CURRICULUM MANAGEMENT IN TAFE COLLEGES

A Case Study of Launceston College of TAFE

School of Commerce/Secretarial Studies

Introduction of

COMMERCE/SECRETARIAL NEW (1986) CURRICULUM

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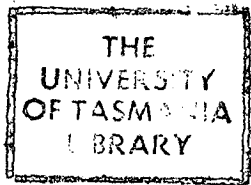
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1988

TO WHOM IT MAY CONCERN

This is certify that this dissertation contains no material which has been accepted for the award of any other higher degree or graduate diploma in any tertiary institution and that to the best of my knoweldge and belief, the disseration contains no material previously published or written by another person, except when due reference is made in the text.

J C FROST 1987

ABSTRACT

The School of Commerce/Secretarial Studies, Launceston College of Technical and Further Education has been used to provide a case study on the introduction of new (1986) commerce/secretarial studies curriculum. A short history of commercial and secretarial training with particular emphasis on Launceston college of TAFE is outlined.

The study has focussed on the subject of Typing Stage 1 (new curriculum) and Typewriting 1 (old curriculum) although other subjects, communication and office skills, are also mentioned.

Observation of resistance to change and teachers' attitudes before and after the introduction are studied, together with the identified problems associated with the innovation.

A comparison of the old and new curriculum documents is undertaken and differences in formatting, length and content identified. Student results for the years 1985 and 1986 are compared. Differences in marking the old examination system compared to the new progressive assessment are highlighted. A detailed description of the situation analysis in both 1985 and 1986 is documented which includes the courses for which a State Certificate is issued on successful completion.

Developmental problems associated with writing the new curriculum and the production of teaching/learning resources are discussed, together with other difficulties associated with curriculum development.

A comprehensive background to the advent of the new curriculum is provided with a description of the development of the National Common Core Curriculum to which each state TAFE authority had an input in an attempt to provide a national basic standard qualification for Secretarial & Administrative Studies - Level 1. A detailed description of a survey of Tasmanian employers is given which identifies major employers' needs which have been accommodated in the new curriculum.

Finally some future predictions regarding the curriculum and the direction of secretarial training and employment are made.

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INTRODUCTION

The introduction of new curriculum into the Tasmanian Technical and Further Education (TAFE) system during 1986 provided an excellent starting point for a case study to be written. Historical records and student information can be found throughout TAFE colleges dating back to the commencement of technical training in the State during the latter part of the19th century. However, the task of collating records and undertaking a state evaluation or case study appeared far too expansive, it was therefore, appropriate to concentrate on the Launceston College of TAFE where the writer is located as Head of the School of Commerce/Secretarial Studies.

After due consideration and investigation of the task it was again decided that an evaluation of the complete curriculum was also far too big a task to be undertaken in a study of this nature. Following consultation and lengthy discussion the subject of Typewriting was selected as the focus for the study. This subject area is one for which the writer has responsibility and which was a teaching area during 1985 and 1986, the two years considered for comparison. It is also a subject for which the writer holds a special teacher's diploma and has been teaching in this subject area for a total of 16 years.

Launceston College of TAFE, School of Commerce/Secretarial Studies had a total of 15 full time teachers during 1985, six of whom taught typewriting to full time day students. During 1986, six teachers again taught typewriting on a regular basis to full

time students, the total number of full time teachers was 14 at the end of 1986, one teacher retired during the year and was replaced by part time teachers. Qualified and skilled typewiting teachers however, are difficult to find. Any teacher commencing with TAFE must first be qualified in his/her trade or profession eg electrician, builder, secretary, have practised in that profession for a minimum of 5 years before commencing teaching and must undertake teacher training from the commencement of teaching.

Because typewriting is seen as a critical skill for commerce/secretarial students, of the 30 hours full time training per week which is undertaken by students, 6 hours was devoted to typewriting in 1985 and again in 1986, with changed time table arrangements in 1987, 7.5 hours is now devoted to this subject.

With the advent of computers, word processors, electronic memory typewriters, text editors etcetera typing has become a complex subject requiring a great deal of skill and expertise. The basics of letter formatting, display, tabulation, confused manuscript, deciphering hand-writing, prioritising work loads, proof-reading etcetera must be taught to and learned by a student very early in the training year. Those students who commence the course without the skill of touch typing have an extremely heavy work load at the commencement of their training in order to acquire typing skill before learning, practising and perfecting the tasks listed above, all of which are absolutely necessary in today's commercial world.

The skill of typewriting is grossly underrated by society generally. In the past it was considered a skill that any one who could not cope with academic studies could undertake to 'get a job'. Many 'typists' entered the workforce with a rudimentary knowledge of letter formatting, display, tabulation and proof-reading, but managed to produce adequate work using two or three fingers. Today however, a typist's production can be costed down to the individual letters produced, or even cost per line of typing if necessary, and there is no place for the amateur in the business world. Production must be of the highest standard to create the impression necessary for any organisation or individual to make an impact in today's competetive society. Time of course is money and typists must carry out their duties in the shortest possible time, therefore concentration and dedication to the task in hand must also be among their attributes. This assumes the typist is using a typewriter only to produce work. If however more advanced electronic equipment is being used, then a completely different range of skills must be added to those mentioned in order for tasks to be performed.

Curriculum writers for commerce/secretarial studies acknowledge that typewriting is one of the major focus areas and much time and effort must be spent on this subject. The other two major areas are communication and office skills. Communciation involves oral and written english, spelling, grammar etcetera but encompasses all the contemporary issues which have become evident eg equal opportunity, unionism, affirmative action, anti-discrimination, self esteem, goal setting to name a few. Office skills (office procedures) concentrates on practical tasks which are

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performed in offices eg inward/outward mail, filing, telephone technique, petty cash, basic mathematics and receptionst techniques.

It was therefore, not feasible to concentrate on more than one major subject area for the purpose of the this study. However, a general background has been given covering all subject areas. They are also mentioned throughout the document in relation to difficulties expressed by teachers with regard to time constraints and work loads.

The purpose of this study was to provide a comprehensive, detailed account of how things were in 1985 the year in which the 'new' curriculum was written, but the year in which the 'old' curriculum was taught, and 1986 the introductory year of the 'new' curriculum and the problems associated with the change.

The integration of the National Common Core curriculum into the state's program and the link Tasmania had with that body is outlined. Tasmanian TAFE conducted a state survey of employer's needs during 1983/4 to ascertain specific areas employers required to be incorporated in the state's training. It will be shown that the major focus area of that survey, 'telephone technique' was incorporated into the curriculum.

Entry levels for both the 'old' and 'new' curriculum are identified and a comparison of subject content and methodology is given. Results for both years are compared and conclusions drawn.

Finally there is an attempt to predict the future of the curriculum and its impact on the local community.

CURRICULUM MANAGEMENT IN TAFE COLLEGES - A Case Study
of Commerce/Secretarial New (1986) Curriculum.

CHAPTER 1

HISTORY OF THE INNOVATION

In his chapter 'Sociology and Curricular Research: Models and
Methods' P W Musgrave (1974, 30-33) says that 'curriculum'
usually refers to all the learning experiences that are planned
by formal educational organisations, whether arranged within
or outside those organisations. For the purpose of this paper
'curriculum' will be used in the manner described by Musgrave.
It will be shown that the 'new' Commerce/Secretarial
Curriculum developed for Tasmanian TAFE colleges during 1985
and implemented in 1986 was arranged within the educational
organisation, but with considerable input from the commercial
sector both at state and national level.

In order to understand the 'new' curriculum it is necessary to
have an understanding of School Based Curriculum Development
(SBCD) as practised in Australia today. Brady (1983, 7 [CDC
1977b]) defines the characteristics of SBCD as follows:

(a)   It involves teacher participation in decision making
        relating to curriculum development and implementation.

(b)   It may relate to only part of a school rather than involve
        the whole school.

(c)   It may be 'selective or adaptive rather than creative'. This
        indicates the range of expressions of SBCD, implying that
        the staff of some schools may be involved in developing
        new curricula, whereas the staff of other schools may be
        content to adapt existing curricula or to concentrate on
        specific curriculum areas like the provision of resources.

(d)   It involves a shift in the responsibility for curriculum decision making, rather than a severance of the school's link with the centre.

(e)   It is a continuing and dynamic process which ideally involves teachers, students and the community.

(f)   It involves the need for various support structures.

(g)   It involves a change in the traditional role of the teacher.

In fact the curriculum is the product of school based curriculum development (SBCD) as described by Brady, supported and encouraged in Australia today, but it has also taken into account the need to have a state-wide approach to quality and standards, as well as fitting into the national program which requires state qualifications to be 'portable' across the nation to allow students to transfer from one college to another within a state and interstate without deteriment to the student's academic progress, which has not been possible in the past.

Attention must be given to the fact that societal needs, and therefore the essence of any society's culture, are not static. If the history of office methodology and training is traced over the last century it can be seen that only 'on-the-job' training using hand written documents and ledgers was available to those lucky enough to be able to read and write adequately in the last century. Development of a 'typing machine' followed, but few people had the necessary literary skills to work in an office environment. The modern 'manual' typewriter followed and

after a considerable time the electric typewriter, accounting/ledger machines, adding machines and a range of other modern electrical equipment became part of the office. With the advent of modern technology came the positive flood of electronic equipment including electronic typewriters, computers/word processors, calculators, photocopies, shredders to name but a few of the vast range of relatively non-specific equipment used in an average office today. The range of work-specific equipment used in various fields such as drafting, surveying, medical, insurance, law and banking is almost beyond comprehension for the average office worker, not to metion those who do not work in offices or use these facilities.

Some 20 or 30 years ago a solid general office training with typing skills, english, bookkeeping, and commercial practice would almost ensure any student of a good paid position. Those students who could also offer stenographic skills were assured of a relatively highly paid position and were much in demand.

The position today has not changed to a great degree in that those students who complete their studies and gain good results can be reasonably certain they will find employment, and those who can offer stenographic skills are still seen to have an edge on others who have not been able to learn this skill. However, the training offered today is far broader and involves a much wider range of equipment and skills to be mastered than was the case some 20/30 years ago. In fact students wishing to re-enter the workforce today after some years at home, pursuing other interests or out of the workforce for some other reason,

must be prepared to re-train in order to gain the skills necessary to compete with today's young trainees.

COMMERCIAL TRAINING

Commercial curriculum was first introduced into Technical Colleges in Tasmanian during the 1950's when part-time evening courses for four hours each week were commenced. Subjects offered were shorthand, typewriting and english. These subjects formed what Bernstein (Musgrave, 1974, 39) has described as 'collection curricula' ie isolated subjects which were seen as necessary for office training. It will be shown that no serious attempt to present 'integrated curricula' (linking skills and knowledge across subjects) has been attempted until the introduction of the 'new' curriculum in 1986. This aspect of the curriculum needs a great deal more work before it can be considered to adequately simulate an office environment.

Full time commercial training courses commenced in 1953 with the addition of bookkeeping and business practice to the part-time subjects offered as evening classes (shorthand, typing, english) to complete what made up office training. Curriculum offered at Launceston College of Technical and Further Education (TAFE) then known as Launceston Technical College, was at that time designed and developed by teachers in the Hobart Technical College and was simply offered as a complete package to students in other areas of the state. Many teachers of the first course available were untrained and taken from the commercial workforce. They had no input into the curriculum for some years until they had completed teacher training. This

bears out Brady's (1983, 12) observations that teachers are often totally inadequate in this critical area of responsibility.

The commerce curriculum offered was based principally on curriculum used in private commercial training institutions prior to 1950. Examples of these institutions would be Pitman's College, which is derived from the English education system, an organisation which is still prevalent in commercial/secretarial training throughout the world today. This institution and others like it simply isolated those curriculum areas which appeared to be necessary for office employees, including typewriting, office practice, bookkeeping, office style english etcetera and shorthand. Shorthand is the subject for which the Pitman Institute is famous, as its founder Sir Izaac Pitman devised the phonetic shorthand system and commenced his office training program after seeing the necessity of teaching others to write from dictation. The Pitman Institute still offers 'collection curricula' (isolated subjects) examinations which are used by many schools and colleges throughout the English speaking world today.

Prior to the 1950's post secondary commercial/secretarial training in Tasmania was conducted by private business colleges throughout the state, or by correspondence courses provided by private colleges and institutions based in mainland cities. Little is known of how the curriculum was developed for these programs, but it could be assumed that the principal or owner of the private institution was probably either a teacher by profession with an interest in commerce, or a business

person who saw a need for training of this nature. As government schools were not offering what society needed at the time the private sector took up the challenge, which no doubt proved to be a lucrative business. The curriculum offered would probably have been developed by the owner of the business, drawing on personal knowledge and background.

Brady (1983, 12) makes the point that many teachers (today) have had no experience in developing school curriculum. In fact many were trained when courses in curriculum development at teacher-training institutions were rudimentary or non-existent. Not only does there appear to be a lack of experience, but there may also be a lack of theoretical knowledge and some confusion as to an appropriate procedure for developing curriculum. If this is the case in schools today, then those people who developed curriculum and ran their own private business college without any teacher training whatsoever could be considered to have no knowledge of curriculum development, or teaching methodology. It can be argued, that some people are 'born teachers' and there is no doubt a good deal of truth in that, some have the knack of imparting knowledge, while others can be trained over a long period of time and still be unable to impart knowledge. However, one can only surmise that 20 or 30 years ago anyone setting up and conducting their own training institution would be drawing on limited knowledge of teaching, probably their own school background, and any curriculum devised or developed would have been along similar lines to the manner in which it was presented to them during school days. However, it

might be equally true that many innovative approaches were taken during that time which are the basis for many aspects of the commercial curriculum as accepted today. Sir Izaac Pitman of the Pitman Institute is a point in fact, he trained as a teacher, developed his system of shorthand writing and formed his own college, which has certainly stood the test of time and is still extremely well regarded in the modern business world.

The advent of technical institutes throughout Australia from extremely small beginnings to the enormous and numerous colleges across the length and breadth of the country today has provided wonderful opportunities for millions of students over the years to train in many and varied trades and professions.

The commerce/secretarial and business studies training which currently accounts for large numbers within colleges is relatively new. The technical institutes were principally commenced with trade training (building, fitting and machining, metal trades, plumbing, etcetera) in mind and in the past the vast majority of students were trade apprentices. However with socio-economic changes and increases in the commercial/business sector the need for office/clerical workers has increased while the need for apprentices in many areas has levelled out or in some cases dropped significantly. Automation in some of the skilled trades has resulted in a decline, while office automation has resulted in somewhat of a boom, in that new businesses which sell and service equipment and new service areas (eg photocopying, typing, computing, consulting services) have commenced.

All these factor have contributed to the need to up-date commerce/secretarial studies curriculum. It is no longer feasible for only teachers to be involved in curriculum development in this area. Teachers however, must have a sound knowledge of their teaching area, and all TAFE teachers must have a background of 5 years commercial experience following qualifying with a basic commercial or secretarial qualification.

With the rapid changes in office automation and methodology it is impossible for many teachers to keep abreast of technology. It is therefore necessary to ensure that employers state their needs with regard to training office employees. It will be shown in this paper that employer needs have been adequately met in the development of the new Commerce/Secretarial Curriculum for TAFE Colleges in Tasmania.

CHAPTER 2

SITUATION ANALYSIS 1985

Curriculum offered during the late 70's until 1985 gave students undertaking study in Tasmanian Colleges of TAFE the opportunity of entering the following courses:

Certificate of Business Studies (Secretarial Studies)

Clerical Certificate (Part or full time)

Commercial Certificate (Two semester)

Commercial Certificate (Three semester)

Receptionist Certificate

Retail Sales Certificate

Secretarial Certificate (Two semester)

Secretarial Certificate (Three semester)

Secretarial Certificate (Receptionist)

Secretarial Advanced Certificate

Secretarial Retraining

Shorthand/Pitmanscript Courses

Social Security Commercial Education

Stenography Certificate

Typewriting Course

Audio Typing Certificate

A full list of other single subject courses offered by Tasmanian TAFE Colleges up to 1985 is attached as APPENDIX A

All of the above courses have been available for a considerable number of years. They have been revised, amended and up-graded constantly to keep abreast of technological change and

employer requirements. Despite the large number of courses offered the experience at Launceston College of TAFE during the 1980's has been a leaning towards the one year (two semester) courses which place students in the workforce with the minimum of study requirements. The three most popular courses being:

Secretarial Certificate (Receptionist)

Commercial Certificate (Two semester)

Retail Sales Certificate

For many years the Secretarial Advanced Certificate also proved very popular, however this is a two year course and students in recent years have shown a reluctance to studying for two years before entering the workforce. Most students in fact express a desire to enter the workforce as soon as possible after leaving grade 10, and in many cases discussion with students reveals that they commence grade 11 HSC or TAFE courses for 'something to fill the gap' while waiting to enter the workforce.

Another dominant factor which appears to preclude students attempting a two year TAFE course is the influence of Higher Certificate Colleges (HSC) which offers a similar range of subjects eg shorthand, typewriting, stenography, secretarial studies which can be studied together with a broad range of other academic subjects.

