time management PowerPoint 2</p> <p>SEL – own your actions – identify positive examples of this skill</p>
4	3	<p>Task 2 Organise work schedules</p> <p>In this task you will need to <b>organise work schedule</b> in accordance with organisational and task requirements. You must:</p> <ul style="list-style-type: none"> <li>Plan and prioritise workload within allocated timeframes</li> </ul>	<p>1.1, 1.2, 1.3, FS, PE 1, KE 1, 2, 4</p>	<p>LI – examine the concept of scheduling</p> <p>SC – complete the schedule from the given information, identify why it can't work</p>	<p>Document</p> <p>Work schedule v1</p>
4	4	<p>Task 2 Organise work schedules</p> <p>In this task you will need to <b>organise work schedule</b> in accordance with organisational and task requirements. You must:</p> <ul style="list-style-type: none"> <li>Plan and prioritise workload within allocated timeframes</li> </ul>	<p>1.1, 1.2, 1.3, FS, PE 1, KE 1, 2, 4</p>	<p>LI – examine the concept of scheduling</p> <p>SC – complete the schedule from the given information, identify why it can't work</p>	<p>Document</p> <p>Work schedule v1</p>





## COURSE OUTLINE

### CERTIFICATE II WORKPLACE SKILLS YEAR 11: 2021



5	1	<p>Task 3 Complete work tasks In this task you will need to <b>complete work tasks</b> in accordance with organisational and task requirements. Students continue entering information into schedule - they are to copy all of the information in the schedule and past the information into a new worksheet (not a new file)</p> <ul style="list-style-type: none"> <li>- demonstrate creating a new worksheet</li> <li>- students to then create a more workable schedule with no clashes - remembering that they can't all go to lunch at the same time and that the meetings must be held with correct personnel at the same time</li> </ul>	2.1, 2.2, 2.3, 2.4, 2.5, FS, PE 2, 3, KE 1, 3, 4	<p>LI – identify the issues in schedule 1 SC – arrange the schedule so that there are no clashes</p>	Document Work schedule v2
5	2	<p>Task 3 Complete work tasks In this task you will need to <b>complete work tasks</b> in accordance with organisational and task requirements. You must:</p> <ul style="list-style-type: none"> <li>• Use business technology efficiently and effectively to complete work tasks</li> </ul> <p>Students continue creating a more workable schedule with no clashes - remembering that they can't all go to lunch at the same time and that the meetings must be held with correct personnel at the same time</p>	1.1, 1.2, 1.3, FS, PE 1, KE 1, 2, 4	<p>LI – identify the issues in schedule 1 SC – arrange the schedule so that there are no clashes</p>	Document Work schedule v2
5	3	<p>Task 2 Organise work schedules In this task you will need to <b>organise work schedule</b> in accordance with organisational and task requirements. You must:</p> <ul style="list-style-type: none"> <li>• Discuss and agree on work goals and plans with assistance from appropriate persons</li> <li>• Develop an understanding of the relationship between individual work goals and plans, and organisational goals and plans</li> <li>• Plan and prioritise workload within allocated timeframes</li> </ul> <p>Create a digital copy of their timetable for the year using calendar</p>	1.1, 1.2, 1.3, FS, PE 1, KE 1, 2, 4	<p>LI – examine the concept of smart goals – visit each section and discuss, look at functions of calendars SC – download smart goal and complete – both draft and final version to be saved appropriately, complete digital version of their timetable</p>	Document Smart goal Digital calendar



## COURSE OUTLINE

### CERTIFICATE II WORKPLACE SKILLS YEAR 11: 2021



5	4	<p>Task 3 Complete work tasks In this task you will need to <b>complete work tasks</b> in accordance with organisational and task requirements. You must:</p> <ul style="list-style-type: none"> <li>• Complete tasks within designated timelines and in accordance with organisational requirements and instructions</li> <li>• Use effective questioning to seek assistance from colleagues when difficulties arise in achieving allocated tasks</li> <li>• Identify factors affecting work requirements and take appropriate action</li> <li>• Use business technology efficiently and effectively to complete work tasks</li> <li>• Communicate progress on task to supervisor or colleagues as required</li> </ul> <p>Digital calendar 2</p>	2.1, 2.2, 2.3, 2.4, 2.5, FS, PE 2, 3, KE 1, 3, 4		Document / observation SEL – show concern for others – name feelings associated with showing concern for others Digital calendar 2
6	1	<p>Task 2 Organise work schedules In this task you will need to <b>organise work schedule</b> in accordance with organisational and task requirements. You must:</p> <ul style="list-style-type: none"> <li>• Develop an understanding of the relationship between individual work goals and plans, and organisational goals and plans</li> <li>• Plan and prioritise workload within allocated timeframes</li> </ul> <p>Create Eisenhower matrix v1, 2, 3</p>	1.1, 1.2, 1.3, FS, PE 1, KE 1, 2, 4	LI – identify the need to prioritise work tasks SC – complete Eisenhower matrix 1 and 2, complete task 2b Eisenhower matrix, save all versions appropriately	Document Eisenhower matrix 1, 2, 3 SEL – own your actions – identify positive examples of this skill Smart goal 3 Task tracker 3
6	2	<p>Task 2 Organise work schedules In this task you will need to <b>organise work schedule</b> in accordance with organisational and task requirements. You must:</p> <ul style="list-style-type: none"> <li>• Develop an understanding of the relationship between individual work goals and plans, and organisational goals and plans</li> <li>• Plan and prioritise workload within allocated timeframes</li> </ul> <p>Create Eisenhower matrix v1, 2, 3</p>	1.1, 1.2, 1.3, FS, PE 1, KE 1, 2, 4	LI – identify the need to prioritise work tasks SC – complete Eisenhower matrix 1 and 2, complete task 2b Eisenhower matrix, save all versions appropriately	Document Eisenhower matrix 1, 2, 3 SEL – own your actions – identify positive examples of this skill Smart goal 3 Task tracker 3



## COURSE OUTLINE

### CERTIFICATE II WORKPLACE SKILLS YEAR 11: 2021



6	3	<p>Task 3 Complete work tasks In this task you will need to <b>complete work tasks</b> in accordance with organisational and task requirements. You must:</p> <ul style="list-style-type: none"> <li>• Complete tasks within designated timelines and in accordance with organisational requirements and instructions</li> <li>• Use effective questioning to seek assistance from colleagues when difficulties arise in achieving allocated tasks</li> <li>• Identify factors affecting work requirements and take appropriate action</li> <li>• Use business technology efficiently and effectively to complete work tasks</li> <li>• Communicate progress on task to supervisor or colleagues as required</li> </ul> <p>Students are to look at the design of the year 12 leaver's jackets. Look at what will work for the design and what won't work so much. Talk about balance, look at this years' leaver's jackets. PowerPoint – elements and principles of design</p>	2.1, 2.2, 2,3, 2.4, 2.5, FS, PE 2, 3, KE 1, 3, 4	LI – students to look at elements and principles of design, balance, emphasis, colours SC – apply design principles to create leaver's jacket designs for following year	Document / Observation SEL – show concern for others – talk about the importance of showing concern for others Leaver's jackets PowerPoint – elements and principles of design
6	4	<p>Task 3 Complete work tasks In this task you will need to <b>complete work tasks</b> in accordance with organisational and task requirements. You must:</p> <ul style="list-style-type: none"> <li>• Use business technology efficiently and effectively to complete work tasks</li> <li>• Communicate progress on task to supervisor or colleagues as required</li> </ul> <p>Leaver's jackets</p>	2.1, 2.2, 2,3, 2.4, 2.5, FS, PE 2, 3, KE 1, 3, 4	LI – students to look at elements and principles of design, balance, emphasis, colours SC – apply design principles to create leaver's jacket designs for following year	Document / Observation SEL – show concern for others – identify positive examples of this skill Leaver's jackets