The TAFE courses mentioned above as the most popular offered at Launceston College of TAFE, concentrate on commercial training. Syllabus documents listing full entry and course requirements are attached as APPENDIX B. Examination of these courses shows:

COMMERCIAL CERTIFICATE (1985)

It can be seen from the curriculum documents that the entry requirements for the Commercial Certificate requires the entrants to have a minimum of five level two passes at grade 10 (after four years of high school education). However entry was negotiable with the Head of the School of Commerce/Secretarial Studies and some students who entered with less than the requirments were successful in gaining their certificates.

The two compulsory subjects required to gain the State Education Department Certificate were:

English Expression and Typewriting 2

Two further subjects from the list of electives offered were also required to gain the State Education Department award. (See Appendix A)

SECRETARIAL CERTIFICATE (RECEPTIONIST) - 1985

This course had similar entry requirements to the Commercial Certificate - 5 level two passes at grade 10. The Head of School negotiating with students who did not have the full entry requirements.

Compulsory subject rquirements:

English (English Expression or Business English)

Receptionist 1 and 2

Typewriting 2

Stenography 1 or Audio Typing 1

Plus two subjects from the list of electives offered which included maths, bookkeeping, shorthand, word processing or any subject

from the range offered by the School of Business Studies for the Certificate of Business Studies. The range of subjects is quite varied but concentrates on the commercial field giving students the opportunity of specialising in taxation, commercial law, administration, or perhaps accounting.

SUBJECT STATUS EQUIVALENCE

Curriculum documents show that students who entered TAFE Commercial/Secretarial courses at the successful completion of an HSC subject qualification could claim equivalence for certain subjects. The subjects for which equivalences could be given included english, maths and accounting (see Appendix C).

Individual subjects from within courses listed were also offered to part-time students usually as night classes, although students were able to join day classes if mutually suitable arrangements regarding class times could be made. Some of the more popular subjects offered part-time to night classes on a regular basis included:

Shorthand 1 and 2

Typewriting 1, 2 and 3

Keyboarding

Receptionist 1 and 2

Deportment and Grooming

Word Processing

PART TIME TRAINING.

PART TIME TRAINING

In many cases this training was undertaken by students who had left the full time courses to take up employment but who wished to attempt to complete their formal qualifications by part-time study. Students were however, restricted by the subjects offered part time, and in many cases were unable to fully complete their certificates.

CURRICULUM DOCUMENTS

A typical curriculum document for any subject prior to 1986 would be described as very broad, giving only scant detail and a brief outline of what should be taught, leaving the content teaching and methodology very much to the teacher concerned with the curriculum delivery. A copy of the curriculum document Typewriting 1 dated 1/1/1984 is attached as Appendix D.

For the purposes of this study a case study will be centered on a comparision of Typewriting 1 (old curriculum, 1985) and Typing Stage 1 (new curriculum, 1986).

Inspection of the 1985 document shows that subjects were listed in very general terms under the eight headings:

1 Mechanism
2 Technique
3 Continuous Matter
4 Display Work
5 Tabulation
6 Correspondence
7 Stationery
8 Speed Requirements

Examination requirements simply stated that an examination of 2 hours duration would be held, any acceptable method of correction could be employed and the paper would be based on a speed of 25 wam. Wording of this nature did nothing to ensure that colleges throughout the state adhered to a 'standard' or indeed tested similar aspects of the curriculum.

The aim of the course appeared to be to provide a sound basis for entry to Typewriting 2, and also clearly stipulated the class time of 4 hours per week for 34 weeks duration.

THE NEW CURRICULUM

It is not intended to give a detailed description of the two curriculum documents at this stage, but it is useful to look briefly at the development of both documents to give the reader an idea of what changes were necessary before describing how those changes took place.

The 'new' curriculum documents are written in a very different manner to the 'old' curriculum. Student Performance Objectives (SPOs) have been written for each facet of the curriculum, giving a testing situation and standard to be achieved by each student, as well as 'enabling objectives' which assist with teaching methodology and to some extent resources. A description of objective based/criterion reference testing is given below and again in chapter 3.

A copy of the curriculum document Typing Stage 1, dated 1/1/86 is attached as Appendix E. From the sheer volume of the

document it can be seen that the syllabus is in an extremely detailed form.

Inspection of the complete 1985 'old' and 1986 'new' documents for the subject Typewriting shows that Typewriting has been organised into 3 'stages' rather than simply Typewriting 1, 2 and 3 as for the 'old' curriculum. Under the 'old' curriculum, students completing Typewriting 1, 2, and 3 were able to gain a State Education Department Certificate over a three year period. Each completed year of the three year course would gain a local College Certificate for that subject eg 'Typewriting 1'.

Student Performance Objectives in the new curriculum require each facet of the curriculum to be spelled out together with the manner of testing, and the standard each student must achieve. Testing of this nature is based on objective based testing as described by Rahmlow & Woodley (1979, 10) which requires:

> 'A criterion referenced test is constructed to yield measurements that are directly interpretable in terms of specified performance standards. Objective-based tests are often criterion-referenced'

as distinct from norm referenced tests which are . . .

> '. . .designed to be interpreted with respect to a group or a norm, and thus are useful for making comparisons between or among individuals. Scores are interpreted in a comparative sense, with individual scores often interpreted as ranks or percentiles. These interpretations indicate how an individual compares with the comparison group but do not give any indication of the level of achievement. Norm-referenced tests are extremely useful when comparative judgements must be made. . .'

Tasmania's curriculum is based on the National Core Curriculum (NCC) developed to become the standard for Australia nationally, and the state's curriculum has deviated only slightly from the basic Level 1 development of the NCC. Full details of development of the NCC are described in Chapter 3 of this document. Deviation by this state (Tasmania) in the form of additions to the NCC has been as a result of local employer recommendations in certain subject areas which are discussed later in this document. (See Chapter 4)

CHAPTER 3

DEVELOPMENT OF THE NATIONAL CORE CURRICULUM

In order to understand how the new Tasmanian TAFE curriculum has been developed it is necessary at this point to examine the philosophy, development and introduction of of the National Core Curriculum for all TAFE Authorities in Australia.

(This chapter includes extracts from: The National Curriculum Document for Secretarial and Administrative Studies, Level 1. A TAFE National Core Curriculum Project, 1985)

The National Curriculum Document for Secretarial and Administrative Studies, Level 1 is a TAFE National Core Curriculum project completed in 1985. It was developed by a task force comprising representative of all TAFE authorities as well as employer representatives and the National Training Council (DEIR). Responsibility for the production of the document was undertaken by the Queensland Department of Education, Brisbane.

National Curriculum Projects (NCPs) are those curriculum projects which are undertaken with the support and participation of all TAFE Authorities involved in teaching in that subject area, which are oversighted by the Curriculum Projects Steering Group (CPSG).

National Core Curriculum is defined as a:

'term referring to a TAFE course provided for a single occupational area, where a core of knowledge, skills and curriculum practices has been agreed upon by TAFE Authorities as being common to the program conducted by each TAFE Authority.'

NATIONAL CURRICULUM PROJECT - Secretarial Studies

In 1983 it was recommended by the CPSG and approved by the Conference of TAFE Directors that the NCP be established with the following objectives:

1   To review occupational data covering the functions and
        graduates from Secretarial Studies courses.

2   To exchange information on the items relevant to
        Secretarial Studies.

3   To recommend whether a national core curriculum is
        necessary/desirable in the Clerical/Secretarial Studies
        area(s).

4   To commence the development of a national core
        curriculum if considered desirable.

The Task Force commenced work on the project in 1984, and recommended that a NCC be developed.   It also recommended that the curriculum be known as the:

NATIONAL CORE CURRICULUM IN SECRETARIAL AND
ADMINISTRATIVE STUDIES - LEVEL 1

The work of the Task Force extended into 1985 in order to complete development of the core curriculum.

The work on the NCC was undertaken during a series of meetings held in Brisbane on four occasions during 1984 and early 1985. The Task Force members determined the need for a core of knowledge, skills and curriculum practices to be agreed upon by TAFE Authorities as being common to the Secretarial Studies programs conducted by each TAFE Authority for the following reasons:

1   to establish a standard of technical education for students which would enable them to meet the requirements of future/present employers.

2   to provide secretarial students with a portable TAFE qualification and hence job mobility should they move interstate.

3   to enable students who move interstate to continue their studies with exemptions and minimum disruption.

4   to provide the basis for liaison with and co-operation from industry on a national basis.

5   to provide the basis for a more efficient and economical utilisation of resources through the national development of occupational surveys and curriculum materials.

Secondly, the project members identified a basic core of skills which students require to obtain and retain employment at entry level, and to develop as employees within an organisation. This core of skills was based on occupational surveys and research recently conducted by most TAFE authorities.

Thirdly, performance objectives were developed based on the above skills. These will provide students with opportunities to develop technical and personal skills, knowledge, and attitudes

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which will equip them to work efficiently and effectively in a variety of secretarial and clerical situations, and to enhance their career prospects.

This core would be sufficient to stand alone as a course in itself, or be incorporated into other courses.

A total of 18 members comprised the task force, many attending all meetings, some TAFE authorities having to replace their representatives for various meetings. Employers were represented by the Department of Public Service Board and the Metropolitan Permanent Building Society, the National Training Council (DEIR) was represented by two members.

The intention of the NCC was the provision of a 'minimum' common core which could be further supplemented by additional material to suit state requirements. It could be presented at various intervals during a course and could also stand alone as a course. It was designed to reach the minimum standards required by someone enterining into a first job or re-entry into office occupations. To achieve portability it was necessary to establish a level acceptable to every state authority.

The three essential characteristics were:

1 THE STUDENT SHOULD BE ABLE TO

identifies what a student is expected to do at the end of a unit or completed course of instruction to demonstrate that the stated requirement/s has/have been achieved.

2 GIVEN

states the conditions under which the desired preformance must be demonstrated. Conditions may include mental factors as well as equipment, references, guides, etc, and any superivsion required or assistance allowed.

3 SO THAT

the standard - establishes the minimum acceptable performance and sets a time limit and/or requirements where appropriate.

CERTIFICATION

Two forms of certification were offered:

(a) the usual TAFE Authority award document for the course with the following endorsement:

'This course complies with the National Core Curriculum in Secretarial and Administrative Studies - Level 1 accepted by all Australian TAFE Authorities.

or

(b) a National Core Curriculum in Secretarial and Administrative Studies - Level 1 Statement, prepared and issued by the student's own college or TAFE Authority. Such a Statement would be appropriate for:

- students who have not completed a course but have satisfied the requirements of the NCC in Secretarial and Administrative Studies - Level 1.

- students awaiting the issue of another award.

IMPLEMENTATION

The method of implementation has been left to the discretion of each state authority.

The content has been established on the basis of focus areas of related skills, knowledge and attitude - those considered to be the minimum standard of student competency prior to first job entry or re-entry to office occupations.

These areas are:

1   Business Awareness

2   Communication Skills

3   Keyboarding

4   Office Procedures

5   Personal and Interpersonal Skills

6   Production Typing

7   Reception Skills

Considerations for the implementation of the NCC included the following:

1   Adequate time to incorprate NCC requirements into existing courses.

2   Identification of constraints to successful adoption including lack of equipment, facilities, administrative support, teacher commitment, awareness and support for accrediting bodies.

3   Staff development for skills retraining.

4   Advice to local bodies including appropriate TAFE officers, students, state industry training committees, employee and employer groups and industry generally.

MAINTENANCE AND MONITORING OF NCC

Curriculum implementation concerns the on-going monitoring of the NCC in each Authority and the evaluation and review/revision of NCC.

As each TAFE authority evaluates and reviews its own curriculum, the NCC Task Force member should, as a matter of course, formally communicate resultant curriculum changes to the NCC managing TAFE Authority and to each NCC Task Force member for information purposes. In this way, the NCC managing TAFE Authority will be able to compare individual changes by TAFE Authorities in an ongoing manner, and be in a position to notify NCC Task Force members if/when those changes are in conflict with the NCC and/or if these changes are of such a uniform and extensive nature that a major review of the NCC itself is warranted.

Maintenance of a register of additional existing NCC curriculum products (such as assessment schedules, teaching guides, teaching/learning resources - texts, A/V etc) that have been accepted by TAFE Authorities as useful in supporting the implementation of the NCC.

Resource Development and Sharing

Each TAFE authority will make local decisions, according to needs and constraints, concerning any curriculum initiatives that need to be undertaken at the Authority level to enhance the implementation of the NCC in that Authority.

Additional products which can be shared include:

assessment schemes

teaching guides

teaching/learning resources (texts, audio-visual, etc)

staff development programmes

production evaluations

EVALUATION

Statistical data should be maintained by each TAFE Authority concerning the number of students who:

1   complete the NCC Secretarial and Administrative Studies - Level 1 requirements as a separate course.

2   complete the NCC Secretarial and Administrative Studies - Level 1 requirements as part of a wider course, but who do not complete that course.

3   complete the NCC Secretarial and Administrative Studies - Level 1 requirements as part of a wider course, and who complete that course.

Data to be forwarded annually to the Task Force member in each TAFE Authority and then on to the Managing Authority.

Where possible colleges should obtain information on employment destinations. This data will be useful for future reviews and evaluation.

DEFINITIONS

In developing the curriculum it became necessary for a Glossary of terms to be produced to ensure commonality of understanding throughout Australia. This NCC Glossary is attached as APPENDIX F.

One of the most difficult facets of the project was the specification of performance attainment. In developing appropriate objectives, it was necessary to adopt a word which would adequately describe the quality of output required. The term 'USABLE' was chosen and applies to all objectives where that standard is stated.

Because of confusion over the definition of 'usable' the following comments were provided in the NCC document:

The criteria for usable outlines the points to be looked for in the finished product to be assessed when deciding whether the objectives have been mastered and a task is usable. What may be seen as a problem for many teachers is the determination of what process is acceptable in getting to this point. For example, is it acceptable for the student to be given back a test paper to complete again or to correct the errors considered 'correctable'?

If the student can re-do or correct the work in an acceptable way within a reasonable time, should this be assessed as USABLE?

It may well be found that where no allowance is made for even minor corrections the majority of students may fail on the first and subsequent attempts. On one hand teachers may find that a strict interpretation with no allowance for minor corrections is an unrealistic expectation for students in a training situation. On the other hand, the aim of training students to produce work in a way that is realistic in the office situation is worth pursuing, some recognition being given to what is likely to be an acceptable standard in the office. While teachers might query whether the only criteria should be that an employer would sign the correspondence or document on the assumption that it is only a short time before the mail closes or the finished document is required, there is an educational role to play and teachers should train students to produce a better standard than what might be the minimum acceptable standard for some employers in some situations.

Because of the need for a nationally recognised standard, teachers are bound to comply with the following guidelines, regardless of the interpretation of what may be considered USABLE in some offices.

In accordance with the NCC Secretarial and Administrative Studies - Level 1 checklist for USABLE documents, work may be classified according to the following:

a   Usable

b   Correctable

c   Unusable

a   Usable - If work is to be assessed as usable then it should satisfy the criteria set out hereunder.

The criteria for usable should be satisfied in order that students may demonstrate mastery of NCC Secretarial and Administrative Studies - Level 1 syllabi objectives specifying usable as a pass standard.

b   Correctable - Work which does not satisfy the criteria for usable may be classified as correctable if the work can be corrected to reach a usable standard within the time allowed for completion.   Work may therefore be returned marked correctable, for the student to locate error/s, correct and re-submit only once. Corrected work will then be re-classified as either usable or unusable.

c   Unusable - Work which has not satisfied the usable criteria and is incomplete or uncorrected within the time allowed for completion is assessed as unusable.

Students who produce unusable work have failed to demonstrate mastery of NCC - Secretarial and Administrative Studies - Level 1 syllabi objectives which specify usable as a pass standard. Students may be given additional (unlimited) opportunities to demonstrate their mastery of the objective/s.

A checklist has also been developed which lists the criteria necessary to achieve 'usable' work to NCC standard. (Appendix G)

The problem of achieving 'usable' for distance education is also addressed in the NCC document and is attached as Appendix H.

The document also makes three general comments under the followingheadings:

1   Occupational Health and Safety - Sound occupational health and safety practices MUST be emphasised throughout all focus areas.

2   Prioritising - The importance of establishing priorities and routines should be emphasised throughout all focus areas.

3   Integration of skills - Integration of skills across focus areas is desirable.

The document then continues with the Focus Areas outlined stating an 'aim' for each area and giving 'topics' to be covered in that area. It then proceeds as described above:

- the student should be able to .....
- given .....
- so that ......

As Tasmania was about to launch into development of a new Commerce/Secretarial Studies curriculum it appeared that adoption of the mastery learning techniques and objectives based/criterion referenced testing procedures described in the

NCC document were most suitable as a base for development of the new curriculum.

Mastery learning is described by Gagne R M and Briggs L J (1979, 224) as:

> 'Mastery learning means essentially that if the proper conditions can be provided, perhaps 90 to 95 percent of the students can actually master most objectives to the degree now only reached by 'good students'. . . . . . The resolution of a learning problem by a student usually requires one of the following measures (a) more time for learning, (b) differnt media or materials, or (c) diagnosis to determine what missing prerequisite knowledge or skills he/she must acquire to master the objective. . . . '

Objective based/criterion referenced testing is described by Rahmlow and

Woodley (1979, 10):

> 'A criterion-referenced test is constructed to yield measurements that are directly interpretable in terms of specified performance standards. Objectives-based tests are often criterion-referenced. Eg an objective might indicate that a student should be capable of adding any two one-digit numbers. The test used to assess this objective would be interpreted with respect to the capability for adding two one-digit numbers but not with respect to the preformance of any other students. In other words, criterion- referenced tests are referenced to a criterion or standard rather than to a group of persons.'

It will be shown that the NCC model using mastery learning and objectives based/criterion referenced testing was adhered to as the basis for development of the Tasmanian curriculum.

It was the responsibility of the State TAFE Authority representatives to disseminate information from the National Task Force to Head Office and Colleges. Discussions took place mainly at Head of School level, with some teacher discussion. Heads of Schools had to ensure that teachers were able to peruse the documents and make comments on the initial documents as they saw fit. As far as the Tasmanian Colleges were concerned (in particular Launceston College of TAFE) this was done in a professional manner. All teachers were able to view the curriculum documents (for each focus area) which eminated from the National Task Force. Comments were collated and sent back to the Tasmanian representative at Hobart College of TAFE. The particular teacher involved was also one of two teachers undertaking a State survey of employers to ascertain needs (this survey is discussed in Chapter 4). The teacher concerned was given the opportunity of travelling around the state to familiarise personnel with the NCC requirements and discuss the development of the project. Each state had responsibility for development of the NCC in a particular subject focus area - Tasmania had responsibility for Office Procedures.

Because the format of the curriculum had been clearly defined, using student performance objectives, which led into criterion referenced/objectives based testing - eg

The student should be able to........

Given........

So that.......

the job of collating and producing final documents (as previously described, this was the responsibility of Queensland TAFE) was made much simpler.

The final NCC document is easily read and comprehended. As all subject areas once written and having been circulated to states, colleges and commerce personnel, the job of writing the Tasmanian (state) curriculum to match the NCC objectives was made easier with clear guidelines to follow.

Watson (Morrish 1976, 115) in planning for change lists five preconditions for any successful attempt at institutional change:

1   The participants must feel that the project is essentially their own and not wholly devised by outsiders.

2   The project must be whole-heartedly supported by the senior officials of the system.

3   The project must be in reasonably close accord with the values and ideals of the participants.

4   The participants should experience support, trust, acceptance and confidence in their relations with one another.

5   The participants must feel assured that their autonomy and security are not in any way threatened.

The manner in which the National Core Curriculum was handled met the criteria outlined by Watson and assuming that all other states ensured the involvement of teachers at the 'chalk face' in the manner in which it was undertaken in Tasmania then the NCC is a document which can be applied throughout the country with a great deal of confidence. Teachers should feel that they were part of the development. In Tasmania's case where all commercial

teachers had the opportunity to peruse and comment on documents prepared in other states, point 1 of Watson's list has been adequately met.

The only apparent problem in Tasmania was the lack of involvement at the 'senior official' level (point 2 of Watson's list). While many personnel at Head Office level were aware of the project, it appears that more information and discussion could have been undertaken at College Principal level to ensure senior college staff were all aware of the detail and time necessary to take the enormous step of developing a state curriculum. Meetings as late as April 1986 revealed that senior college staff were not officially made fully aware of the mammoth task being undertaken to develop the state curriculum and produce the learning materials and packages appropriate to the curriculum.

Points 3, 4 and 5 of Watson's list dealing with values, support, trust, acceptance and autonomy appear to have been covered to a degree. It is difficult to ascertain when support, trust, acceptance and confidence are experienced and on-going in personal relationships. As far as Launceston College of TAFE is concerned, despite anxiety and complaints of too heavy a workload during this stressful period, I believe points 2, 4 and 5 have been met.

It seems that administrators within the TAFE system could well learn from Havelock (1973, ix) in his special note to administrators where six goals were identified for administrators to keep in mind when acting as a change agent - they are:

1   Knowing about the process of change.

2   Knowing who in the system has the resources relevant to change ie

        (a) identification of the innovators
        (b) those who can carry through an innovation - not necessarily the innovators themselves, 'maintainers', 'defenders' or 'restorers'.

3   Awareness of new practices worthy of adoption ie acquaintence with leading national programs, based on continual scanning of newspapers, press reports, edudational journals, magazines etc.

4   Building a staff with diversity of efforts and approaches and encouragement   of dialogue.

5   Knowledge of the total system within which change takes place ie social ecology. Seeing his organisation as an entity of many sub- parts working towards common goals and at the same time as one of many sub-systems of the community.

6   Working constantly for his renewal of the whole organisation ie recognising and developing staff members with capabilities as good process workers, resources, linkers, innovators, evaluators etc.

While many of the above points were obviously thought through at Head Office level and again at Head of School (individual college) level, the middle level of College Principal, Deputy Principal was not kept fully informed of the stages of development. This aspect will be discussed more fully in Chapter 5 'Development of State Curriculum'.

It could also be said that some teachers were slow to accept that the NCC would influence the state curriculum. While not exactly ignoring the repercussions their small (or otherwise) input may

have on the NCC during the initial perusal/discussion stage, some teachers chose to continue with their daily routine and not come to grips with the innovation. It was not until the State curriculum was nearing completion at the end of 1985 that some teachers finally faced the issues involved in the innovation. Many panicked when the final state documents were issued, realising they needed to break new ground especially in the 'communication' and to some extent the 'office skills' areas.

Responsibility for development of particular subject (focus) areas was given to individual colleges throughout the state. This will be discussed later in this document.

From approximately mid 1985 teachers' awareness of the repercussions of the innovation began to emerge. The 'Stages of Concern about the Innovation' as outlined in the CBAM Project (University of Texas) [see Appendix I] outlines clearly the stages which became apparent.

0   Awareness - Little concern about or involvement with the innovation is indicated.

1   Informational - interest in learning more detail about innovation.

2   Personal - individual uncertain about demands of innovation and his/her adequacy to meet demands.

3   Management - focus on processes and tasks of using innovation and the best use of information etcetera.

4   Consequence - focus on processes and tasks of using innovation and the best use of information etcetera.

5   Collaboration - Coordination and cooperation with others regarding use of innovation.

6   Refocusing - exploration of more universal benefits from innovation.

(The rating scale 0 to 6 identifies individual teacher's concerns about the innovation.)

During the development of the NCC by the national task force teachers at Launceston College of TAFE could be said to be operating at level O -Awareness, and 1 - Informational until mid 1985.   Suddenly 2 - Personal   (individual uncertain about demands of innovation and his/her adequacy to meet demands) became the focus of attention.   By October 1985, 3 - Management was concerning senior staff and teachers as well, point 5 - collaboration also became an issue with serious discussion on the innovation emerging.   The final two points 4 - consequence of the impact on students could only be hypothesised during 1985 and has become obvious now (mid 1987) that testing and completion of units has been undertaken.   Point 6 - refocusing will be a major part of the evaluation process undertaken when it is undertaken.

CHAPTER 4

INDEPENDENT STATE EMPLOYER SURVEY (1983/4)

Prior to the National Task Force for the NCC commencing in May
1984, TAFE in Tasmania undertook its own survey of commercial
employers to ascertain employer needs and expectations in this
state. The survey was extremely revealing and high-lighted the
differences between employer requirements and teaching
patterns. It also compounded the critical point that teaching
institutions must be in touch with the working community and not
simply proceeding in the direction in which a small number of
educators believe is correct.

During 1983 two TAFE Commercial teachers (one from Launceston
and one from Hobart) were given time release to undertake a
survey of Tasmanian businesses in order to establish the
standards, attitudes, educational requirements and training
required by local employers for their office employees. An article
on this survey (McKibben & Riddell, 1983/4) appeared in the
'Examiner' newspaper on Monday 30 April 1984 (Appendix J)

The survey was undertaken primarily to ascertain the needs of
commerce and industry with regard to technology and the
introduction of computers into the commercial area of the
workforce with a view to ascertaining the need for training word
processors, data in-put operators and personnel trained in office
automation.

The survey instrument was in the form of a questionnaire sent to business houses and completed by personal interview by one of the two teachers undertaking the program. 152 questionnaires were completed by business in Hobart, Launceston, Devonport, Burnie and Queenstown, representing a wide variety of businesses in the State.

The questionnaire was designed to ask employers what they required of trainees (or any staff) entering their employment. The following very broad range of areas was covered:

Background knowledge of business

Typing/shorthand

Communication

Math skill

Personal presentation and development

Clerical/accounting skill

Secretarial/reception duties

These areas could be classified as 'utilitarianism' as outlined by Pring (Lawton 1978, 131) in that they may not immediately be seen by the students studying them as 'pleasure' but they will ultimately become part of their commercial life when they enter the workforce. As job satisfaction is extemely important to the individual he/she cannot obtain satisfaction unless there is an intrinsic knowledge that the job is being done well and to the satisfaction of the employer and his customers and/or clients. Therefore, eliciting employer's requirements before designing a

course to be offered to commercial trainees is critical to meeting the needs of employers, general public and students.

Each of the above heading were broken down into sub-headings and respondents were asked to rate their priority areas by marking: Very important (1), reasonably important (2), handy (3), not important (4), no opinion (5). Where respondents indicated 'very important' and 'reasonably important' they were asked to respond in more detail later in the questionnaire.

It was expected that the skills areas of typing, shortand, bookkeeping etcetera and the new technology areas of word processing, data processing and office automation would be most in demand. Employers however, gave an overwhelming response to good 'TELEPHONE TECHNIQUE' which they indicated was an attribute of the highest regard. The report stated:

'1   TELEPHONE

The response to these questions rated very highly. Most respondents indicated that an employee's manner on the telephone was the most important factor rather than the operation of a switchboard, which it was felt could be taught by another employee or Telecom training sessions. It was seen that all employees should have a pleasant, friendly telephone manner with an understanding of how to deal with callers in such a way as to promote the firm's image.'

In fact the report states that 99.3% of Tasmanina employers interviewed felt that this was the most important aspect of an employee's training.

Other general aspects (in order of importance) were:

Attitudes to clients and other staff

Comprehension and clear thinking

Basic office skills

Modern technology (eg word processing and computers) was rated at only 44.8%, shorthand a basic skill which takes many months if not years to learn and perfect rated only 41.4%. However, the basic skill of typing rated 95.3%.

Tasmania was therefore well equipped with information both from the national NCC information bank and from the state survey when embarking on the enormous task of re-writing the commercial curriculum. Tasmania's representative on the National Task Force for the NCC was also in possession of extremely valuable information as she had been one of the two teachers involved in the state survey.

It must be stated that the NCC provided the outline and to some extent guidelines for curriculum, but the job of writing appropriate curriculum for individual states was left to teachers or others (curriculum experts) within each state. Tasmania was well placed to undertake this task, as the NCC has provided the guidelines and the state survey ensured that local employer needs have been met.

The matter of 'telephone technique' highlighted by the survey as a critical training area has been given high priority in the 'office

skills' section of the state curriculum. (This subject from the state curriculum is know as 'office procedures' in the NCC document.)

Tasmanian was very well placed indeed to undertake writing a new state curriculum. It must be stated at this point that it is the Division of Technical and Further Education policy to produce state based curriculum rather than school based curriculum development as described by Brady (1983, 4) where individual schools are encouraged to develop curriculum and it is recommended that:

1   teachers be involved in curriculum development

2   that programs be interpreted and organised in the schools

3   that opportunities be given within the centralised
        framework for 'the exercise of autonomy and individual
        initiative by members of the service'.

The Division of TAFE has chosen to regard the collective of all schools of Commerce/Secretarial Stuides in individual TAFE colleges throughout the state as the 'school' in which the new curriculum has been developed.

However, it must be stressed that a very broad range of input was sought before development of the state curriculum, particularly with regard to the state survey which ensured that employer needs would be met.

CHAPTER 5

DEVELOPMENT OF STATE CURRICULUM

During 1985 all courses within the existing 'old' syllabus were required to be conducted and examined, in accordance with the State Curriculum. Teachers from every college were however given the task of cooperatively developing the new curriculum in order for it be up and running at the beginning of 1986. Each college throughout the state was responsible for a particular subject area.

The following subjects were identified as those requiring immediate revision:

Typewriting 1, 2 and 3

English Expression

Bookkeeping

Wholesale/Retail Practices

Structure of Business & Finance

Hobart undertook responsibility for refining of word processing (the development of which had been commenced prior to 1985 with the introduction of computers into colleges in 1984). They also undertook the development of what were considered basic skills subjects of bookkeeping, wholesale/retail practices and office skills (stage 1). Office skills was later refined by Launceston College of TAFE and bookkeeping was re-written by the Launceston college. Structure of Business and Finance (a new subject) was also undertaken by Hobart.

Launceston had responsibility for Typewriting Stages 1, 2 and 3. Effective Office Communication. Stage 1 and Stage 2. Burnie undertook development of Office Skills stages 2 and 3.

A number of the subjects offered in the 'old' curriculum have remained as current subjects for the 'new' curriculum apart from re-writing the cover sheet to fit the 'new' curriculum. It is intended that 'old' subjects will be re-developed and up-graded to fit the 'new' curriculum at a later date these include audio typing, stenography and basic keyboarding to name a few.

During the second semester of 1985 teachers with a particular interest and expertise in subject areas were asked to undertake (on a voluntary basis) curriculum development in their area. In most cases a small reduction (eg 2 hours) in teaching load was granted for approximately 6/8 weeks to individual teachers undertaking the task. One teacher in Launceston College of TAFE was given the same hours reduction to undertake the over-view of all curriculum documents, in an attempt to have the documents produced in a similar format, which proved a difficult task. While teachers had been given the outline of the NCC to follow as a guide, individual interpretation of the requirements WAS NECESSARY, bearing in mind that at no time was the whole group of teachers involved in curriculum development brought together and briefed on the task. Heads of Schools (who had met on the subject) were given the responsibility of briefing individuals involved.

Because of the enormity of the task and divergence of material, including many social issues which have become prominent in the

last few years including anti discrimination, equal opportunity and unionism, the subject of Communication. Stage 1 (and Stage 2) was contracted out to a communication 'expert' outside the college staff. This 'expert' however, worked closely with practising teachers to develop this critical area of the curriculum. This subject also changed name from English Expression (old syllabus) to Communication, to bring it into line with the NCC. Although this case study pursues the subject typewriting in depth Communication is worthy of mention in that the subject is now organsied and taught in a very different manner to the old subject English Expression. In order to become more 'practical' there is a concentration on oral communication as well as written communication in all forms.

The Tasmanian curriculum documents are written in a very similar format to the NCC documents with the added feature of 'enabling objectives' which give teachers in the subject area a guide to teaching strategies and in some cases simplifies the teacher's job by advising on subject content to a very large degree. An example of the new curriculum is attached as Appendix E (Typing Stage 1).

Enabling objectives are described by Gagne (1979, 137) as objectives

> 'which support the learning of performance objectives either because they are essential prerequisite skills required to learn target objectives or because they facilitate such learning'

Enabling objectives have been introduced into the Tasmanian curriculum to assist teachers, they do not appear in the NCC. Enabling objectives in the new curriculum could be said to stultify an individual's teaching to a certain extent, leaving little room for a teacher to make curriculum decisions. However, it can also be argued that these provided clear guidelines for teachers and should ensure that a standard is maintained across the state in all subject areas, particularly regarding 'new' material which has been introduced into the Communications subject.

Testing methods and standards are also clearly defined in the new document by the 'given' and 'standard' statements, again giving teachers clear instructions regarding objective based/criterion referenced testing. Testing has however, caused concern to teachers throughout the state during 1986 as it has been necessary to produce tests to cover each SPO very specifically, which placed teachers under great strain when testing was required at frequent intervals throughout the year.

The concept of the new curriculum being quite different from the old can be seen by the development of mastery learning and testing at the end of a teaching Student Performance Objective (SPO). Testing small units in this manner provides formative evaluation in an Instructional Systems Model of curriculum development which identifies each step of the curriculum to be mastered, as described by Gagne (1979, 21).

Whereas, the old curriculum required summative (final) testing at the end of the training period (in most subjects one year), with

perhaps only one or two assessments at intervals, or a mid year test.