## COURSE OUTLINE

### CERTIFICATE II WORKPLACE SKILLS YEAR 11: 2021



7	1	<p>Task 3 Complete work tasks</p> <p>In this task you will need to <b>complete work tasks</b> in accordance with organisational and task requirements. You must:</p> <ul style="list-style-type: none"> <li>• Use business technology efficiently and effectively to complete work tasks</li> <li>• Communicate progress on task to supervisor or colleagues as required</li> </ul> <p>Leaver's jackets</p>	2.1, 2.2, 2.3, 2.4, 2.5, FS, PE 2, 3, KE 1, 3, 4	<p>LI – students to look at elements and principles of design, balance, emphasis, colours</p> <p>SC – apply design principles to create leaver's jacket designs for following year</p>	<p>Document / Observation</p> <p>SEL – show concern for others – identify positive examples of this skill</p> <p>Leaver's jackets</p>
7	2	<p>Task 4 Review work performance</p> <ul style="list-style-type: none"> <li>• Seek feedback on work performance from supervisors or colleagues</li> </ul> <p>Performance review 1</p>	3.1, 3.2, 3.3, FS, PE 3, 4, KE 1	<p>LI – the importance of feedback from colleagues and supervisors</p> <p>SC – students will have had 1 performance review completed by a colleague</p>	<p>Document/ Observation</p> <p>SEL – show concern for others – demonstrate how to show concern for others in different situations</p> <p>Performance review 1</p>
7	3	<p>Task 4 Review work performance</p> <ul style="list-style-type: none"> <li>• Seek feedback on work performance from supervisors or colleagues</li> </ul> <p>Performance review 2</p>	3.1, 3.2, 3.3, FS, PE 3, 4, KE 1	<p>LI – the importance of feedback from colleagues and supervisors, what does it mean</p> <p>SC – students have had 2 performance reviews completed by colleagues and be able to identify their strengths and weaknesses</p>	<p>Document/ Observation</p> <p>SEL – show concern for others – demonstrate how to show concern for others in different situations</p> <p>Performance review 2</p>
7	4	<p>Task 4 Review work performance</p> <ul style="list-style-type: none"> <li>• Monitor and adjust work according to feedback obtained through supervision and comparison with established team and organisational standards</li> <li>• Identify and plan opportunities for improvement in liaison with colleagues</li> </ul> <p>Performance improvement plan</p>	3.1, 3.2, 3.3, FS, PE 3, 4, KE 1	<p>LI – using strengths and weaknesses identify how to improve performance through planning</p> <p>SC – completion of performance improvement plan – both draft and final copy to be saved appropriately</p>	<p>Document/ Observation</p> <p>Performance improvement plan</p>



## COURSE OUTLINE

### CERTIFICATE II WORKPLACE SKILLS YEAR 11: 2021



8	1	<p>Task 4 Review work performance</p> <ul style="list-style-type: none"> <li>Monitor and adjust work according to feedback obtained through supervision and comparison with established team and organisational standards</li> <li>Identify and plan opportunities for improvement in liaison with colleagues</li> </ul> <p>Performance improvement plan</p>	3.1, 3.2, 3.3, FS, PE 3, 4, KE 1	<p>LI – using strengths and weaknesses identify how to improve performance through planning</p> <p>SC – completion of performance improvement plan – both draft and final copy to be saved appropriately</p>	Document/ Observation Performance improvement plan
8	2	<p>Task 4 Review work performance</p> <ul style="list-style-type: none"> <li>Monitor and adjust work according to feedback obtained through supervision and comparison with established team and organisational standards</li> <li>Identify and plan opportunities for improvement in liaison with colleagues</li> </ul> <p>Performance improvement plan * Year 11 exams</p>	3.1, 3.2, 3.3, FS, PE 3, 4, KE 1	<p>LI – using strengths and weaknesses identify how to improve performance through planning</p> <p>SC – completion of performance improvement plan – both draft and final copy to be saved appropriately</p>	Document/ Observation Performance improvement plan
8	3	<p>Task 4 Review work performance</p> <ul style="list-style-type: none"> <li>Monitor and adjust work according to feedback obtained through supervision and comparison with established team and organisational standards</li> <li>Identify and plan opportunities for improvement in liaison with colleagues</li> </ul> <p>Performance improvement plan * Year 11 exams</p>	3.1, 3.2, 3.3, FS, PE 3, 4, KE 1	<p>LI – using strengths and weaknesses identify how to improve performance through planning</p> <p>SC – completion of performance improvement plan – both draft and final copy to be saved appropriately</p>	Document/ Observation Performance improvement plan SEL – show concern for others – demonstrate how to show concern for others in different situations Task tracker 4



## COURSE OUTLINE

### CERTIFICATE II WORKPLACE SKILLS YEAR 11: 2021



9	1	<p>BSBTEC301 – Design and produce business documents</p> <p>Show performance of</p> <ul style="list-style-type: none"> <li>• 4 different types of business documents (design, produce and finalise)</li> <li>• using at least 2 different software applications</li> </ul> <p>Comply with organisational policies and procedures for producing business documents</p> <p>Adhere to task requirements when producing documents</p> <ul style="list-style-type: none"> <li>• Apply basic design principles</li> <li>• Apply consistent formatting</li> <li>• Use appropriate styles</li> <li>• Use correct layouts</li> <li>• Proofread</li> </ul> <p>Use required data storage options</p> <p>Show knowledge of</p> <ul style="list-style-type: none"> <li>• Technology required to produce document</li> <li>• Key functions and features of contemporary computer applications</li> <li>• Organisational policies and procedures</li> <li>• Organisational requirements for document design, including style guide</li> </ul> <p>Improving the readability of documents</p> <p>Formatting styles</p> <ul style="list-style-type: none"> <li>• Fonts – colour, size, style, purpose</li> <li>• Paragraphs – bullets, numbers, multi-level lists, indent controls, header/footer, tables, tabs, images</li> </ul> <p>* Year 11 exams</p>	<p>Elements</p> <ol style="list-style-type: none"> <li>1. Select and prepare resources</li> <li>2. Design document</li> <li>3. Produce document</li> <li>4. Finalise document</li> </ol>	<p>LI – research information for new UOC</p> <p>SC – a basic understanding of the requirements of the task</p> <p>Introduce BSBTEC301</p>	<p>Document</p> <ol style="list-style-type: none"> <li>1. Improving document readability handout</li> <li>2. Style guide</li> <li>3. Example style guide – valley view</li> <li>4. Example style guide – social</li> <li>5. Preparing good looking documents</li> <li>6. Designing business docs</li> <li>7. Design brief template</li> <li>8. Policies and procedures manual</li> <li>9. Elements and principles of design</li> </ol>
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## COURSE OUTLINE