Although not strictly school based curriculum development as described by Brady, it can be seen that teachers throughout the state had responsibility for the production of the curriculum. When drafts of each stage (in each subject) were complete they were circulated to every college and either discussed as a teacher group, or with individual teachers (with a particular interest in the subject) asked to comment. Appriopriate changes were made to the curriculum before final typing and presentation to the Executive Director of TAFE, Tasmania for ratification by the TAFE Director's National Conference. It has been necessary for each state, as it changed its curriculum to come into line with the NCC, then to present its curriculum to the National Conference of TAFE Directors in an attempt to ensure that all states conform to enable national standards to prevail. (As described in Chapter 3)

The test materials for Student Performance Objectives was seen as a critical developmental process before the commencement of the 1986 teaching year. The curriculum has altered quite significantly in nature from a theory testing base to a practical testing procedure, which has meant that teachers had to produce tests of a completely different nature to those used in the past as described above, the difference between objective based/criterion referenced testing (mastery learning) and 'summative evaluation' as described by Brady (1983, 132):

'Summative evaluation is used at the end of a course or year to give a final indication of a student's progress. . . . It is an

appraisal of the extent to which the outcomes of a course have been achieved. . . '

he aslo provides a comprehensive description of 'formative evaluation':

'Formative evaluation is used throughout both the development and the teaching of a curriculum so that appropriate revisions can be made to it. . . '

It could be argued that testing each SPO provides both summative and formative evaluation to a degree, in that successful students move on to the next SPO and therefore summative evaluation has taken place. However, for those unsuccessful students formative evaluation has been provided and remediation can be administered.

Because the curriculum had not been trialled, many teachers were thrown into a quandry attempting to develop appropriate testing material and instruments. Some colleges commenced the task at the end of 1985, others did not start until the curriculum was initiated in 1986. This meant that teachers were under a great deal of pressure as SPO's are tested as and when students require them, there is no longer an official examination week/month etcetera at any stage throughout the year. In fact teachers have found that students are at many stages in classes, with test being administered to some while others are revising and still others moving ahead to the next stage, in most cases this is a completely new situation for teachers and caused many problems throughout the introductory year (1986).

PRODUCTION OF LEARNING PACKAGES

PRODUCTION OF LEARNING PACKAGES

Because of the nature of the curriculum teachers at Launceston College of TAFE felt that individual learning packages would provide the best method of teaching in some subjects (particularly typewriting and bookkeeping). Production of some packages (typewriting and bookkeeping) commenced late 1985 together with the testing required to ensure that the SPO's were covered. The enormous task has at times proved almost beyond reason and has had quite serious repercussions in personal relationships and health of some individual's from time to time. However, student development and results have so far been quite spectactular in that most students, given time, can achieve the Student Performance Objectives. An example of a learning package for Typing Stage 1 is attached as Appendix K.

Examination of a learning package shows that students are expected to read a great deal of 'theory' followed by a number of practical exercises on particular theory points. The packages are broken into sections eg display, letters, memos, forms etcetera Stage 1 being the basic requirements of the NCC. The simplest application of each section of the subject is presented to the student as Stage 1, eg business letters are in fully blocked style with open punctuation, which is considered to be the simplest and easiest modern letter style. The more complicated styles of blocked, semi-blocked, modified with alternative punctuation styles (mixed and closed) are taught in the Stage 2 package.

Students are permitted to use the packages produced and owned by the college for each stage of the learning material. They also

buy a set of 'reference' sheets which are used in conjunction with the learning packages and give background information on care of typewriters, typing techniques, physical well-being with an emphasis on avoidance of Repetitive Strain Injury (RSI) and a great deal of other material. Information regarding a fictitious company for which the student must consider he/she 'works' during the training period is presented in an attempt to simulate an office evironment and give continuity and meaning to training. The content of the reference sheets provides theory information which is used for all aspects of typewriting eg writing lay-out styles, signature blocks, parts of letters (business and personal), inter-office memorandum, tabulation and display etcetera.

Production of Typewriting Stage 1 closely followed the guidelines and examples provided by the NCC to ensure students would acquire the necessary basic training required to enter the workforce as a competent typist. (The philosophy and requirements of the NCC are presented in Chapter 3 of this paper).

RESISTANCE TO CHANGE/INNOVATION

In his work 'Aspects of Education Change' Morrish (1976, 88-97) describes resisters to educational change. This chapter also includes an extract from Havelock (61) which states the formula for change as:

Innovation = Demand - Resistance

It can be seen from this paper that the demand for change was well established at the national TAFE authority level, the state level and the business/commercial level. Commercial/Secretarial Studies teachers had also indicated the need for change at a State meeting of teachers held early in April 1984. It must be acknowledged however that there was much resistance to change throughout the period late 1984 to the present date (mid 1987).

It appears that even though teachers themselves indicated that change was necessary to the curriculum, the change that brought the curriculum into line with the NCC they felt was foisted upon them.

On reflection it can be seen that although the teachers involved in the 1983/4 survey of employers throughout the state and the teacher who was the Tasmanian representative on the NCC task force were both able to travel around Tasmanian TAFE colleges in an effort to 'get teachers on side' in preparation for curriculum changes and development, there was a great deal more work required in this regard.

It is useful at this point to consider some of the 'planning theory' as described by Cunningham (1982, 28-32). He purports that virtually all discussions of planning begins with the rational-comprehensive model. This model is achieved by the following four steps:

1   Clear establishment of an objectively defined set of goals

2   The statement of all possible alternative modes of action to achieve those goals (alternatives are developed through a means-ends analysis)

3   The evaluation of alternative courses of action (a comprehensive analysis that includes all relavent factors)

4   The selection of the alternative that optimises the set of goals (the most appropriate means to a desired end)

Advocates of this type of planning say that all conceivable courses of action must be identified and evaluated against all relevant ends. The crowning glory of the rational-comprehensive approach is that one 'optimises' the decisions available. He further examines work by March & Simon (1959) in which they advocate 'satisficing' rather than 'comprehesive rationality' as the principle of choice. To satisfice is to do 'well enough' but not necessary 'as well as possible', they described this more moderate approach to planning as 'bounded rationality'. This model of decision making closely resembles the comprehensive-rational approach except that 'satisficing' replaces 'optimising'.

Another theory examined is the 'Disjointed-incrementalist model' as described by Charles Lindblom (1959) - the planning and decision-making process is a 'science of muddling through'. Basically this is the recognition that we have limited time, intelligence, and

information and therefore are forced to work on only small segments of a problem at a time. Admninstrators must therefore do a great deal of muddling and on the basis of his/her own and others' perceptions, visions and experience, must choose the correct moves at the strategic time. Muddling advocates argue that comprehensive rationalism does not compensate for the opportunity cost (for resources such as time, money, or man hours) used in planning that could be allocated to some other program or administrative effort.

It has become apparent that the planning, development, production and introduction of the new commerce curriculum falls to some degree into the second category described, that of the 'disjointed-incrementalist model' or 'muddling through'. For the reasons given, particularly with regard to resources of time and manpower required to plan change using the 'rational-comprehensive model' TAFE would never have produced or introduced the new curriculum had it fully utilised this model. However, it can be said that a great deal of 'satisficing' also took place along the way.

Not only was the planning for change difficult, the implementation also became extremely trying. As can be appreciated personal factors and the people involved play an extremely important part when any change (often perceived as a threat by individuals) is introduced. It is therefore useful to briefly explore some of the personal factors which act as contraints when introducing innovation/change.

It became apparent in Launceston College of TAFE that teachers fell into the personality categories described by I G Watson in Morrish (p 89 - 92) which were:

1   Homoeostasis - The need for permanence and security. Innovation is tolerated but teachers look forward to the time when it will be absorbed and general homoeostasis returned

2   Habit - People generally prefer the familiar to the unfamiliar - once habits are formed we are not forced perceptually to think about them. Unless the situation changes noticeably, organisms will continue to respond in their accustomed way.

3   Primacy - New methods are performed because they have to be - however, when no one else is looking there is a reversion to the old 'tried and true' methods first learned and used.

4   Selective perception and retention - The admission of only those new ideas which will fit into an established outlook. We all select the evidence that appears to support what we already believe or want to believe. People, events, data and things are perceived in a selective manner in order to retain the safe world that we know.

5   Dependence - Group identity is important to us, we lean on our peers and enjoy a common body of knowledge or acceptance or similar ideas, views and methods. The sense of solidarity is destroyed when a particular individual attempts to innovate, this can result in a solid block of opposition throughout the hierarchical structure.

6   Superego - The maintainance of moral standards which have been absorbed in childhood from authoritarian adults. A blind acceptance of what already is.

7   Self-distrust - We are all aware of existing malpractices but we hesitate long before attempting to modify them or make changes. This is due partly to reluctance to change but also to a personal sense of distrust. Making the first move to initiate change is difficult, once done adaption to change is easier.

8   Insecurity and regression - People nostalgically look over their shoulders to the former days of the quiet pursuance of fixed hopes, aims and ambitions. Man has an urgent desire to 'go back home' to regress to the normal, the secure and the familiar.

Eichholz and Rogers in Morrish (94-5) also identify eight types of rejection responses to which school teachers admit:

1   Rejection through ignorance - A response when an innovation is unknown, or its sheer complexity leads to misunderstanding.

2   Rejection through default - Complete ignorance of an innovation.

3   Rejection by maintaining the status quo - Non acceptance because it has never been used in the past.

4   Rejection through social mores - Belief that colleagues did not find an innovation acceptable and therefore the teacher did not use it personally.

5   Rejection through interpersonal relationship - This chiefly means that friends do not use the innovation and that the paricular milieu or school environment made the innovation unacceptable.

6   Rejection through substitution - This suggests that the actual methods and materials used by the teacher are just as effective in the learning process as the utilisation of the innovation.

7   Rejection through fulfilment - Teachers here feel that the methods they are adopting are already highly successful and they themselves and their pupils are completely fulfilled through the methods they are using.

8   Rejection through experience - Individuals have tried innovations and have had little success with them, as a result they have decided to reject them.

Many of the above points both with regard to personality and action resistance apply to the introduction of new curriculum into the Tasmanian TAFE system. Although it is not intended to discuss individual teacher's behaviour, the writer can recall many occasions when any one of the eight points relating to resistance in action listed above, could be observed during conversation with individual teachers, or in discussion groups, staff or subject meetings.

The eight personality traits listed could also be clearly observed during the same meetings/discussions.

An extremely interesting point which has become apparent during the research undertaken for this study is the fact that points 2, 3 and 4 of the 'Resistance in Personality' factors

2   Habit

3   Primacy

4   Selective perception and retention

are evident in the type of testing arrangement developed for Stage 1 Typing. Examination of the tests developed as an 'Integrated Task' for the final assessment of the Stage is in fact a 2 hour examination which purports to test particular SPOs. By testing the particular SPOs, selective perception and retention of the innovation is undertaken in that only those new ideas which fit into the established outlook are accommodated and the Integrated Task becomes a two hour examination in the 'old' (curriculum) sense accommodating both primacy and habit. Primacy in that the teachers who developed the test were comfortable with the 'old ways ' and accommodated these in the innovation. Habit because

they prefered the familiar to the unfamiliar and did not attempt to interpret the new curriculum in a manner unfamiliar to them.

Without exception all of the eight types of rejection responses are constantly being applied to the 'Integrated Task'. Teachers in Launceston College of TAFE are still in turmoil and constantly debate the curriculum interpretation issue when discussion of this matter arises, which occurs with great regularity. In fact in 1987 the matter is far from resolved. Despite the fact that it has been pointed out to staff that the assessment arrangement is almost identical to the old curriculum method, agreement and in fact any change is extremely difficult. Many teachers felt that moving from the old negative scoring (deducting marks for mistakes made) to 'mailability' in 1985 (work which could be mailed by an employer) to 'usability' 1986 (work which can be corrected and used) as required by the NCC was a major innovation. In some cases teachers are reluctant to go any further with the innovation than that, it obviously threatens their 'habitual' methods of teaching/testing which in turn results in the barriers described above being brought into play.

It has become apparent to the writer that radical change is not going to eventuate and any small gains made during the current year (1987) must be expanded at every opportunity in the future. Perhaps in several years, hindsight may show that major curriculum change has taken place by a process of the disjointed-incrementalist model - 'science of muddling through'.

GENERAL PROBLEMS

It was obvious during the early part of 1986 that it would be almost impossible to implement the new curriculum in its entirety because of the lack of resources and material required.

Following complaints from teachers regarding lack of resources, in particular 'time', to develop new materials, it became apparent that the division of Technical and Further Education would not allow a reduction in teaching hours for development of resources etcetera. As pointed out throughout this study, pressures felt by teachers during the introductory year were enormous, resulting in ill health and personal conflicts by mid year.

Investigation of the complaints by senior staff and college administration during the first term revealed that the administration of the Launceston College of TAFE (and apparently all TAFE colleges throughout the state) had not been officially informed of the curriculum change taking place at any stage. The college therefore, had made no provision for the extraordinary demands being made on its reproduction unit (photocopying), technical assistants and administrative staff which resulted in some extremely chaotic working days. Not only was the School of Commerce/Secretarial Studies undertaking a change to the NCC but several other large Schools (eg Fitting & Machining, Metal Trades and Building Studies) within the college were also doing the same thing.

Watson in Morrish (p 115) points out that one of the five preconditions for any successful attempt at institutional change must include:

> The project must be whole-heartedly supported by the senior officials of the system.'

Needless to say the Launceston College was thrust into complete turmoil with several schools in the same situation, the management of the college not having been fully informed of expectations and outcomes, the senior staff of each school having been instructed by Head Office Administration to proceed with the innovation, and teachers feeling that they had had the innovation foisted upon them.

Teachers were of course reluctant to take industrial action over the issue, despite the fact that their official union (Tasmanian Technical College Staff Society) strongly advised that they should work only regulation hours. The work required to be undertaken took many, many hours more than the regulation 30 hours attendance at college. The cost in terms of health, morale, relationships etcetera was great, not to mention the cost to the college in terms of material used, (paper usage must have more than doubled in the year).

Not only did the materials and resources have to be developed for teaching, but the issue of recording each Student Performance Objective for each student created an enormous problem in firstly designing appropriate forms which would result in official assessment results being recorded in a manner which could be fed into the computerised record keeping system for all TAFE students

throughout Tasmania. The matter of actually keeping the results rested once again with the teachers, who were required to spend many hours keeping up student records. These records should be the responsibility of college administrative staff, however, the fact that extra administrative assistants would be required to do the job was not properly researched at the time of the introduction of the new curriculum; leaving the entire load to teachers.

It appears that to undertake such an enormous task as a curriculum change in most subject areas of complete courses, requires tremendous planning and team work to ensure all goes smoothly. Although it could be argued that this was the case for some individuals, especially those who were involved at the planning stages, writing curriculum and overviewing of curriculum documents, it certainly was not the case during the introductory phase when teachers were expected to implement the project.

The curriculum was introduced, somehow it was taught making use of 'old' resources and I suspect 'old tried and true' teaching methods. It was assessed and recorded and the product, the confident young women who entered the commercial workforce as a result of the whole exercise were a credit to the teachers and other staff who took part in the project.

It can be said the the 'empirical-rational approach' as described by Morrish (1976, 117) was undertaken in this regard in that teachers are considered as rational beings, and that once the rational self-interest has been demonstrated they will persue the innovation, which can then be rationally justified. This type of strategy is most effective when the public is ready to accept a new invention

and when difficulties arise, a public information campaign is mounted.

A certain amount of public arousal was attempted during the time the innovation was being introduced. The best publicity however, has come as a result of the students who have subsequently been placed in the workforce, although no formal follow-up is made, employers contacted on an informal basis have indicated students measure up to expectations. Articles often appear in the press which heighten public awareness of the new program, as does the 'Secretary of the Year' competition in the Launceston area - jointly run with Australia Airlines. The graduation ceremony for 1986 students (May 1987) also presented an opportunity of giving the public further knowledge of the new curriculum.

CHAPTER 6

SITUATION ANALYSIS 1986

The introduction of the new curriculum in February 1986
presented many and varied problems.

The entry requirements for students remained much the same as
for 1985 ie five level 2 passes including English and Mathematics.
However students with below this entry requirement were
considered individually and approximately 15 such students were
enrolled provisionally for the base level course - Commercial
Studies Certificate.

The state certificate courses offered at Launceston College of TAFE,
School of Commerce/Secretarial Studies included:

Commercial Studies Certificate
Commercial Studies Certificate - Secretarial
Commercial Studies Certificate - Clerical
Commercial Studies Certificate - Wholesale/Retail

COMMERCIAL STUDIES CERFTIFICATE

This subject requires passes in the following:

Effective Office Communication	Stage 1
Typewriting	Stage 1
Office Skills	Stage 1

Plus two electives from the following range:

*Audio Typewriting 1

Effective Office Communications	Stage 2
Typewriting	Stage 2
Office Skills	Stage 2
Bookeeping	Stage 1
Wholesale/Retail Practices	Stage 1

*Word processing

*Shorthand	Theory
*Shorthand	Speed

Structure of Business & Finance

(* All subjects from the 'old' syllabus, which will be up-graded as time permits.)

As indicated above, students with minimum entry requirements, and provisional students commencing with less than the entry requirements were enrolled in the basic Commercial Studies Certificate.

COMMERCIAL STUDIES CERTIFICATE - SECRETARIAL

Copmpulsory subjects:

Effective Office Communication	Stage 1
Office Skills	Stage 1
Typewriting	Stage 1 & 2
Audio Typewriting	Stage 1

Plus two electives from the following range:

Audio typewriting	Stage 2
Effective Office Commununciation	Stage 2
Typewriting	Stage 3
Office Skills	Stage 2 & 3
Bookkeeping	Stage 1, 2, 3
Word Processing	
Structure of Business & Finance	
Shorthand Theory	
Shorthand Speed	

The bulk of students in the 1986 intake were enrolled in this certificate, some with the proviso that they would change to the basic certificate (Commercial Studies Certificate) if they were unable to cope at the secretarial level.

COMMERCIAL STUDIES CERTIFICATE - CLERICAL

Compulsory subjects:

Effective Office Commununciation	Stage 1
Typewriting	Stage 1
Office Skills	Stages 1 and 2
Bookkeeping	Stages 1 and 2
Structure of Business & Finance	

Plus two electives from the following group

Office Skills

Typewriting - Stage 2

Effective Office Communication - Stage 2

Bookkeeping - Stage 3

Word Processing

Shorthand   Theory

Shorthand   Speed

A number of students chose this course of study with the proviso that they would also be eligible for either the Commercial Studies Certificate or the Commercial Studies Certificate - Secretarial, if necessary.   The subject 'Structure of Business and Finance' was not run until the second semester 1986, this was a compulsory subject for clerical students and depended on numbers to form a viable class in second semester.

COMMERCIAL STUDIES CERTIFICATE - WHOLESALE/RETAIL

Compulsory subjects:

Office Skills

Effective Office Communication

Typewriting - Stage 1

Wholesale/Retail Practices - Stage 1

Plus   electives from the following range:

Office Skills Stage Stages 1 and 2

Effective Office Communication - Stage 2

Typewriting - Stage 2

Word processing

Shorthand Theory

Shorthand Speed

Structure of Business & Finance

In actual fact no students undertook the Commercial Studies Certificate - Wholesale/Retail, the area of study in which most male entrants in the School of Commerce enrol. There were approximately 9 enquiries for this course, but this number was not sufficient to warrant the course commencing. Most of the female entrants were transferred to the Commercial Studies Certificate, male students chose to enrol in the School of Business Studies.

PROBLEMS INVOLVED WITH INTRODUCTION OF CURRICULUM

As indicated previously, teachers felt uneasy about the new curriculum at the beginning of 1986, particularly those who were required to teach 'new' material which had not been addressed in the courses previously.

The old syllabus clearly stated the type of examination which would be undertaken in each subject area after a stated period of instruction. The new syllabus allows for students to be pre-tested and in fact tested out of a subject, or SPO within a subject, as required and on request. This meant that tests (which were also to be used as pre-tests) had to be prepared before the beginning of the academic year. Teachers felt that special tests were required as those that had been used on previous occasions for the 'old' curriculum were not adequate and in many cases tests were far too broad and did not fit the requirements of mastery learning in that each small unit of curriculum should be tested immediately it has been mastered. This of course placed a tremendous strain on teachers, as not only were some special pre-tests necessary, but each Student Performance Objective had to be

tested as and when students were ready. In some subjects students were ready for practical SPO tests a few days after commencement of the program.

PREPARATION FOR 1986 SYLLABUS

The 1985 academic year for students finished early in November, with examinations being conducted during the following two weeks. Examination marking by teachers, is scheduled for two weeks immediately after the completion of examinations (a syllabus requirement).

All commerce teachers throughout the state were required to attend a three day seminar regarding the introduction of the new curriculum early December 1985. Leaving approximately two weeks before the close of the year in which to prepare for the introduction of the new work in 1986.

This was insufficient time in which to prepare both testing and learning materials (of the individual package type) which teachers in typewriting and bookkeeping felt would be most beneficial to students. They were required therefore to undertake quite a deal of preparation during their holiday period. Tests which had been prepared during holidays then required moderation and validation, all of which had to be undertaken at the commencement of the 1986 teaching year.

CONSTRAINTS

Time constraints were once again the teachers' biggest complaint - remembering that some time release was given for writing the curriculum before November 1985.

The NCC states that unlimited attempts to pass SPO tests can be made by students, however, Heads of Schools (HOS) of Commerce/Secretarial Studies who met to discuss the issue in late 1985, felt that this was unrealistic for the introduction year of the new curriculum. They (HOS) agreed that students should be given three attemps only to pass each SPO test, in the introductory year. This then meant that three tests had to be developed for SPOs. It was further decided that SPOs could be tested in 'batches' and that testing across the curriculum would be acceptable eg, 'Telephone Technique' which is taught in Office Skills and reinforced in Effective Office Communication can be tested in one subject area only and provided that the specific SPO can be identified and observed/tested in an acceptable manner, then duplication is not necessary.

This presented another problem of co-ordination of SPO testing across subject areas, all of which takes time and requires subject committee meetings to be set up and conducted out of teaching time, which has proved to be very difficult indeed. Consideration had to be given to teachers who were still undertaking teacher education programs with the constraints of time out of the college. For most teachers, preparation, marking, staff and stubject meetings etc takes the major part of any teacher's 'duties other than teaching' (DOTT) time, for which there is an allowance of 9 hours. (Commerce/Secretarial teachers have a contact teaching load of 21 hours.)

The Commerce timetable at LCOT prior to 1987 was structured on a line system, offering 55 minute periods, teachers taking Duties other than Teaching Time (DOTT) to fit into their own personal program. A general staff meeting being held once weekly (Monday) during lunch break. Although one hour thirty minutes was allocated to this meeting for general business followed by subject meetings, it was rare that sufficient time could be spared for subject meetings during that time allocation. Teachers therefore, were often obliged to make another hour (or more) available for subject meetings, which presented many personal problems. Teachers felt they must have consensus and support on issues that arose from teaching the 'new' curriculum and therefore, requested an above average number of subject meetings during 1986.

RESOURCES

Equipment required for testing particular SPOs posed a further problem in that many of the new SPOs require specific equipment. The curriculum testing is of a practical nature to ensure students entering the work force have had the necessary 'hands on' experience. Video equipment is required for many of the Effective Office Communication and Office Skills SPOs. During 1986 a video camera, recording unit etc was not available to the school at all times when required, which placed further constraints on time tabling to ensure that equipment was available when required.

Office automation, another new subject area, where TAFE had neither the equipment nor the expertise to present this subject before mid 1987. Teachers require special training to learn the new technology, practise and fully understand the soft ware programs, hard ware and its implications. They then require time to prepare the learning/testing material to mount suitable programs. No provision was made for this to occur until almost the end of the 1986 academic year.

Resources in the form of sophisticated electronic data processing equipment and software were not placed in the college until 3rd term 1986 which meant that even if teachers had been prepared to use their valuable DOTT time and/or personal time to learn the new technology, they were unable to do so until late 1986. This also meant that library resources were not adequate, as teachers were not in a position to make decisions regarding teaching aids and text books before 1987.

CHAPTER 7

COMPARISON OF 'NEW' CURRICULUM WITH 'OLD' CURRICULUM

For the purpose of this case study a detailed comparison of Typing Stage 1 (New Curriculum1986) and Typewriting 1 (Old Curriculum 1985) has been undertaken. Other subject areas eg Effective Office Communication and Office Skills are also briefly compared with subjects used in the 'Old' Curriculum.

FORMAT

An inspection of both curriculum documents (Typing Stage 1 'new' curriculum and Typewriting 1 'old' curriculum) reveals a completely different style of presentation, although common threads can be found throughout.

Typing Stage 1 ('New' Curriculum [Appendix E]) has been developed in line with the NCC using details provided by that task force. These give teachers clear guidelines of what the student is expected to be able to do, given a certain situation or set of instructions, to a certain standard, and also provides a list of guidelines which enable teachers to undertake training. An introductory (cover) page gives detail regarding the estimated length of time to be taken to teach the curriculum, entry pre-requisites, aim etcetera.

DOCUMENT LENGTH

An inspection of the 'old' (1985) curriculum document, Typewriting 1 (Appendix D), reveals a three page document simply listing topics to be covered, speed requirement, a list of

text books and references (page 3 of the document) and an extremely brief 9 line introduction explaining the aim of the course, giving pre-requisites for enrolment and examination procedures. Any teacher commencing to teach this course from information given in the document as written is left entirely to his/her own devices to provide the necessary teaching material and aids to instruction, apart from the fact that three (only) texts are listed as suitable for the course teachers are left very much to their own resources.

Examination of the content to be taught in both the old and the new curriculum reveals considerable differences:
Items from Typewriting 1 (Old Curriculum) which have been omitted from Typing Stage 1 (New Curriculum)

Display Work: Ways of listing work (i) Alphabetical, (ii) Numerical

Correspondence: Business letters (i) Block, (ii) Semi-block
                                 Punctuation styles (i) closed

The new curriculum concentrates on students learning and perfecting fully blocked, open punctuation style of letters and simple display.

The speed requirement of 25 wam 'old' curriculum is required before students can sit the final examination is not enforced in Typing Stage 1 (new curriculum), in fact no speed requirement is enforced throughout the 'new' curriculum. Speed development is

built into the 'new' course, but no stipulated speed must be achieved before testing can be undertaken.

COURSE AIMS - The old curriculum has a four line aim which basically indicates that the typist will acquire knowledge required by a beginner and be able to move into the next stage of typewriting. The new curriculum outlines quite clearly what the beginner will learn in relation to operation of a typewriter and production of usable copy, it also indicates that students will achieve an Australian Standards Association speed statement.

The time allocation for both documents differs by only 16 hours. However, the old curriculum indicates that students must undertake the full class time before sitting examinations, whereas the new curriculum offers those students who feel they can achieve the standard the option of assessment before the total suggested time expires.

Possibly the biggest discrepancy arises in the area of examination. The 'old' curriculum simply states that an :

> 'internal examination of 2 hours duration (correction of errors by any acceptable method). Paper to be based on a speed of 25 wpm'

will be held, leaving the teacher to decide on content and in fact develop a test which embodies the the content of the curriculum. The 'new' curriculum however, gives extemely detailed information on testing and standard of each SPO at each stage of mastery, and teachers (and students) are left in no doubt as to

what is expected of the student. The Typing Stage 1 curriculum has been developed along the lines suggested in the NCC document and has closely followed the example test provided for Production Typing in the NCC document, in that individual SPOs as outlined throughout the curriculum have been collected into an 'Integrated Typing Tasks' assessment to be undertaken at the completion of the Typing Stage 1 section of the curriculum.

Examination of tests from Typewriting 1 'old curriculum' reveals that an integrated approach was also used, in that tests were thematic, giving a series of questions on typing topics. In fact apart from slight variations in the length of documents and the addition of a question on prioritising in the new curriculum the tests are quite similar in nature.

The main variation appears to be in the manner of marking tests. The old curriculm marked on 'mailability' (a sheet describing the term is attached as Appendix L) which considered whether the work could be either mailed without correction - resulting in a Credit + pass for the student down through a range of options C, C⌐, P =, P, P -, to an N = fail, each option (or grade) of pass then being converted to a mark out of 10. Each question was assessed in this manner, the total marks for the paper were translated into a C = Credit, P = Pass, or N = Fail for computer recording.

The 'new' curriculum is marked on 'usability' as described by the NCC task force (a copy of the definition sheet is attached as Appendix M). The difference between the 'old' and the 'new' testing/marking arrangements is the fact that students in the

'new' course have the opportunity of correcting work within a time limit set as part of the standard required undertaking the test. Students have the physical opportunity of turning unusable work into usable work.

This opportunity can work for and against students as errors are marked with a pencil x in the left hand margin of work given back for correction. Some students are able to pick up errors which may be as blatant as an obvious spelling/typing mistake to the omission of a word or the subtle omission of a comma or incorrect spacing. Other students have difficulty in ascertaining errors and can be forced into altering words/text which does not require alteration. In many ways the old marking system gave students the benefit of the doubt and assumed they would be able to correct work, whereas the new curriculum puts them to the test. The old system graded the pass level from C + down to N and awarded marks for each level, the new system simply passes or fails, therefore students who do not find their errors and adequately correct, fail, whereas under the old system they would probably have passed.

However, the old system offered only one examination at the end of the training period, the new system follows the notion of the NCC document which suggests that with time, remedial action and assistance all students should gain mastery. As described previously, Heads of Schools of Commerce in Tasmanian TAFE decided early in 1986 that the philosophy of the NCC was to give students every opportunity to pass a subject by offering extra time and revision. That one attempt at each SPO was insufficient,

given that every student had to pass every SPO to gain an award in that subject. It was felt unlimited attempts were unrealistic and a limit of three tests covering each SPO had to be devised, thus the pressure felt by teachers responsible for developing testing material.

Examination of Effective Office Communication and Office Skills also reveals integration of topics to be tested, combining a number of SPOs into one test (with a limit of 3 tests for each area). It can therefore be appreciated that teachers with teaching responsibility in more than one teaching area were under a great deal of pressure. (One teacher in Launceston College of TAFE during 1986 had responsibility in all three areas [Typing, Office Skills and Communications]). Subject teachers however, collaborated on test production, moderation and marking in an effort to spread the load and maximise effort.

MARKING

Marking of tests across the curriculum posed a problem during 1986. While integrated tests (across subjects) were developed as discussed, it was necessary to test students quite frequently in order to give students the maximum opportunity of passing. Students who missed the first test were able to revise and re-sit the second test after a short interval. It was therefore necessary for subject committees in the areas of Effective Office Communications and Office Skills to arrange testing of certain SPOs within a few days, to ensure that a strict quality control was observed and to minimise student discussion during the testing period. It is important to clearly state that the tests offered in

the new curriculum in most subjects are of a more practical nature and depend on student performance rather than the 'old' curriculum which was very theoretical.

The nature of assessment/examination changed quite radically, as the old curriculum worked towards an examination week/fortnight mid year and final examinations which are by tradition held at the end of the academic year (during November). The implication of the 'old' system was the involvement of students in the examination process and teachers in a marking process following exams. Teachers were allowed two weeks in which to mark and have results recorded and posted. The 'new' system does not have the clear-cut time limits of the 'old' and record keeping and processing of results proved to be an issue of concern. Teachers are quite worried that particular students may miss SPOs being recorded when a number of activities are going on at the one time. There is a situation in class rooms when implementing the 'new' curriculum where some students are sitting SPO tests, some are moving forward in the subject and others are revising. Students can easily be confused and some do not know which SPOs they have passed, therefore there is a great deal of emphasis on accurate record keeping on the part of the teacher and accurate information regarding whether a student has passed or failed a test must be given to a student, as each test is not posted on a notice board in the same manner as results under the 'old' system, in fact no official record is posted until the total subject is completed.

In the case of Typing, certain teachers have been made responsible for marking certain subjects within the integrated typing task test (at the end of Stage 1). This has allowed consistency within the marking of each phase of the test, although it is the responsibility of class teachers to keep records (for that class) of which SPOs students have passed or failed. It is also the responsibility of each teacher to collate subject records for students under her control. It would appear that additional clerical/administrative staff are required to cope with this aspect of the implementation of the 'new' curriculum.

The sheer volume of testing material required to ensure each SPO is tested (to the limit of 3 tests) has also created some difficulty in that extra storage space is necessary, even though testing material from the 'old' curriculum has been removed.

The volume of testing material has increased enormously as has the time taken to administer tests. As described earlier it is the notion of the NCC to have all testing to 'usable' standard, giving students the opporunity of correcting tests to usability where possible (within the time limit set). This of course means tests are administered, collected and marked, given back to students for correction and marked a second time before a decision is made as to whether the student has passed or failed.

While it can be argued that it is to the student's advantage to see and correct errors, it must be acknowledged that this procudure increases the time required for administration and marking of tests. When this is considered together with the fact that all this

(testing) may be occuring within a class which has some students working ahead, some revising and some testing, it can be seen that teachers are under a great deal of pressure and stress.

COMPARISON OF 1985 and 1986 RESULTS

RATIONALE

A comparison of results for the 1985 and 1986 intakes of students at Launceston College of TAFE revealed the following successful graduates who gained State certificates:

1985:	Commercial Certificate	13
	Commercial Certificate (Receptionist)	21
	Total	34

1986	Commercial Studies Certificate	30
	Commercial Studies Secretarial	17
	Commercial Studies Clerical	3
	*Commercial Cert (Secretarial) '85	2
	Total	52

*These two students completed their 1985 certificate requirements as part time students during 1986.

Close inspection of results revealed that the 13 students who gained their Commercial Certificate in 1985, failed to reach the requirements of a Secretarial Certificate for a number of reasons eg their inability to reach the English requirements. In several

cases however, (including the two students who completed this qualification in 1986) the fact that they did not gain Typewriting 11 determined whether they qualified for the Secretarial Certificate (Receptionist). Full details of certificate requirement for the 'old curriculum' are given in Chapter 2.

Inspection of the 1986 results reveals of the 30 students gaining their Commercial Studies Certificate most failed to reach the Secretarial standard simply because they did not gain Typing Stage 11, all other compulsory requirement were met. See Chapter 6 for full details of certificate requirements.