### CERTIFICATE II WORKPLACE SKILLS YEAR 11: 2021



9	2	<p>Task 1 - Knowledge Questions Assess the candidate's ability to answer the knowledge questions using full sentences correctly</p> <ul style="list-style-type: none"> <li>Organisational policies, plans and procedures</li> </ul> <p>Reducing waste in the workplace Organisational requirements</p> <ul style="list-style-type: none"> <li>Ergonomics</li> <li>Work periods/breaks</li> <li>Conservation techniques</li> </ul> <p>* Year 11 exams</p>	<p>All KE <b>Knowledge Questions</b> The knowledge questions include Core Skills for Work required for this unit. These are a set of non-technical skills, knowledge and understandings that underpin successful participation in work.</p>	<p>LI – discuss organisational standards, policies and procedures that relate to employee work roles SC – successful completion of knowledge questions</p>	<p>Document Question and Answer Ergonomic workstation checklist Workstation assessment</p>
9	3	<p>Task 1 - Knowledge Questions Assess the candidate's ability to answer the knowledge questions using full sentences correctly</p> <ul style="list-style-type: none"> <li>Style guides</li> </ul> <p>Strengths, weaknesses and limitations of software packages</p> <ul style="list-style-type: none"> <li>Microsoft word, google docs, apple pages, Adobe InCopy</li> </ul> <p>* Year 11 exams</p>	<p>All KE <b>Knowledge Questions</b> The knowledge questions include Core Skills for Work required for this unit. These are a set of non-technical skills, knowledge and understandings that underpin successful participation in work.</p>	<p>LI – discuss style guides and how they relate to internal and external documents SC – successful completion of knowledge questions</p>	<p>Document Question and Answer</p>
9	4	<p>Task 2 - Prepare and design business documents Assess the candidate's ability to create two (2) word documents using advance software features, according to organisational/task requirements and timeframes.</p> <p>Skills to be demonstrated</p> <ul style="list-style-type: none"> <li>workplace equipment and resources</li> <li>relevant software applications</li> <li>style guide</li> <li>organisational policies and procedures.</li> </ul> <p>Show jumping exercise</p>	<p>PC 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, and 4.4 PE 1, 2, 3, 4, 5 and 6.</p>	<p>LI – proofreading necessities, how to decipher correction annotations and symbols SC – students are able to successfully make correction edits to documents as required</p>	<p>Document Document design – templates for learning Style guide Letter layout Correction symbols Show jumping</p>



## COURSE OUTLINE

### CERTIFICATE II WORKPLACE SKILLS YEAR 11: 2021



10	1	<p>Task 2 - Prepare and design business documents Assess the candidate's ability to create two (2) word documents using advance software features, according to organisational/task requirements and timeframes.</p> <p>Skills to be demonstrated</p> <ul style="list-style-type: none"> <li>• workplace equipment and resources</li> <li>• relevant software applications</li> <li>• style guide</li> <li>• organisational policies and procedures.</li> </ul> <p>Exercise 62 – 68 - Tabs</p>	<p>PC 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, and 4.4 PE 1, 2, 3, 4, 5 and 6.</p>	<p>LI – the use of tabs, and using show all characters SC – students are able to successfully use tabs in formatting text in documents</p>	<p>Document Exercise 62 – 68 SEL – asking for help – show how to get a person's attention and then request his/her help in a positive way</p>
10	2	<p>Task 2 - Prepare and design business documents Assess the candidate's ability to create two (2) word documents using advance software features, according to organisational/task requirements and timeframes.</p> <p>Skills to be demonstrated</p> <ul style="list-style-type: none"> <li>• workplace equipment and resources</li> <li>• relevant software applications</li> <li>• style guide</li> <li>• organisational policies and procedures.</li> </ul> <p>Exercise 76 – 82 – paragraphs revision</p>	<p>PC 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, and 4.4 PE 1, 2, 3, 4, 5 and 6.</p>	<p>LI – the use of paragraph formatting, and using show all characters SC – students are able to successfully use paragraph formatting in documents</p>	<p>Document Exercise 76 - 82</p>
10	3	<p>Task 2 - Prepare and design business documents Assess the candidate's ability to create two (2) word documents using advance software features, according to organisational/task requirements and timeframes.</p> <p>Skills to be demonstrated</p> <ul style="list-style-type: none"> <li>• workplace equipment and resources</li> <li>• relevant software applications</li> <li>• style guide</li> <li>• organisational policies and procedures.</li> </ul> <p>Exercise 100-103 – borders and shading Exercise 204 – 107 - tables</p>	<p>PC 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, and 4.4 PE 1, 2, 3, 4, 5 and 6.</p>	<p>LI – the use of borders, shading and tables SC – students are able to successfully use borders, shading, and tables in documents</p>	<p>Document Exercise 100-103 – borders and shading Exercise 204 – 107 - tables</p>





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### CERTIFICATE II WORKPLACE SKILLS YEAR 11: 2021



10	4	<p>Task 2 - Prepare and design business documents Assess the candidate's ability to create two (2) word documents using advance software features, according to organisational/task requirements and timeframes.</p> <p>Skills to be demonstrated</p> <ul style="list-style-type: none"> <li>• workplace equipment and resources</li> <li>• relevant software applications</li> <li>• style guide</li> <li>• organisational policies and procedures.</li> </ul> <p>Exercise 117 – 120 – mail merge</p>	<p>PC 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, and 4.4 PE 1, 2, 3, 4, 5 and 6.</p>	<p>LI – the use of mail merge SC – students are able to successfully setup the database, form letter and merged letter in documents</p>	<p>Document Exercise 117 – 120 – mail merge s</p>
11	1	<p>Task 3 – Produce business documents Assess the candidate's ability to create two (2) word documents using advance software features, according to organisational/task requirements and timeframes.</p> <p>Skills to be demonstrated</p> <ul style="list-style-type: none"> <li>• workplace equipment and resources</li> <li>• relevant software applications</li> <li>• style guide</li> <li>• organisational policies and procedures.</li> </ul> <p>logo</p>	<p>PC 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, and 4.4 PE 1, 2, 3, 4, 5 and 6.</p>	<p>LI – the use of logos SC – students are able to successfully create a business logo</p>	<p>Document Logo SEL – asking for help – show how to get a person's attention and then request his/her help in a positive way</p>
11	2	<p>Task 2 - Prepare and design business documents Assess the candidate's ability to create two (2) word documents using advance software features, according to organisational/task requirements and timeframes.</p> <p>Skills to be demonstrated</p> <ul style="list-style-type: none"> <li>• workplace equipment and resources</li> <li>• relevant software applications</li> <li>• style guide</li> <li>• organisational policies and procedures.</li> </ul> <p>Exercise 1. Care Cosmetics</p>	<p>PC 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, and 4.4 PE 1, 2, 3, 4, 5 and 6.</p>	<p>LI – the use of templates SC – students are able to successfully setup the letterhead template</p>	<p>Document Exercise 1. Care Cosmetics</p>