This would appear to point to a major difference in the typewriting required by the 'new' curriculum when compared with the 'old'. Although it is only intended to examine Typewriting 1 (1985) and Typing Stage 1 (1986) for the purpose of this document, an attempt to identify discrepancies is made.

It has been established that both the final tests given are similar with the exception that the new curriculum must be given back to the student for correction - an extra time factor.

It appears therefore that the methodology of teaching the new curriculum compared to the old method must then differ. This becomes very obvious when the learning packages for student first trialled during 1986 are examined. They are extememly detailed and require the student to read a great deal of information and perform a great number of typing tasks. While teachers were able to circumvent the process during 1986 most

chose to trail the packages without interruption until it became obvious during the latter part of the year that many students would not be able to complete Typing Stage 11 (a requirement for the Secretarial Certificate). It is the writer's opinion that many more students would have progressed faster and reached the required standard had they been taught by another method. This matter has now been addressed and students studying in 1987 will not face this difficulty.

It must be acknowledged however, that the product of Typing Stage 1 curriculum trialled during 1986 was excellent. Students were conifdent, competent typists and most had worked well beyond that stage and many were almost to the end of Stage 2. It is pleasing to note that a number of the students who did not gain Stage 2 have returned as part time students to complete their certificate requirements in 1987.

It is further acknowledged that the packages (which are currently being modified and improved) provide an excellent opportunity for 'open entry' - 'open exit' of students in that they can complete units or Student Performance Objectives which are recorded, leave the course for any number of reasons then re-enter at a later date and proceed from where they left off. This is the case with the current part time students completing their typing qualification.

Although the introduction of the new curriculum had many problems in the initial year (1986), 1987 has seen a changed attitude by many staff members, who are working equally hard

polishing and honing what was commenced in 1986, but who can see merit in pursuing the ideas, ideals and notions in the future.

CHAPTER 8

TAFE in Tasmania has chosen to adopt a systems approach to training where possible. Gradually each trade and other type of school within the system is attempting to redevelop curriculum using this model. As discussed earlier in this document, the National Common Core is also being introduced into TAFE curriculum throughout Australia.

It is acknowledged that a systems approach does not suit all areas of curriculum, english/communication is one area about which doubts were expressed in the early stages of development of the commerce/secretarial curriculum. The new curriculum has however, allowed this subject to be written as Student Performance Objectives, taught and tested in the same manner as other subjects - quite successfully. Communication teachers have indicated that they are pleased with this development and have improved their techniques during the current year (1987). Much the same can be said of all other subject areas. After the hardships of the introductory year as described in this document, 1987 has been a year in which teachers have been able to consider the ramifications of the introductory year and have been able to improve many aspects where warranted.

Typing however, has to be considered separately. It can be seen from the foregoing chapter that teachers responisble for development of the learning packages and tests were inclined towards leaving testing arrangements as they were for the old

curriculum (two hour examination). This has caused much discussion and consternation among typing teachers.

It was argued by the developers of the typing packages (one of whom was responsible for writing the State typewriting curriculum) that the end test was quite sufficient as it could be shown to test all SPOs in one test, which meant that teachers were under less strain and were not required to test each SPO separately (or in small test batches) during 1986. However, a number of the Launceston College of TAFE typing teachers argued that typing was then out of line with other subjects and not being taught and tested strictly in accordance with the mastery learning/test notion.

The result has been a compromise during 1987 in that small tests covering SPOs that require production typing eg display, tabulation, letters are now given at an appropriate time when the student is ready. Many of the typing technique SPOs eg correct fingering, posture, use of the machine etcetera are covered by observation and marked off on a check list. The integrated task is still however, used as the final test of whether the student pases Stage 1 Typing. If certain SPOs are incorrect within that test then the marker can ask to refer to class work or progress tests to ascertain whether in fact the student has reached the standard, whereas in 1986 the student would have failed the complete integrated task and if unsuccessful after three attempts at the same question, would then fail Typing Stage 1. This was able to occur in 1986 despite the fact that class records of student work indicated that students had passed the same SPO during class

work. This matter is not easily resolved and as indicated throughout the document will need constant revision, interpretation and modification before a solution is found. In fact it is the opinion of the writer that it will never be completely resolved and teachers will have to be satisfied with a compromise.

THE FUTURE

If the 1986 results achieved by students and teachers alike are an indication for the future, then the figures augur well for Launceston College of TAFE, School of Commerce/Secretarial Studies.

It is pleasing to note that student retention during 1987 is very good. Inspection of college records and discussion with teachers reveals that students are showing a preference for finishing their training and gaining a certificate before entering the workforce. There is a small attrition of students who enter the workforce, but they can do this with the knowledge that their record of successfully passed Student Performance Objectives will be available if they wish to take up part time studies in the future in an attempt to complete their qualification.

It is too early yet to know whether the portability of qualifications across states will be successful. No students have left the college with the intention of travelling interstate and continuing their studies, and no students have presented themselves to the college with the intention of continuing a qualification commenced in another state. The problems

associated with this occurrence can be easily identified. There is no guarantee that subjects will be taught in a similar sequence to Launceston College of TAFE anywhere else in Australia, which immediately makes it impossible for a student who has not covered something taught at the beginning of the year in Launceston to complete the total course in one year. The option of continuing until the same SPOs are covered in the next intake of students is available, but there is the associated problem of a student who expects to qualify in a particular year. None of these issues are insurmountable and cases will have to be dealt with appropriately as they occur.

Teachers at the end of 1986 when they were asked if the new curriculum was an improvement on the old, overwhelmingly agreed that it was an improvement but quickly pointed out the pitfalls that have been described throughout this document. However, they did agree that with time and energy it should prove to be of great benefit to students, and hopefully the load on teachers will become more workable as time goes by. All agree that the introductory year is not sufficient time in which to make considered evaluation.

It is therefore the intention of the writer to seek an official evaluation in approximately 2 years time, when a survey of employers who have employed successful students and the students themselves can give their opinions of the curriculum. On-going evaluation of any curriculum must of necessity take place. Nothing is static, employer needs and wants, as well as students' needs and wants will continue to change with time.

TAFE must continue to be sensitive to these needs and monitor societal changes as they occur. Not to mention the demands that new technology places on office workers, trainers/teachers, education departments etcetera changes in this area must be constantly monitored and introduced into the curriculum.

In the meantime at least two teachers undertaking academic studies, one a trainee another undertaking higher education intend to evaluate certain aspects of the curriculum. It will be most interesting to read their documents and compare their data with this case study.

Although the task of producing this study has been extremely time consuming and wearisome at times, I believe it will assist others in the future who wish to undertake similar studies. The task has been well worthwhile and has allowed the writer to clarify many puzzling issues along the way.

The future for secretarial workers appears to be extremely good. Despite the fact that electronic typewriters, computers, word processors and audio equipment were supposed to spell the demise of the secretary, this is not the case. In fact secretaries are now extremely valued members of an administrative team who simply cannot be replaced. Tasks undertaken by secretarial staff are extremely varied and numerous. Salaries although not always reflecting the true worth of a secretary to an organisation have improved immensely, in fact many employers would now prefer to increase salary rather than lose an experienced secretary.

For the reasons stated, added to the fact that many young women now believe they need qualifications and a career in order to live a fulfilled life, the new curriculum introduced to TAFE Tasmania in 1986 would appear to have a very bright future indeed.

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DIVISION OF FURTHER EDUCATION,TASMANIA

COMMERCE/SECRETARIAL STUDIES

SUBJECTS:

15-361	Accounting Machine Operation
15-028	Accounting 1
17-125	Audio Typing 1
17-136	Audio Typing 2
17-147	Audio Typing 3
15-006	Australian Social Structure
15-350	Bookkeeping - Commercial
15-017	Bookkeeping - Clerical
15-615	Business Calculations
15-589	Business Communications
15-110	Business English
15-176	Business Law
15-154	Business Management
15-040	Business Mathematics
15-383	Business Practice
15-051	Business Procedures
15-969	Business Psychology
15-578	Business Recording
15-372	Commercial Arithmetic
~~17-147~~ 192	~~Commercial English~~ 15-410 English Expression (20.2.84)
15-394	Commercial Law - Clerical
15-671	Data Processing
16-029	Deportment & Grooming
15-121	Descriptive Economics
15-752	Individual Development
15-408	Introduction to Showcard and Ticketwriting
17-181	Keyboarding
16-195	Machine Dictation Techniques
15-338	Oral Communication A
15-349	Oral Communication B
15-995	Promotional Display
16-081	Receptionist 1
16-092	Receptionist 2
15-682	Retail Practices

SUBJECTS: (Cont'd)

15-279	Secretarial Practice A
15-280	Secretarial Practice B
15-958	Secretarial Studies
15-475	Shorthand Speed :- or alternatively listed separately a
15-062	Shorthand Speed 80 wpm (3 minutes)
15-084	Shorthand Speed 80 wpm (4 minutes)
15-556	Shorthand Speed 110 wpm (4 minutes)
15-109	Shorthand Speed 120 wpm (4 minutes)
15-486	Shorthand Theory
16-117	Stenography 1
17-169	Stenography 2
17-158	Stenography 3
15-501	Typewriting 1
15-512	Typewriting 2
15-523	Typewriting 3
16-106	Vocational Typewriting

DIVISION OF FURTHER EDUCATION, TASMANIA

5-131 COMMERCIAL CERTIFICATE

ADMISSION TO THE COURSE

An applicant who has completed four years of secondary education may be admitted to the course, but the minimum entry is normally passes in five level 2 School Certificate subjects. Other cases should be discussed with the Head of School/Department.

DURATION OF COURSE

One year of full-time study.

CONDITIONS FOR AWARD OF CERTIFICATE

A pass is required in the compulsory subjects plus two electives.

SCHEDULE OF SUBJECTS

Compulsory - 15-419 English Expression
              15-512 Typewriting 2

Electives   - 15-350 Bookkeeping (Commercial)
                     OR
              15-578 Business Recording
                     OR
              15-017 Bookkeeping (Clerical)
              15-383 Business Practice
              15-372 Commercial Arithmetic
              15-062 Shorthand Speed (minimum 80 wam
                                      for 3 minutes)
              16-117 Stenography

              Units

              15-752 Individual Development
              15-338 Oral Communication A
              16-081 Receptionist 1

N.B. Any two of the above units may be accepted as equivalent to one elective subject.

Effective 1/1/83

DIVISION OF FURTHER EDUCATION

DEPARTMENT OF EDUCATION, TASMANIA

8-280 SECRETARIAL CERTIFICATE (RECEPTIONIST)

ENTRY REQUIREMENTS

The completion of four years of secondary education with a pass in
Level II or Level III English and passes in four other Level II or
Level III subjects of the School Certificate. Other cases should be
discussed with the Head of School/Department.

DURATION OF THE COURSE

One year of full-time study.

EXAMINATION REQUIREMENTS

A pass is required in the compulsory subjects plus two other subjects.

AWARD

A State Certificate will be awarded to those students who satisfy the
examination requirements of this course.

NOTE

Students may undertake additional work and qualify for the award of
EITHER the Secretarial Advanced Certificate or the Certificate in Business
Studies (Secretarial Studies) without surrendering their Secretarial Cer-
tificates. Under no circumstances may students be awarded both the Secre-
tarial Advanced Certificate and the Certificate in Business Studies
(Secretarial Studies).

For such students, 16-081 Receptionist 1 and 16-092 Receptionist 2, will
be accepted in lieu of 15-279 Secretarial Practice A.

SCHEDULE OF SUBJECTS

Compulsory Subjects		Hours per Week	Weeks per Year
15-419	English Expression, OR	4	34
15-110	Business English	4	34
16-081	Receptionist 1 (1 semester)	4	17
16-092	Receptionist 2 (1 semester)	4	17
15-512	Typewriting 2	6	34
16-117	Stenography 1, OR	2	34
	Audio Typing 1	2	34

SCHEDULE OF SUBJECTS (cont)

	Elective Subjects	Hours per Week	Weeks per Year
15-615	Business Calculations	2½	34
15-578	Business Recording, OR	2½	34
15-017	Bookkeeping (Clerical)	2½	34
15-084	Shorthand 80 wpm	7	34
	One other Business Studies Subject		

SUBJECT STATUS

16-117	Stenography 1, OR	16-346	Secretarial Assignment A
	Audio Typing 1	HSC	Secretarial Studies 3
15-419	English Expression	HSC	English Studies 2 & 3
15-615	Business Calculations	HSC	Mathematics Level 3
15-017	Bookkeeping (Clerical)	HSC	Accounting 2

SEE.
CBS- bus studies

SUBJECT STATUS

DATE: MAY, 1984.

COURSE: COMMERCE/SECRETARIAL STUDIES COURSES

AUTHORITY: BJ/MWW : 28 October, 1982.   DATE: 28 October, 1982.

Subject for which Status is sought		Equivalent Offered
Code No.	Title	
15.372	Commercial Arithmetic	H.S.C. Mathematics 2
15.017	Bookkeeping – Clerical	H.S.C. Accounting 2
15.419	English Expression	H.S.C. English Studies 2 and 3
15.615	Business Calculations	H.S.C. Mathematics Level 3
16.346	Secretarial Assignment A	16.117 Stenography OR H.S.C. Secretarial Studies 3
15.279	Secretarial Practice A	H.S.C. Secretarial Studies 3

Institution

EDUCATION DEPARTMENT, TASMANIA

DIVISION OF TECHNICAL AND FURTHER EDUCATION

15-501 TYPEWRITING I

CLASS TIME   4 hours a week for 34 weeks

EXAMINATION   Internal examination of 2 hours duration (correction of
                    errors by any acceptable method). The paper to be based
                    on a speed of 25 w.p.m.

PRE-REQUISITES   None.
FOR ENROLMENT

AIM   This course is designed to teach the basic techniques
                    and knowledge required by a beginning typist. It will
                    develop keyboard skill and provide a sound basis for
                    entry to Typewriting 2.

DETAILS OF SYLLABUS

1. MECHANISM

        (a) Knowledge of the main parts of the machine and their respective
             functions

        (b) Understanding of pitch

        (c) Care and preservation of machine

        (d) Ribbon change

2. TECHNIQUE

        (a) Correct posture and fingering for touch typing

        (b) Training in correct machine manipulation

3. CONTINUOUS MATTER

        (a) Variations of margins

        (b) Setting out of headings and sub-headings

        (c) Types of paragraphs and spacing

        (d) Spacing after punctuation, names and abbreviations

        (e) Expression of money and figures including fractions, combination
             signs and Roman numerals

        (f) Syllabication

        (g) Elementary manuscript signs

4. DISPLAY WORK

    (a) Simple arrangement of material with emphasis on vertical and horizontal balance

    (b) Ways of listing work

        (i) Alphabetical
        (ii) Numerical – Arabic and Roman figures (see 3 (e))

5. TABULATION

    (a) Simple arrangement of words and figures in column form

    (b) Horizontal ruling

6. CORRESPONDENCE

    (a) Components of a business letter

    (b) Simple business letters

        (i) Full block
        (ii) Block
        (iii) Semi-block

    (c) Punctuation styles

        (i) Open
        (ii) Closed

    (d) Methods of address

    (e) Typing from typed and written copy

    (f) Making a carbon copy

    (g) Proof reading and correction of errors

    (h) Inter-office memos

7. STATIONERY

    (a) Knowledge of various sizes of typing paper and envelopes

    (b) Folding correspondence

    (c) Addressing envelopes according to size

8. SPEED REQUIREMENTS

25 w.a.m. from unseen typed copy with 98% accuracy for 5 minutes.

TYPING

A selection from the following

Duffy, Hartley & Sheedy	Typing for Today Book I	Pitman
Fielding	Vocational Typing	McGraw-Hill
Napper & Whyte	Practical Typewriting	Pitman

TEXTS FOR REFERENCE

	Handbook for Typists & Secretaries	Public Service Board Canberra
Canning,	Teacher's Office Skills	Pitman
House & Koebele	Reference Manual for Office Personnel	South Western Publishing Co.
Mackay & Williams	The Typewriting Dictionary	Pitman
Oeser	Teacher Pupil & Class	Australian Council of Educational Researc
Russon & Wanous	Philosophy & Psychology of Teaching Typewriting	South Western Publishing Co
West	Acquisition of Typing Skills	Pitman

Effective   1/1/81.

EDUCATION DEPARTMENT, TASMANIA
DIVISION OF TECHNICAL AND FURTHER EDUCATION

SUBJECT SYLLABUS

SUBJECT: (17-446) TYPING - STAGE 1

COURSES TO WHICH APPLICABLE

(   ) Commercial Studies
(   ) Commercial Studies - Secretarial
(   ) Commercial Studies - Clerical
(   ) Commercial Studies - Retail

SUBJECT AIMS

This subject aims to give the student the skills and knowledge to:

- operate a typewriter and related skills (e.g. functions and controls, typewriting, proof reading, correction of errors, speed and accuracy development, care of equipment, occupational health implications).

- perform basic production skills culminating in the completion of an integrated typing task. (e.g. tabulation, display, business and personal letters, simple reports, memoranda, pre-printed forms, prioritising).
  Before commencing this area of study it is desirable that students have achieved a typing speed of 20 w.p.m.

NOTE: On conclusion of this subject, students should be able to obtain an Australian Standards Association speed statement and produce usable typewritten text.

PREREQUISITES AND CO-REQUISITES

None. See Course Entry Requirements.

SUBJECT TITLE ALLOCATION

120 hours of instruction. Students may, however, apply to be assessed at an earlier time.

EXAMINATION / ASSESSMENT REQUIREMENTS

There are no formal examinations. Students will be
continuously assessed on the basis of the Student
Performance Objectives. Assessment requirements will be
finalised during early 1986 by relevant personnel working
under the guidance of the State Co-ordinator.

For criteria to assess usability see: "A Guide to
Assessing Usability in Typing" attached to this syllabus.

SUBJECT CONTENTS

(As for draft syllabus circulated to Heads of
Schools/Departments in December 1985)

Attachment

COMMERCIAL STUDIES - A GUIDE TO ASSESSING USABILITY IN TYPING

WITH REGARD TO ACCURACY	ANSWER	DISPLAY IS	AWARD

* USABLE

	ANSWER	DISPLAY IS	AWARD
1. Are there no errors?)		Perfect	P
_or_)	YES	Acceptable	P
Are there no apparent errors)		Unacceptable	N
2. Are there changes in the text) which do not alter the) meaning or accuracy of the text?)	YES	Perfect Acceptable Unacceptable	P P N
3. Are all errors well corrected) (hardly noticeable)?)	YES	Perfect Acceptable Unacceptable	P P N

* USABLE - DEPENDING ON THE PURPOSE OF THE DOCUMENT

	ANSWER	DISPLAY IS	AWARD
4. Are the corrections just below) usability standard, but could) the work be used for photo-) copying?)) _or_)) Could the errors be corrected) to photocopy standard?)) _or_) (Where accuracy is one of) sections 1-4))) Could the work be used depending) on its purpose, even though the) impression created by the) display is not good?)	YES	Acceptable Unacceptable	P N

CORRECTABLE

	ANSWER	DISPLAY IS
5. Can the errors be corrected) <u>easily</u> if the work is) re-inserted in the machine?)	YES	Work to be returned to student for correction and then judged to be USABLE or UNUSABLE

UNUSABLE

6. Is the error too difficult to   )
    correct?   )
)
)
               <u>or</u>   )
)
 * Are there too many correctable   )   YES   Perfect   P
    errors?   )   Acceptable   P
)   Unacceptable   N
               <u>or</u>   )
)
 * Are there too many noticeable   )
    corrections?   )

* MORE THAN ONE PER 50 WORDS (98% ACCURACY)

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* Each test piece should indicate clearly whether the work is a
   "one-off" copy, e.g. a letter, a single copy table etc., or
   whether it is a master for photocopying and later multiple
   distribution.

HOW TO USE A USABLE MARKING SCHEME

Begin with the first question under <u>WITH REGARD TO ACCURACY</u> and
work down the page until the work being considered falls into one
of the categories listed.

To decide what <u>DISPLAY IS</u>, categorise the work under one of the
headings under <u>DEFINITIONS OF DISPLAY</u> at the bottom of this page.

Note: The teacher should put her/himself in the position of an
         employer with high, but not impossible or unrealistic,
         standards. She/he should not worry about what other
         employers may or may not accept, as employers vary
         considerably in their standards and requirements.

         A reference bank or style manual of acceptable styles of
         presentation within a school or department would inform
         the student of the style required whilst working at the
         College and would aid teachers when assessing. Even with
         such a bank, decisions still have to be made within the
         framework of the "acceptable style". Decisions made on
         "usability" are, of course, very subjective but no more so
         than when assessing an English essay or paragraph answer
         in some other subject.

         It is important in a classroom situation or testing
         situation that both the student and teacher should know
         the purpose of a particular document, e.g. whether it is:

                a one-off document or an important document,
                a master for photocopying,
                a draft, etc.

This knowledge will help the student to meet the necessary requirements and will help the teacher to assess more realistically.

It is also important that both the student and teacher are familiar with the marking scheme itself, and that it be employed, not only when assessing tests, but in ordinary classwork as well. With time and help, the students can and should start assessing the usability of their classwork themselves, as they will have to do this in a work situation eventually.

DEFINITIONS OF DISPLAY

PERFECT
: All instructions followed
All theory rules followed
Very favourable general impression

ACCEPTABLE
: Minor instructions not followed
Setting out errors which could be ignored
Minor miscalculations
Impression of neatness and text easy to follow

UNACCEPTABLE
: Important instructions not followed
Major theory rules broken
Major miscalculations which affect ease of reading
Unfavourable impression for any reason

PERFORMANCE	CONDITIONS	STANDARD	ENABLING OBJECTIVES
THE STUDENT SHOULD BE ABLE TO	GIVEN	SO THAT	
1.1.1 Identify, within the environment, factors which cause health and physical problems.	Typewriting equipment and furniture.	Correct posture and sound work practices are observed to have been adopted to avoid occupational health problems.	1 Arrange and adjust the work environment to suit personal physical needs. 2 Implement preventative measures such as exercises, rest breaks and posture. 3 Adjust equipment (such as chair, desk, typewriter, copyholder) and lighting. 4 Adopt correct posture.
1.1.2 Understand the purpose and operation of various functional parts of the typewriter.	A typewriter and paper/ storage media.	Use of functional parts (relevant to each stage of work) is demonstrated.	1 Use functions and controls relevant to each task. 2 Insert and remove paper and/or storage media. 3 Adjust margins, line spacing and pitch (if applicable). 4 Set and clear tab stops. 5 Re-insert and re-align uncompleted typescript (if applicable).
1.1.3 Touch type.	A series of typing drills appropriate to progression.	Accurate keystroking techniques are demonstrated.	1 Type alphabetic characters. 2 Type numeric characters. 3 Type common signs. 4 Use correct fingering and keystroking techniques.
1.1.4 Display paragraphs.	A selection of typed material.	Accurate copy, correctly displayed, is produced in accordance with Standards Association of Australia AS 2708-1984.	Demonstrate the technique for typing block and indent paragraphs in single and/or double line spacing.

PERFORMANCE	CONDITIONS	STANDARD	ENABLING OBJECTIVES
THE STUDENT SHOULD BE ABLE TO	GIVEN	SO THAT	
1.1.5 Copytype.	A selection of typed material.	Accurate copy is produced in accordance with Standards Association of Australia AS 2708-1984.	SPOs 1.1.1, 1.1.2, 1.1.3, 1.1.4. Develop accuracy through accuracy building drills and exercises.
1.1.6 Increase keyboarding speed.	The testing arrangements required by the Standards Association of Australia AS 2708-1984.	A Standards Association of Australia typing speed statement is obtained.	Develop speed through speed and technique building drills. SPOs 1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.1.5
1.1.7 Develop and apply basic typing principles.	Input which includes commonly used correction and format instructions and abbreviations and own typescript.	Usable work is produced.	Demonstrate a knowledge of typing principles in continuous matter; such as punctuation, syllabication and correct expression of dates, times, amounts of money, Roman numerals, common signs and metric measurements. Select the appropriate size, type and quality of paper and envelopes. Interpret common abbreviations, manuscript and format signs.
1.1.8 Proofread, detect errors and correct own and other work.	Input which includes commonly used correction and format instructions and abbreviations and own and other typescript, original document and dictionary.	Typing errors are located and corrected and usable work is produced.	1 Proofread and detect errors in prepared and/or own typescript. 2 Either use common marks to identify errors, and analyse errors and type suitable remedial drills, or use an appropriate correction technique to correct typing errors. 3 Demonstrate a knowledge of a variety of correction techniques such as eraser, correction papers, correcting fluid, automated self-correction devices.

PERFORMANCE	CONDITIONS	STANDARD	ENABLING OBJECTIVES
THE STUDENT SHOULD BE ABLE TO 1.1.8 continued.	GIVEN	SO THAT	4 Use various methods of proofreading such as word-by-word, two person check and electronic means (if applicable). 5 Use correction techniques, such as crowding, spreading and re-aligning. 6 Evaluate usability of work.
1.1.9 Maintain a typewriter in functional order (exclusive of major break-downs).	A typewriter, instructional manual (if available), supplies and cleaning material.	Ribbons, correcting ribbons and printface are replaced as required and equipment is kept clean and used/stored correctly.	Remove, replace and adjust ribbons, correcting ribbons and printfaces (if applicable) by following instructions in operator's manual (where available). Use relevant parts of the machine in a correct manner. Regularly clean appropriate parts of the typewriter with appropriate cleaning materials and store the machine correctly and safely.
1.2.1 Type a simple display.	An input of NCC standard, the opportunity to correct errors and re-type if necessary.	Usable displayed work is produced within a reasonable time.	1 Centre text horizontally including single headings and block centring using such emphasis techniques as upper case and lower case, underscoring, spreading and bold type. 2 Use varied line spacing between displayed matter where appropriate. 3 Centre text vertically on A4 or A5 paper with either landscape or portrait insertion of paper in the machine.

PERFORMANCE	CONDITIONS	STANDARD	ENABLING OBJECTIVES
THE STUDENT SHOULD BE ABLE TO 1.2.1 continued.	GIVEN	SO THAT	4 Demonstrate a knowledge of a variety of simple display techniques such as vertical alignment of figures, pivoted headings, double underscoring, display of simple money columns with totals and continuous leader dots. 5 Display a simple enumeration. 6 Display a simple report combining such techniques as centred headings, side (shoulder) headings and block/indent paragraphs.
1.2.2 Display simple open and horizontally ruled tabulations.	Input for tabulation of not more than four columns which may include displayed title(s) and single line horizontal and blocked column headings, totals, and suitable horizontal ruling and the opportunity to correct errors or re-type where necessary.	Usable tabulation is produced with a reasonable time.	Display title heading(s). Display blocked, one-line column headings. Tabulate text which may include figures and totals. Rule horizontal lines (where appropriate) in machine or by hand.
1.2.3 Type one-page letters ready for mailing and with a file copy.	Adequate instructions, input of NCC standards and the opportunity to correct and re-type where necessary.	Usable letters are produced within a reasonable time.	1 Identify parts of a business letter. 2 Type a business letter on headed A4 or A5 paper in fully blocked style using open punctuation and including the correct placement of appropriate parts within the letter and suitable placement of the letter on the page. 3 Produce a file copy (such as a photocopy, carbon copy or disk storage). 4 Type a personal business letter on plain paper and including a home address and using fully blocked style and open punctuation.

PERFORMANCE	CONDITIONS	STANDARD	ENABLING OBJECTIVES
THE STUDENT SHOULD BE ABLE TO	GIVEN	SO THAT	
1.2.3 continued.			5 Type an envelope, to agree with the adressee, in a manner acceptable to Australia Post.
			6 Fold a letter to fit an appropriate envelope.
1.2.4 Type a short memorandum.	Printed memorandum forms, input of NCC standard and the opportunity to correct errors where necessary.	A usable memorandum is produced within a reasonable time.	1 Type a memorandum in fully blocked style with open punctuation on printed paper, aligning typescript headings with printed headings and aligning margins with printed headings.
			2 Type a memorandum in fully blocked style with open punctuation on blank paper.
			3 Produce file copy.
1.2.5 Type appropriate information on forms.	Simple, pre-printed forms.	Usable completed forms are produced within a reasonable time.	Determine and correctly use the information required.
			Align and type the required information in the appropriate place.
1.3.1 Ascertain requirements of typing tasks and prioritize a workload.	An assignment of four typing tasks with differing degrees of urgency (in addition to normal classwork) and a limited, but adequate supply of stationery and actual completion dates within a particular week.	Usable tasks are presented at the prescribed times.	1 Determine the urgency of tasks.
			2 Rank tasks in order of priority.
			3 Choose appropriate stationery.
			4 Analyse workload for the week.
			5 Organise workload so that tasks are presented on time.
			6 Type each task and proofread and correct errors.
			7 Present each task at the required time.

PERFORMANCE	CONDITIONS	STANDARD	ENABLING OBJECTIVES
THE STUDENT SHOULD BE ABLE TO 1.3.2 Complete an integrated typing task requiring resourcefulness and organisational ability.	GIVEN a time allocation and input of NCC standard comprising five thematically related typing tasks.	SO THAT Usable copy is produced and presented satisfactorily within two hours. To include such tasks as a business letter, display, envelope, simple tabulation, short memorandum and form.	SPOs 1.1.1 - 1.3.1 Practise in reading, making decisions about and typing thematically related typing tasks.

APPENDIX I

GLOSSARY OF TERMS

ACCESS   Gain entry to stored information.

*ACCOUNTABILITY   Being held responsible and answerable for
                                specified results or outcomes of an activity over
                                which one has authority.

*AFFIRMATIVE ACTION   Positive action taken to overcome under-
                                representation of women and minority groups in
                                employment (including career advancement
                                programs) and in the make-up of post-school
                                student bodies, as compared to the composition of
                                the area population.

AIM   Overall expected outcome of a learning
                                experience.

ANTI-DISCRIMINATION   Not discriminating against a person because of
                                particular characteristics e.g. sex, sexual
                                preference, race, religious and/or political
                                beliefs, marital status.

AUDIO TYPING   Typing direct from voice, either live or
                                recorded.

AUTHOR   Originator of text information.

BASIC   Fundamental; minimum.

BUSINESS AWARENESS   Course of study to inform students of different
                                types of organisations, their structure,
                                language, career paths and where they fit into
                                the industry, government and social strata.

BUSINESS COMMUNICATION   Vocational communication studies relating to the
                                language, format and content of business
                                correspondence and documents.

COMMUNICATION SKILLS   Oral, non-verbal, written or audio-visual
                                techniques used in successful communication, and
                                to the ability in using these techniques.

* Terms taken from Draft Glossary of TAFE Terms - TAFE National Centre for
  Research and Development, July 1984.

*CURRICULUM	The total program of study in a course, involving objectives/content (the syllabus), learning activities, student assessment and specified resources.
DEMONSTRATE	Refers to outcomes achieved through activities such as: - written work - active participation - description - role play - simulation
DISPLAY	For Focus Area 6 - Production Typing. Layout, format, style.
DRAFT	Not final copy.
EFFECTIVE	Producing desired result.
*EFFICIENT	Producing desired results with a minimum expenditure of energy, time, money or materials.
ELECTRONIC MAIL	Equipment and communication lines to transmit and receive documents electronically (without the physical movement of paper) to or from one or more locations.
ELECTRONIC RETRIEVAL	Extraction of data from a file or files by searching for specified keys or labels contained in records stored on file.
ELECTRONIC STORAGE	Entry and holding of data by electronic means.
*EMPLOYMENT	State or condition of engaging in remunerative work.
ENDORSEMENT	Notation on award document.
EQUAL EMPLOYMENT OPPORTUNITY	Opportunity to participate, compete and gain advancement in employment without discrimination of any kind.

* Terms taken from Draft Glossary of TAFE Terms - TAFE National Centre for Research and Development, July 1984.

ERGONOMICS	Applied systems engineering where optimum working conditions and equipment are designed with consideration of efficiency and the comfort and safety of workers.
ESTIMATIONS	Approximate check of results.
FILE COPY	Carbon copy, photocopy, additional print-out or copy stored on magnetic media or in memory.
FILING	Systematic collection of storage of information.
FOCUS AREA	Arbitrary delineation of content boundaries.
FORMAT	Arrangement of layout of the printed page, including margins, tabs, alignment.
FUNCTION	Mode of action which fulfils a purpose.
HARD COPY	Printed or written output.
INPUT	See ORIGINATING INPUT.
INTEGRATED	Made up of parts, combinations of tasks and/or skills.
INTERACTION	Exchange among people.
INTERPERSONAL SKILLS	Ability to relate/communicate effectively with others.
KEYBOARD	Component of the unit containing both alpha-numeric and function keys which enables text to be entered.
KEYBOARDING	Act of entering data by means of a typewriter.
LITERACY	Ability to use and understand basic terminology.
LOG	Record.

* Terms taken from Draft Glossary of TAFE Terms - TAFE National Centre for Research and Development, July 1984.

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MAINTAIN   Take action to preserve in good order.

MANUSCRIPT   Copy written by hand.

MICROGRAPHICS   Photograph or copy greatly reduced in size.

*NATIONAL CORE CURRICULUM   A term referring to TAFE course provided for a single occupational area, where a core of knowledge, skills and curriculum practices has been agreed upon by TAFE Authorities as being common to the program conducted by each TAFE Authority.

OBJECTIVE   Statement of learning outcomes attributed to the student behaviour in terms of performance, condition and standard.

OFFICE AUTOMATION   Computing facilities for office functions such as: word processing, electronic mailing and filing.

OFFICE PROCEDURES   Processes by which tasks are performed to enable the efficient functioning of an office.

ORAL   Spoken.

ORIGINATING INPUT   Handwritten, typed, audio, dictated or self-initiated task.

ORIGINATOR   Provider of information.