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11	3	<p>Task 2 - Prepare and design business documents Assess the candidate's ability to create two (2) word documents using advance software features, according to organisational/task requirements and timeframes.</p> <p>Skills to be demonstrated</p> <ul style="list-style-type: none"> <li>• workplace equipment and resources</li> <li>• relevant software applications</li> <li>• style guide</li> <li>• organisational policies and procedures.</li> </ul> <p>Exercise business cards</p>	<p>PC 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, and 4.4 PE 1, 2, 3, 4, 5 and 6.</p>	<p>LI – the use of templates SC – students are able to successfully create business cards</p>	<p>Document Business cards</p>
11	4	<p>Task 2 - Prepare and design business documents Assess the candidate's ability to create two (2) word documents using advance software features, according to organisational/task requirements and timeframes.</p> <p>Skills to be demonstrated</p> <ul style="list-style-type: none"> <li>• workplace equipment and resources</li> <li>• relevant software applications</li> <li>• style guide</li> <li>• organisational policies and procedures.</li> </ul> <p>Exercise envelope</p>	<p>PC 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, and 4.4 PE 1, 2, 3, 4, 5 and 6.</p>	<p>LI – the use of templates SC – students are able to successfully setup the envelope</p>	<p>Document Envelopes</p>



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### CERTIFICATE II WORKPLACE SKILLS YEAR 11: 2021



## TERM 3

Week	Lesson	Topic and key teaching points	Syllabus content / Mapping	WALT/WILF	Assessment
1	1	Task 2 - Prepare and design business documents Assess the candidate's ability to create two (2) word documents using advance software features, according to organisational/task requirements and timeframes. Skills to be demonstrated <ul style="list-style-type: none"> <li>workplace equipment and resources</li> <li>relevant software applications</li> <li>style guide</li> <li>organisational policies and procedures.</li> </ul> Practice assessment – Ski Ruapehu	PC 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, and 4.4 PE 1, 2, 3, 4, 5 and 6.	LI – practice display exercise SC – students are able to successfully demonstrate various formatting techniques	Document Practice assessment
1	2	Task 2 - Prepare and design business documents Assess the candidate's ability to create two (2) word documents using advance software features, according to organisational/task requirements and timeframes. Skills to be demonstrated <ul style="list-style-type: none"> <li>workplace equipment and resources</li> <li>relevant software applications</li> <li>style guide</li> <li>organisational policies and procedures.</li> </ul> Design brief	PC 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, and 4.4 PE 1, 2, 3, 4, 5 and 6.	LI – practice design brief SC – students are able to successfully complete design brief, workstation assessment	Document Design brief Workstation assessment
1	3	Task 2 - Prepare and design business documents Assess the candidate's ability to create two (2) word documents using advance software features, according to organisational/task requirements and timeframes. Skills to be demonstrated <ul style="list-style-type: none"> <li>workplace equipment and resources</li> <li>relevant software applications</li> <li>style guide</li> <li>organisational policies and procedures.</li> </ul> Practice assessment – mail merge	PC 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, and 4.4 PE 1, 2, 3, 4, 5 and 6.	LI – practice mail merge SC – students are able to successfully construct a mail merge	Document Practice assessment SEL – asking for help – show how to get a person's attention and then request his/her help in a positive way



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### CERTIFICATE II WORKPLACE SKILLS YEAR 11: 2021



2	1	<p>Task 3 – Produce business documents Complete document production according to organisational policies, procedures and requirements</p> <p>Check</p> <ul style="list-style-type: none"> <li>• style and layout</li> <li>• appropriately saved and stored</li> <li>• help function</li> </ul> <p>Observation checklist – screenshots</p>	<p>PC 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, and 4.4 PE 1, 2, 3, 4, 5 and 6.</p>	<p>LI – tables in documents with images SC – students are able to successfully setup the invoice with all relevant information, both draft and final versions saved appropriately</p>	<p>Document Observation checklist – screenshots</p>
2	2	<p>Task 2 - Prepare and design business documents Assess the candidate's ability to create two (2) word documents using advance software features, according to organisational/task requirements and timeframes. Design brief invoice</p>	<p>PC 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, and 4.4 PE 1, 2, 3, 4, 5 and 6.</p>	<p>LI – design brief invoice SC – students are able to successfully complete design brief invoice</p>	<p>Document Design brief invoice</p>
2	3	<p>Task 3 – Produce business documents Complete document production according to organisational policies, procedures and requirements</p> <p>Check</p> <ul style="list-style-type: none"> <li>• style and layout</li> <li>• appropriately saved and stored</li> <li>• help function</li> </ul> <p>Assessment 1 – invoice</p>	<p>PC 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, and 4.4 PE 1, 2, 3, 4, 5 and 6.</p>	<p>LI – tables in documents with images SC – students are able to successfully setup the invoice with all relevant information</p>	<p>Document Assessment 1 – invoice v1</p>
2	4	<p>Task 4 – Finalise Documents Complete document production according to organisational policies, procedures and requirements</p> <p>Check</p> <ul style="list-style-type: none"> <li>• readability, accuracy and consistency of language, style and layout</li> <li>• make any modifications required prior to finalisation</li> <li>• name and store documents</li> <li>• presentation in accordance to organisational documents</li> </ul> <p>Invoice v2</p>	<p>PC 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, and 4.4 PE 1, 2, 3, 4, 5 and 6.</p>	<p>LI – tables in documents with images SC – students are able to successfully setup the invoice with all relevant information</p>	<p>Document Assessment 1 – invoice v2</p>



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### CERTIFICATE II WORKPLACE SKILLS YEAR 11: 2021



3	1	<p>Task 2 - Prepare and design business documents</p> <p>Assess the candidate's ability to create two (2) word documents using advance software features, according to organisational/task requirements and timeframes.</p> <p>Design brief newsletter</p>	<p>PC 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, and 4.4</p> <p>PE 1, 2, 3, 4, 5 and 6.</p>	<p>LI – design brief</p> <p>SC – students are able to successfully complete design brief newsletter</p>	<p>Document</p> <p>Design brief newsletter</p>
3	2	<p>Task 3 – Produce business documents</p> <p>Complete document production according to organisational policies, procedures and requirements</p> <p>Check</p> <ul style="list-style-type: none"> <li>• style and layout</li> <li>• appropriately saved and stored</li> <li>• help function</li> </ul> <p>Assessment 2 - newsletter</p>	<p>PC 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, and 4.4</p> <p>PE 1, 2, 3, 4, 5 and 6.</p>	<p>LI – display document using formatting skills</p> <p>SC – students are able to successfully design and produce newsletter</p>	<p>Document</p> <p>Assessment 2 – newsletter v1</p>
3	3	<p>Task 3 – Produce business documents</p> <p>Complete document production according to organisational policies, procedures and requirements</p> <p>Check</p> <ul style="list-style-type: none"> <li>• style and layout</li> <li>• appropriately saved and stored</li> <li>• help function</li> </ul> <p>Assessment 2 - newsletter</p>	<p>PC 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, and 4.4</p> <p>PE 1, 2, 3, 4, 5 and 6.</p>	<p>LI – display document using formatting skills</p> <p>SC – students are able to successfully design and produce newsletter</p>	<p>Document</p> <p>Assessment 2 – newsletter v1</p>
3	4	<p>Task 4 – Finalise Documents</p> <p>Complete document production according to organisational policies, procedures and requirements</p> <p>Check</p> <ul style="list-style-type: none"> <li>• readability, accuracy and consistency of language, style and layout</li> <li>• make any modifications required prior to finalisation</li> <li>• name and store documents</li> <li>• presentation in accordance to organisational documents</li> </ul> <p>Newsletter v2</p>	<p>PC 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, and 4.4</p> <p>PE 1, 2, 3, 4, 5 and 6.</p>	<p>LI – display document using formatting skills</p> <p>SC – students are able to successfully finalise newsletter</p>	<p>Document</p> <p>Newsletter v2</p>



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### CERTIFICATE II WORKPLACE SKILLS YEAR 11: 2021



4	1	<p>Task 2 - Prepare and design business documents</p> <p>Assess the candidate's ability to create two (2) word documents using advance software features, according to organisational/task requirements and timeframes.</p> <p>Design brief mail merge</p>	<p>PC 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, and 4.4</p> <p>PE 1, 2, 3, 4, 5 and 6.</p>	<p>LI – design brief mail merge</p> <p>SC – students are able to successfully complete design brief mail merge</p>	<p>Document</p> <p>Design brief mail merge</p>
4	2	<p>Task 3 – Produce business documents</p> <p>Complete document production according to organisational policies, procedures and requirements</p> <p>Check</p> <ul style="list-style-type: none"> <li>• style and layout</li> <li>• appropriately saved and stored</li> <li>• help function</li> </ul> <p>Assessment 3 – mail merge</p>	<p>PC 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, and 4.4</p> <p>PE 1, 2, 3, 4, 5 and 6.</p>	<p>LI – mail merge using letter layout,</p> <p>SC - students are able to successfully design and produce mail merge, both draft and final versions saved appropriately</p>	<p>Document</p> <p>Assessment 3 – mail merge</p>
4	3	<p>Task 3 – Produce business documents</p> <p>Complete document production according to organisational policies, procedures and requirements</p> <p>Check</p> <ul style="list-style-type: none"> <li>• style and layout</li> <li>• appropriately saved and stored</li> <li>• help function</li> </ul> <p>Assessment 3 – mail merge</p>	<p>PC 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, and 4.4</p> <p>PE 1, 2, 3, 4, 5 and 6.</p>	<p>LI – mail merge using letter layout,</p> <p>SC - students are able to successfully design and produce mail merge, both draft and final versions saved appropriately</p>	<p>Document</p> <p>Assessment 3 – mail merge</p>
4	4	<p>Task 3 – Produce business documents</p> <p>Complete document production according to organisational policies, procedures and requirements</p> <p>Check</p> <ul style="list-style-type: none"> <li>• style and layout</li> <li>• appropriately saved and stored</li> <li>• help function</li> </ul> <p>Assessment 3 – mail merge</p>	<p>PC 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, and 4.4</p> <p>PE 1, 2, 3, 4, 5 and 6.</p>	<p>LI – mail merge using letter layout,</p> <p>SC - students are able to successfully design and produce mail merge, both draft and final versions saved appropriately</p>	<p>Document</p> <p>Assessment 3 – mail merge</p>



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### CERTIFICATE II WORKPLACE SKILLS YEAR 11: 2021



5	1	<p>Task 4 – Finalise Documents Complete document production according to organisational policies, procedures and requirements Check</p> <ul style="list-style-type: none"> <li>• readability, accuracy and consistency of language, style and layout</li> <li>• make any modifications required prior to finalisation</li> <li>• name and store documents</li> <li>• presentation in accordance to organisational documents</li> </ul> <p>mail merge v2</p>	<p>PC 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, and 4.4 PE 1, 2, 3, 4, 5 and 6.</p>	<p>LI – mail merge SC – students are able to successfully finalise mail merge</p>	<p>Document Mail merge v2</p>
5	2	<p>Task 2 - Prepare and design business documents Assess the candidate's ability to create two (2) word documents using advance software features, according to organisational/task requirements and timeframes. Design brief ball ticket</p>	<p>PC 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, and 4.4 PE 1, 2, 3, 4, 5 and 6.</p>	<p>LI – design brief ball ticket SC – students are able to successfully complete design brief ball ticket</p>	<p>Document Design brief ball ticket</p>
5	3	<p>Task 3 – Produce business documents Complete document production according to organisational policies, procedures and requirements Check</p> <ul style="list-style-type: none"> <li>• style and layout</li> <li>• appropriately saved and stored</li> <li>• help function</li> </ul> <p>Assessment 4 – ball ticket</p>	<p>PC 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, and 4.4 PE 1, 2, 3, 4, 5 and 6.</p>	<p>LI – ball ticket layout, SC - students are able to successfully design and produce ball ticket</p>	<p>Document Assessment 4 – ball ticket Elements and principles of design</p>
5	4	<p>Task 3 – Produce business documents Complete document production according to organisational policies, procedures and requirements Check</p> <ul style="list-style-type: none"> <li>• style and layout</li> <li>• appropriately saved and stored</li> <li>• help function</li> </ul> <p>Assessment 4 – ball ticket</p>	<p>PC 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, and 4.4 PE 1, 2, 3, 4, 5 and 6.</p>	<p>LI – ball ticket layout, SC - students are able to successfully design and produce ball ticket</p>	<p>Document Assessment 4 – ball ticket Elements and principles of design</p>

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### CERTIFICATE II WORKPLACE SKILLS YEAR 11: 2021

6	1	<p>Task 4 – Finalise Documents Complete document production according to organisational policies, procedures and requirements Check</p> <ul style="list-style-type: none"> <li>• readability, accuracy and consistency of language, style and layout</li> <li>• make any modifications required prior to finalisation</li> <li>• presentation in accordance to organisational documents</li> </ul> <p>ball ticket</p>	<p>PC 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, and 4.4 PE 1, 2, 3, 4, 5 and 6.</p>	<p>LI – ball ticket SC – students are able to successfully finalise ball ticket</p>	<p>Document Ball ticket</p>
6	2	<p>Task 2 - Prepare and design business documents Assess the candidate's ability to create two (2) word documents using advance software features, according to organisational/task requirements and timeframes. Design brief ball certificate</p>	<p>PC 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, and 4.4 PE 1, 2, 3, 4, 5 and 6.</p>	<p>LI – design brief ball certificate SC – students are able to successfully complete design brief ball certificate</p>	<p>Document Design brief ball certificate</p>
6	3	<p>Task 3 – Produce business documents Complete document production according to organisational policies, procedures and requirements Check</p> <ul style="list-style-type: none"> <li>• style and layout</li> <li>• appropriately saved and stored</li> <li>• help function</li> </ul> <p>Assessment 5 – ball certificate</p>	<p>PC 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, and 4.4 PE 1, 2, 3, 4, 5 and 6.</p>	<p>LI – ball certificate layout, SC - students are able to successfully design and produce ball certificate</p>	<p>Document Assessment 4 – ball certificate</p>
6	4	<p>Task 4 – Finalise Documents Complete document production according to organisational policies, procedures and requirements Check</p> <ul style="list-style-type: none"> <li>• readability, accuracy and consistency of language, style and layout</li> <li>• make any modifications required prior to finalisation</li> <li>• name and store documents</li> <li>• presentation in accordance to organisational documents</li> </ul> <p>ball certificate</p>	<p>PC 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, and 4.4 PE 1, 2, 3, 4, 5 and 6.</p>	<p>LI – ball certificate SC – students are able to successfully finalise ball certificate</p>	<p>Document Ball certificate</p>





## COURSE OUTLINE

### CERTIFICATE II WORKPLACE SKILLS YEAR 11: 2021



7	1	<p>BSBTEC202 Use digital technologies to communicate in a work environment</p> <p>Show performance of</p> <ul style="list-style-type: none"> <li>• send communication digitally on 4 occasions</li> <li>• receive and process digital communications on 4 occasions</li> </ul> <p>Comply with organisational policies and procedures for digital communication</p> <ul style="list-style-type: none"> <li>• security</li> <li>• storing, filing, archiving, deleting inbound communications</li> <li>• targeted groups</li> </ul> <p>Show knowledge of</p> <ul style="list-style-type: none"> <li>• existing and emerging methods of digital communications, strengths and weaknesses</li> <li>• industry practice – etiquette</li> <li>• commercial sensitivities – knowledge management</li> <li>• policies and procedures for digital communication</li> <li>• security levels and filters</li> </ul> <p>How to handle suspicious emails * OLNA</p>	<p>Elements</p> <ol style="list-style-type: none"> <li>1. Identify purpose and methods of digital communication</li> <li>2. Implement procedures to send and receive digital communications</li> <li>3. Assist with managing digital communications</li> </ol>	<p>LI – research information for new UOC SC – a basic understanding of the requirements of the task</p> <p>Introduce BSBTEC202</p>	<p>Document</p> <p>How to handle suspicious emails</p>
7	2	<p>Comply with organisational policies and procedures for digital communication</p> <ul style="list-style-type: none"> <li>• security</li> <li>• storing, filing, archiving, deleting inbound communications</li> <li>• targeted groups</li> </ul> <p>setup signatures with their logos</p>	<p>2.1, 2.2,</p>	<p>LI – understanding of internal and external communication requirements, compliance to organisational policies and procedures SC – student will have created their signature with their logo included</p>	<p>Document</p> <p>Signature</p>



## COURSE OUTLINE

### CERTIFICATE II WORKPLACE SKILLS YEAR 11: 2021



7	3	<p>Task 1 – Knowledge questions It is a preference for answers to be written individually but they could be part of a group discussion if the teacher has strategies to assess the knowledge of each learner. How to drive collaboration in your digital workplace Netiquette guide * OLNA</p>	<p>All KE <b>Knowledge Questions</b> The knowledge questions include Core Skills for Work required for this unit. These are a set of non-technical skills, knowledge and understandings that underpin successful participation in work.</p>	<p>LI – discuss organisational standards, policies and procedures that relate to digital communication SC – successful completion of knowledge questions</p>	<p>Document Questions and answers How to drive collaboration in your digital workplace Netiquette guide</p>
7	4	<p>Task 2 Identify Purpose and Methods Identify purpose for communication with relevant personnel. Record this meeting, digital communication requirements and results by completing the <i>Digital Communication Brief</i> provided.  Digital communication brief x 4 Past current and emerging technologies * OLNA</p>	<p>1.1, 1.2, 1.3, FS</p>	<p>LI – discuss internal and external communications and how they may differ SC – successful completion of digital communication brief</p>	<p>Document Digital communication brief x 4</p> <ul style="list-style-type: none"> <li>• Email v1</li> <li>• Email v2</li> <li>• Bus comm 1</li> <li>• Bus comm 2</li> </ul> <p>Past current and emerging technologies</p>
8	1	<p>Task 3 Implement Procedures Draft two (2) business communications as per the <i>Digital Communication Brief</i> completed for <i>Task 2 – Identify Methods</i>. Ensure you login and use the digital communication software/program in accordance with organisational policies and procedures. Check the communications for accuracy and that it meets organisational and netiquette requirements before sending. Provide a copy of the communications as evidence for this assessment.  Email v1 Bus comm 1 * OLNA</p>	<p>2.1, 2.2, 2.3, 2.4, FS</p>	<p>LI – students are able to draft email 1 and bus comm 1 SC – students are able to successfully email using their gmail account, and use connect to reply to feedback</p>	<p>Document/ Observation Email 1 Bus comm 1</p>



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8	2	<p>Task 3 Implement Procedures Review your emails in your Inbox to identify which ones are urgent, confidential, personal, suspicious or potentially dangerous email. Record the details of three (3) different types of these emails, including what key features identified them as that type of email, and what action you took based on organisational policies and procedures, by completing the <i>Digital Communication Review</i> provided.</p> <p>Email v2 Bus comm 2 * OLN</p>	2.1, 2.2, 2.3, 2.4, FS,	<p>LI - All communications that are submitted for assessment must:</p> <ul style="list-style-type: none"> <li>• Be of business standard about business content and use formal language, correct grammatical structures, correct spelling</li> <li>• Use business standard software</li> </ul> <p>SC – all communications are successfully completed to standard</p>	Document Email v2 Bus comm 2
8	3	<p>Task 3 Implement Procedures Review your emails in your Inbox to identify which ones are urgent, confidential, personal, suspicious or potentially dangerous email. Record the details of three (3) different types of these emails, including what key features identified them as that type of email, and what action you took based on organisational policies and procedures, by completing the <i>Digital Communication Review</i> provided.</p> <p>Digital communication review * OLN</p>	2.1, 2.2, 2.3, 2.4, FS,	<p>LI – students to look at the different types of emails – suspicious, urgent, confidential SC – students will be able to identify different types of emails</p>	Document Digital communication review
8	4	<p>Task 4 Manage Effectively Manage digital communication in your workplace, or simulated work environment, by completing the following tasks:</p> <ul style="list-style-type: none"> <li>• Set security levels and/or filters for incoming communications</li> <li>• Create at least three (3) folders in your Inbox and file at least two (2) communications in the appropriate folder</li> </ul> <p>Provide evidence of you completing these tasks with screenshots and/or screen recording. Filter, folder 1, 2, 3, thread * OLN</p>	3.1, 3.2, 3.3, 3.4, 3.5, FS	<p>LI – look at filters for emails coming in, and organising of emails SC – students will have successfully set a filter, and created the creation of folders – 2020 – business – personal</p>	Document/ Observation Screen shots of <ul style="list-style-type: none"> <li>• Filter</li> <li>• Folder 1, 2, 3</li> <li>• thread</li> </ul>

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9	1	<p>Task 4 Manage Effectively Manage digital communication in your workplace, or simulated work environment, by completing the following tasks:</p> <ul style="list-style-type: none"> <li>• Permanently save communication in accordance with organisational requirements</li> <li>• Permanently delete two (2) communications and archive two communications</li> </ul> <p>Provide evidence of you completing these tasks with screenshots and/or screen recording. Organize information into folders, archive, delete, permanent, * OLN A</p>	3.1, 3.2, 3.3, 3.4, 3.5, FS,	<p>LI – look at organising of emails SC – students will have successfully filed information into relevant folders, archived, deleted and permanently deleted as required</p>	<p>Document/ Observation Screen shot of</p> <ul style="list-style-type: none"> <li>• Organise information into folders</li> <li>• Archive</li> <li>• Delete</li> <li>• Permanent</li> </ul>
9	2	<p>Task 4 Manage Effectively Manage digital communication in your workplace, or simulated work environment, by completing the following tasks:</p> <ul style="list-style-type: none"> <li>• Develop two (2) methods to communicate electronically with stakeholder</li> </ul> <p>Provide evidence of you completing these tasks with screenshots and/or screen recording. Past current and emerging technologies * OLN A</p>	3.1, 3.2, 3.3, 3.4, 3.5, FS,	<p>LI – identify who the stakeholders are in the organisation, look at the different types of digital technologies available for communication SC – identify appropriate digital communication technologies for communicating with stakeholders</p>	<p>Document/ Observation Past current and emerging technologies</p>
9	3	<p>Task 4 Manage Effectively Manage digital communication in your workplace, or simulated work environment, by completing the following tasks:</p> <ul style="list-style-type: none"> <li>• Develop two (2) methods to communicate electronically with stakeholder</li> </ul> <p>Provide evidence of you completing these tasks with screenshots and/or screen recording. Thread, minutes * OLN A</p>	3.1, 3.2, 3.3, 3.4, 3.5, FS,	<p>LI – develop 2 methods of communicating with stakeholders SC – students will have developed 2 methods of communicating electronically with stakeholders</p>	<p>Document/ Observation Screenshot of</p> <ul style="list-style-type: none"> <li>• Thread</li> <li>• Minutes (created in google docs – shared with others)</li> </ul>
9	4	<p>Task 4 Manage Effectively</p>	3.1, 3.2, 3.3, 3.4, 3.5, FS	<p>LI – develop 2 methods of communicating with stakeholders</p>	<p>Document/ Observation Screenshot of</p>

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		<p>Manage digital communication in your workplace, or simulated work environment, by completing the following tasks:</p> <ul style="list-style-type: none"> <li>Develop two (2) methods to communicate electronically with stakeholder</li> </ul> <p>Provide evidence of you completing these tasks with screenshots and/or screen recording. Thread, minutes * OLN</p>		<p>SC – students will have developed 2 methods of communicating electronically with stakeholders</p>	<ul style="list-style-type: none"> <li>Thread</li> <li>Minutes (created in google docs – shared with others)</li> </ul>
10	1	<p>BSBOPS201 – work effectively in a business environment Show performance in at least 4 tasks</p> <ul style="list-style-type: none"> <li>Working to organisational standards</li> <li>Managing work load</li> <li>Working as part of a team</li> <li>Comply with legal responsibilities, and organisational requirements</li> <li>Escalate issues and seek assistance</li> </ul> <p>Show knowledge of</p> <ul style="list-style-type: none"> <li>Organisational policies and procedures - rights and responsibilities of employers and employees</li> <li>Organisational documents relating to operations <ul style="list-style-type: none"> <li>Work health and safety</li> <li>Code of conduct</li> <li>Style guide</li> <li>Duty of care</li> </ul> </li> <li>Roles, responsibilities and conditions of employment contract for own work role</li> </ul> <p>Planning perfect interviews Information sheet – Australian and other standards Work effectively – activity</p>	<p>Elements</p> <ol style="list-style-type: none"> <li>Identify the business context</li> <li>Work in a team</li> <li>Develop effective work habits</li> </ol>	<p>LI – research information for new UOC SC – a basic understanding of the requirements of the task</p> <p>Introduce BSBOPS201</p>	<p>Document Planning perfect interviews Information sheet – Australian and other standards Work effectively – activity</p>
10	2	<p>Task 1 Knowledge questions It is a preference for answers to be written individually but they could be part of a group discussion if the</p>	<p>All KE <b>Knowledge Questions</b> The knowledge questions include Core Skills for Work</p>	<p>LI – discuss organisational standards, policies and procedures that relate to digital communication</p>	<p>Document Questions and answers</p>

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		teacher has strategies to assess the knowledge of each learner. Fair Work – introduction to the national employment standards	required for this unit. These are a set of non-technical skills, knowledge and understandings that underpin successful participation in work.	SC – successful completion of knowledge questions	Fair Work – introduction to the national employment standards
10	3	Task 2 Organisation Research the following information: <ul style="list-style-type: none"> <li>• Employer rights and responsibilities</li> <li>• Employer and employee rights and responsibilities, including conduct and presentation</li> <li>• WHS and duty of care rights and responsibilities</li> </ul>	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, FS, PE, KE	LI – identify key rights and responsibilities of employees and employers SC – students will have successfully gathered information for their organisation on the rights and responsibilities of employers and employees	Document bibliography
10	4	Task 2 Organisation Research the following information: <ul style="list-style-type: none"> <li>• Employer rights and responsibilities</li> <li>• Employer and employee rights and responsibilities, including conduct and presentation</li> <li>• WHS and duty of care rights and responsibilities</li> </ul>	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, FS, PE, KE	LI – identify key rights and responsibilities of employees and employers SC – students will have successfully gathered information for their organisation on the rights and responsibilities of employers and employees	Document bibliography



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### TERM 4

Week	Lesson	Topic and key teaching points	Syllabus content / Mapping	WALT/WILF	Assessment
1	1	Task 2 Organisation Research the following information: <ul style="list-style-type: none"> <li>Employer rights and responsibilities</li> <li>Employer and employee rights and responsibilities, including conduct and presentation</li> <li>WHS and duty of care rights and responsibilities</li> </ul>	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, FS, PE, KE	LI – identify key rights and responsibilities of employees and employers SC – students will have successfully gathered information for their organisation on the rights and responsibilities of employers and employees	Document bibliography
1	2	Task 3 Team Complete a range of tools and activities relevant to your team goals and objectives.  Complete your allocated tasks and demonstrate the following: <ul style="list-style-type: none"> <li>Courteous and helpful manners</li> <li>A non-discriminatory attitude</li> <li>Questioning techniques to clarify instructions and responsibilities</li> <li>Seeking assistance when difficulties arise</li> </ul>	2.1, 2.2, 2.3, 2.4, 2.5, 3.3, FS, PE 1.1, 1.2, 2.1, 2.2, 2.3	LI – plan as a team how the relevant areas will be split up to achieve the goal of creating an induction PowerPoint presentation for their chosen organisation SC – completion of smart goal, objectives and key results	Document/ Observation Smart goal Objectives and key results
1	3	Task 4 Individual <ul style="list-style-type: none"> <li>List all the work tasks you need to do as part of your work requirements. Assess and prioritise the tasks by completing the <i>To Do List</i> provided.</li> </ul> Smart goal To do list	3.1, 3.2, FS, PE 1.1, 1.5, 2.1, 2.2, 2.3	LI – students identify priorities for themselves and the team SC – students successfully complete the smart goal and the to do list	Document/ Observation To do list Smart goal
1	4	Task 4 Individual <ul style="list-style-type: none"> <li>Use effective time management strategies, such as <i>Eisenhower's Matrix</i>, to prioritise the tasks.</li> </ul> Eisenhower matrix Task tracker v1	3.1, 3.2, FS, PE 1.1, 1.5, 2.1, 2.2, 2.3	LI – identify the priorities to be completed in which order for the induction pack SC – students have successfully completed the Eisenhower matrix	Document/ Observation Eisenhower matrix Task tracker v1



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2	1	<p>Task 2 Organisation Create an induction PowerPoint presentation for the organisation that you have chosen</p> <ul style="list-style-type: none"> <li>• Terms and conditions of employment</li> </ul> <p>Induction pack</p>	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, FS, PE, KE	<p>LI – understand the specific terms and conditions of employment for different sectors SC – students will have successfully begun the construction of their induction pack</p>	Document Induction pack
2	2	<p>Task 2 Organisation Create an induction PowerPoint presentation for the organisation that you have chosen</p> <ul style="list-style-type: none"> <li>• Terms and conditions of employment</li> </ul> <p>Induction pack</p>	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, FS, PE, KE	<p>LI – understand the specific terms and conditions of employment for different sectors SC – students will have successfully begun the construction of their induction pack</p>	Document Induction pack
2	3	<p>Task 2 Organisation Create an induction PowerPoint presentation for the organisation that you have chosen</p> <ul style="list-style-type: none"> <li>• Employee conduct and personal presentation</li> </ul> <p>Induction pack</p>	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, FS, PE, KE	<p>LI – understand the specific codes of conduct, and personal presentation for different sectors SC – students will have successfully begun the construction of their induction pack</p>	Document Induction pack
2	4	<p>Task 2 Organisation Create an induction PowerPoint presentation for the organisation that you have chosen</p> <ul style="list-style-type: none"> <li>• Employee conduct and personal presentation</li> </ul> <p>Induction pack</p>	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, FS, PE, KE	<p>LI – understand the specific codes of conduct, and personal presentation for different sectors SC – students will have successfully begun the construction of their induction pack</p>	Document Induction pack
3	1	<p>Task 2 Organisation Create an induction PowerPoint presentation for the organisation that you have chosen</p> <ul style="list-style-type: none"> <li>• Organisational standards and values</li> </ul> <p>Induction pack</p>	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, FS, PE, KE	<p>LI – understand the specific organisational standards and values for different sectors SC – students will have successfully begun the construction of their induction pack</p>	Document Induction pack





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3	2	<p>Task 2 Organisation</p> <p>Create an induction PowerPoint presentation for the organisation that you have chosen</p> <ul style="list-style-type: none"> <li>Organisational standards and values</li> </ul> <p>Induction pack</p>	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, FS, PE, KE	<p>LI – understand the specific organisational standards and values for different sectors</p> <p>SC – students will have successfully begun the construction of their induction pack</p>	Document Induction pack
3	3	<p>Task 2 Organisation</p> <p>Create an induction PowerPoint presentation for the organisation that you have chosen</p> <ul style="list-style-type: none"> <li>Organisational goals and objectives</li> </ul> <p>Induction pack</p>	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, FS, PE, KE	<p>LI – understand the specific organisational goals and objectives for different sectors</p> <p>SC – students will have successfully begun the construction of their induction pack</p>	Document Induction pack
3	4	<p>Task 2 Organisation</p> <p>Create an induction PowerPoint presentation for the organisation that you have chosen</p> <ul style="list-style-type: none"> <li>Organisational goals and objectives</li> </ul> <p>Induction pack</p>	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, FS, PE, KE	<p>LI – understand the specific organisational goals and objectives for different sectors</p> <p>SC – students will have successfully begun the construction of their induction pack</p>	Document Induction pack
4	1	<p>Task 3 Team</p> <p>Complete a range of tools and activities relevant to your team goals and objectives.</p> <p>Complete your allocated tasks and demonstrate the following:</p> <ul style="list-style-type: none"> <li>Courteous and helpful manners</li> <li>A non-discriminatory attitude</li> <li>Questioning techniques to clarify instructions and responsibilities</li> <li>Seeking assistance when difficulties arise</li> </ul> <p>After you have effectively worked in a team, seek and provide feedback from one (1) team leader and three (3) team members using the <a href="#">Team Evaluation Form</a></p>	2.1, 2.2, 2.3, 2.4, 2.5, 3.3, FS, PE 1.1, 1.2, 2.1, 2.2, 2.3	<p>LI – reflect on how effective the team worked together in creating the induction pack</p> <p>SC – completion of team evaluation form</p>	Document/ Observation Team evaluation form



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4	2	<p>Task 4 Individual</p> <ul style="list-style-type: none"> <li>Complete a work/life balance self-assessment to help you identify your work and personal priorities. Based on those results, complete the <i>Work/Life Balance Plan</i>.</li> </ul> <p><a href="https://cmha.ca/work-life-balance-quiz">https://cmha.ca/work-life-balance-quiz</a></p>	3.1, 3.2, FS, PE 1.1, 1.5, 2.1, 2.2, 2.3	<p>LI – understand the need of work life balance</p> <p>SC – students successfully complete work life balance quiz, then use the information to complete the work life balance plan</p>	<p>Document/ Observation</p> <p>Work life balance quiz</p> <p>Work life balance plan</p>
4	3	<p>Task 4 Individual</p> <ul style="list-style-type: none"> <li>List all the work tasks you need to do as part of your work requirements. Assess and prioritise the tasks by completing the <i>To Do List</i> provided.</li> </ul>	3.1, 3.2, FS, PE 1.1, 1.5, 2.1, 2.2, 2.3	<p>LI – understand the need to check on original goals to make sure they have been achieved</p> <p>SC – all items on the to do list and in the smart goal have been achieved</p>	<p>Document/ Observation</p> <p>To do list</p> <p>Smart goal</p>
4	4	<p>Task 4 Individual</p> <ul style="list-style-type: none"> <li>Use effective time management strategies, such as <i>Eisenhower's Matrix</i>, to prioritise the tasks.</li> </ul> <p>Task tracker v2</p>	3.1, 3.2, FS, PE 1.1, 1.5, 2.1, 2.2, 2.3	<p>LI – show the importance of being able to track the tasks being completed</p> <p>SC – successful completion of the task tracker – no tasks remaining to be completed</p>	<p>Document/ Observation</p> <p>Task tracker v2</p>