OUTPUT   Final result after information is processed and produced.

OVERTYPE   A character typed over another which constitutes an error.

PRINTFACE   Component which houses or creates alpha, numeric or symbolic print.

PRODUCTIVITY   Amount of output produced in a given time.

* Terms taken from Draft Glossary of TAFE Terms - TAFE National Centre for Research and Development, July 1984.

PROOFREADING	Reading copy for purpose of identifying and correcting errors.
REASONABLE TIME	Time allowed for completion of a particular job and appropriate to that job.
REGISTER	Formal written record of movement of mail.
REPROGRAPHICS	Process of producing copy/ies.
RETRIEVE	Locate and recover.
RSI	Repetition Strain Injury - a family of associated injuries usually sustained after following poor work practices and/or using poorly designed equipment/work stations.
SELF APPRAISAL	Evaluation of self; an estimated value of self and skills.
SELF AWARENESS	Conscious knowledge of self at a particular point of time or in a given set of circumstances.
SELF CONCEPT	An individual's perception of self which incorporates how others perceive her/him.
SELF ESTEEM	Overall estimate or judgment of how a person feels about her/himself; self worth.
SELF PROFILE	Listing of personal skills, abilities, characteristics and qualities.
SIMPLE	Basic; easily understood.
SIMULATE	Replicate conditions of situation with model, for convenience or training.
*SYLLABUS	A statement of the course objectives/contents which are expected to be taught/learnt.
TAFE AUTHORITY	Technical and Further Education controlling body in a State or Territory.

*   Terms taken from Draft Glossary of TAFE Terms - TAFE National Centre for Research and Development, July 1984.

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TASK	Piece of work or major element of work which achieves specified results.
TEXT	Characters, numerals, words, and information that constitute a document.
TYPESCRIPT	Typed copy.
TYPEWRITER	A manual, electric or electronic typewriter, text editor, word processor, computer operating as a word processor, or any similar device. (Source - Standards Association of Australia, AS 2708-1984, 1.4.8)
WORKLOAD	Amount of work allocated to a particular person.
WORK STATION	Individual work area which might include a desk, equipment and other furnishings.
WRITTEN	Handwritten; typed.

* Terms taken from Draft Glossary of TAFE Terms - TAFE National Centre for Research and Development, July 1984.

USABLE Checklist

USABLE work will satisfy all the following criteria:

1. **GENERAL**

   1.1 All the work typed, printed or written on the appropriate stationery.

2. **OVERALL APPEARANCE**

   2.1 Originals and hard copies are clean, smudge free and easy to read.

   2.2 Work is free of poorly made or clearly visible corrections. An exception may be made, however, when warranted by the purpose of the document, e.g. visible corrections may be acceptable on first drafts or documents to be photocopied.

3. **FORMAT**

   3.1 Work is formatted in an acceptable style inclusive of margins, layout and placement on page.

   3.2 All author's instructions have been followed.

4. **ACCURACY**

   4.1 Work is free of errors in: spelling, grammar, punctuation, calculations and figures.

   4.2 Work is free of typographical errors, overtypes and omissions.

   4.3 Words have not been misused, resulting in the wrong meaning being conveyed.

5. **COMPLETE**

   The following to be completed as required:

   5.1 Correct reference, date, address, enclosure notations and other relevant information e.g. dates on cheques.

   5.2 Correctly addressed envelopes or adhesive labels included.

   5.3 All special notations correctly typed, printed or written on the documents, envelopes or adhesive labels.

   5.4 Sufficient file copies or an index reference for file copies stored on magnetic media.

Distance Education

Where students are involved in distance education, alternative solutions may be used to assess work according to NCC guidelines for USABLE, CORRECTABLE and UNUSABLE.

The following is an example of a strategy that may be adopted.

1. Exercises giving time limits and conditions are organised and delivered to the student.

2. Exercises are completed by the student who records the time taken for the assignment. The student signs the assignment. A supporting signature to certify the time is also needed before the assignment is submitted.

3. Work is classified by the teacher as USABLE, CORRECTABLE, UNUSABLE and returned/posted to the student. Time allowed for corrections and/or re-typing is stated.

4. The student makes corrections to the work and certifies that the time has not been exceeded. A supporting signature is also needed.

5. This work is then re-classified according to the NCC guidelines by the teacher.

STAGES OF CONCERN ABOUT THE INNOVATION

6   REFOCUSING: The focus is on exploration of more universal benefits from the innovation, including the possibility of major changes or replacement with a more powerful alternative. Individual has definite ideas about alternatives to the proposed or existing form of the innovation.

5   COLLABORATION: The focus is on coordination and cooperation with others regarding use of the innovation.

4   CONSEQUENCE: Attention focuses on impact of the innovation on students in his/her immediate sphere of influence. The focus is on relevance of the innovation for students, evaluation of student outcomes, including performance and competencies, and changes needed to increase student outcomes.

3   MANAGEMENT: Attention is focused on the processes and tasks of using the innovation and the best use of information and resources. Issues related to efficiency, organizing, managing, scheduling, and time demands are utmost.

2   PERSONAL: Individual is uncertain about the demands of the innovation, his/her inadequacy to meet those demands, and his/her role with the innovation. This includes analysis of his/her role in relation to the reward structure of the organization, decision-making and consideration of potential conflicts with existing structures or personal commitment. Financial or status implications of the program for self and colleagues may also be reflected.

1   INFORMATIONAL: A general awareness of the innovation and interest in learning more detail about it is indicated. The person seems to be unworried about himself/herself in relation to the innovation. She/he is interested in substantive aspects of the innovation in a selfless manner such as general characteristics, effects, and requirements for use.

0   AWARENESS: Little concern about or involvement with the innovation is indicated.

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Employers call for training shake-up

Tasmanian employers want changes to the commerce and secretarial studies course taught at Tasmania's technical colleges.

They want more emphasis on teaching such things as telephone manners, attitude towards clients and other staff, comprehension and basic office skills.

The findings are contained in a report prepared by the Division of Technical and Further Education.

TAFE surveyed 152 employers' staff needs throughout Tasmania last year.

It said a new course should be designed to cover specific core subjects.

After reaching a satisfactory level in these core skills, secretarial students should then be able to elect to take additional subjects.

The report said the responses to some questions were overwhelming.

It found that in general, employers' views related to both their prospective and their existing employees.

The latest report follows another study published last November which surveyed former secretarial students.

That study found the course was too rigid.

It also found 35 per cent of students totally failed the course while many were merely filling in time.

And it found only 22 per cent of those who took the course found secretarial positions.

The commerce-secretarial studies course is conducted at Hobart, Launceston, Devonport, Burnie and at the West Coast Community College.

The new employer survey by TAFE was published on March 7.

By ANGUS DOWNIE

It recommended that a new course be established with a compulsory core which all students must complete.

It said pre-testing should be undertaken for students who felt they already had these core skills.

This core should include telephone use, attitudes to work and office personnel, personal contact, speech, comprehension and clear thinking, personal dealings, dress and grooming, personality, typing, filing and data retrieval, mail processing, basic office duties, written communication, basic calculations, making appointments and the preparation and issuing of documents.

Most employers said an employee's telephone manner was more important than switchboard operation.

"It was seen that all employees should have a pleasant, friendly telephone manner with an understanding of how to deal with callers in such a way as to promote the firm's image."

Employers said personal contact, presentation, dress and grooming and attitude to clients and staff rated second on their requirement list.

"However, it was felt that attitudes were more difficult to teach in the office environment and were often formed before an employee applied for a position."

Most employers said an understanding of both written and oral instructions and an ability to do tasks logically was essential.

They said they looked for initiative and an employee's capacity to express himself or herself clearly.

But a large number said they were alarmed by the number of employees who lacked basic literacy.

STAGE 1 TYPING

S.P.O. 1.2.3 - BUSINESS LETTERS

LAUNCESTON COLLEGE OF TAFE

1986

In this package you will learn to:

1 identify parts of a business letter,

2 type a business letter on headed A4 or A5 paper in fully blocked
   style using open punctuation and including the correct placement of
   appropriate parts within the letter and suitable placement of the
   letter on the page,

3 produce a file copy (such as a photocopy, carbon copy or disk
   storage),

4 type a personal business letter on plain paper and including a home
   address and using fully blocked style and open punctuation,

5 type an envelope, to agree with the addressee, in a manner acceptable
   to Australia Post,

6 Fold a letter to fit an appropriate envelope.

BUSINESS LETTERS

In this unit, you are going to learn new skills - how to set out and type envelopes and business letters. You will find, though, that all of the previous skills that you have learned will be involved too.

Within a letter you will have to centre, tabulate, maintain an even right-hand margin, and most important, produce letters which are accurate.

ACTION

Before commencing to type, refer to your reference sheets pages 9.4-9.8 to compare open and closed punctuation styles.

IN THIS PACKAGE YOU WILL BE USING OPEN PUNCTUATION.

STUDY THESE SHEETS CAREFULLY AND REFER TO THEM WHENEVER YOU ARE IN DOUBT.

NOTE

Text used with this package is TYPEWRITING FOR A KEYBOARD CAREER - BASIC COURSE. e.g. BC 86 = Basic Course Page 86

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ENVELOPES

Before presenting a letter for signature, you must type an envelope.

Position the envelope over the top of the original of the letter (the address of the envelope facing towards the back) together with any enclosures. The file copy of the letter is usually placed underneath.

The name and address should always be parallel to the longer side of the envelope.

The envelope sizes most commonly used for business correspondence are -

> 11B -- 144 x 90 mm - takes A4 paper folded
> three times and A5 folded
> twice
>
> C6 -- 162 x 114 mm -- takes A4 paper folded twice and
> A5 folded once
>
> DL -- 220 x 110 mm -- takes A4 equally folded twice

Envelopes are usually typed in BLOCK style with OPEN punctuation as shown below:

<u>EITHER</u>   MR J THOMPSON   Mr J Thompson
43 CREEK ROAD   <u>OR</u>   43 Creek Road
HOWRAH TAS 7018   HOWRAH TAS 7018

Start typing half-way down an envelope and one-third of the way across.

On C6 envelopes commence 15 turns from the top edge and 25 spaces Elite or 20 spaces Pica from the left edge.

Single or double line spacing is used if the address is three lines.

Single line spacing is used if the address is more than three lines.

Two letter spaces are left between the city or postal town and the abbreviated state.

Two letter spaces are left between the state and the postcode.

Special instructions such as PERSONAL, CONFIDENTIAL or FOR THE ATTENTION OF should be typed approximately half-way down the envelope, two line spaces above the name of the addressee.

Names of countries, such as ENGLAND and MALAYSIA should be typed one clear line space (two turns) below the last line of the address.

ACTION

Take three C6 and one DL practice envelopes. Refer to pages 3, 4, 5 and 6 of this package and type a sample of each envelope shown. Mark notations shown in biro for your reference sheets.

Submit these samples to your Supervisor.   SUPERVISOR CHECK BL1

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ADDRESSING ENVELOPES

International Size C6 Envelope 16.2 x 11.4 cm

Turn down 14-15 s/s i.e. half-way down the envelope.

Tab

E 25
P 20

Begin one-third of the way across the envelope

,Mr B C Mollison
,431 Wellington Street,
,GLEN WAVERLEY ^^ Vic ^^ 3150

Mostly addresses are single-spaced, but a three-line address may be double-spaced.

The receiving Post Office is capitalized and the state and postcode are shown

The address should appear in a central position on the envelope, and should match the letter style.

Chainfeeding Envelopes (from the back)

1. Place an envelope into the machine in the normal way and roll it through until the bottom edge has just gone under the roller.
2. Put another envelope in the machine.
3. Roll the first envelope into the typing position.
4. Type an address on the first envelope.
5. Roll out the first envelope and as the second envelope is rolled into typing position, place the next one in the machine. Repeat point 4 so that there are always two envelopes in the machine.

Chainfeeding Envelopes (from the front)

1. Place an envelope into the machine in the normal way and roll it forward until it is typing position.
2. Type an address on the envelope.
3. Roll the envelope back until the top edge is level with the paper bail.
4. Put the bottom edge of the next envelope under the top edge of the first and turn the roller back until this envelope is in typing position.
5. Repeat points 2-4. The envelopes will accumulate behind the roller and can be removed in groups of 6-8.

ADDRESSING ENVELOPES - International Size DL Envelope 21.9 x 11.1 cm

Turn down 1¼ s/s
i.e. half-way down
the envelope

Mrs A E Harman
Launceston Tourist Centre
450 Wellington Street
LAUNCESTON ^^ Tas ^^ 7250
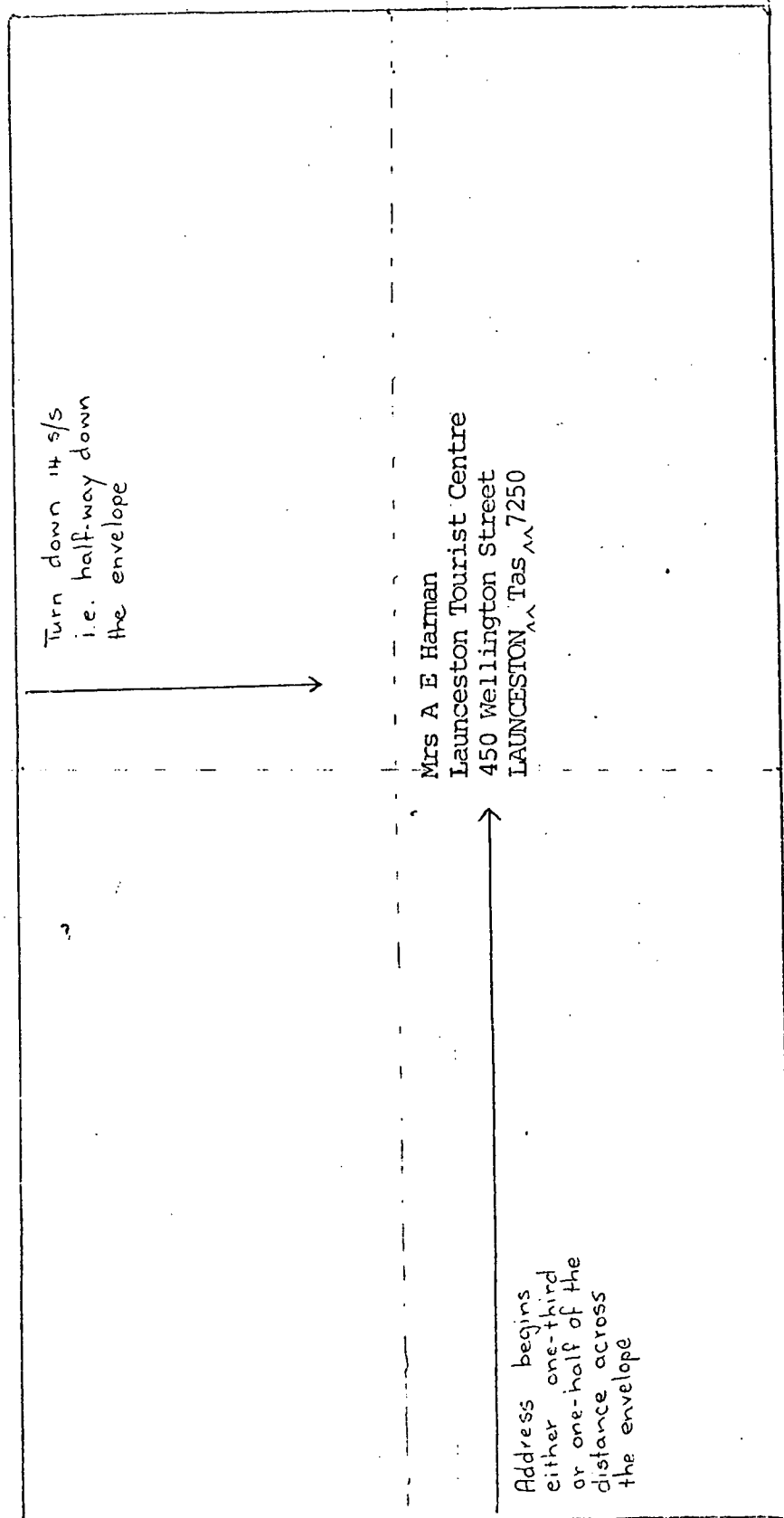
Larger sizes of envelopes
begin have the address
beginning half-way across
the envelope

Address begins
either one-third
or one-half of the
distance across
the envelope

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ENVELOPES - ADDRESSING ACCORDING TO AUSTRALIA POST RECOMMENDATIONS

With the continued development of mechanical aids to mail sorting, the lay-out of an address on a postal article has assumed greater importance. The following illustration shows the correct method of address lay-out for standard article mail and this principle may be followed for other categories.

BLOCK ADDRESS - OPEN PUNCTUATION

Address may be typed in all capitals

Address Zone →

ATTENTION MR P KENT ←———————— Special envelope notations should be within the address zone and preferably above the address.

Branxholm Industries
200 Broadway Avenue
WEST BEACH SA 5024

No punctuation in bottom line
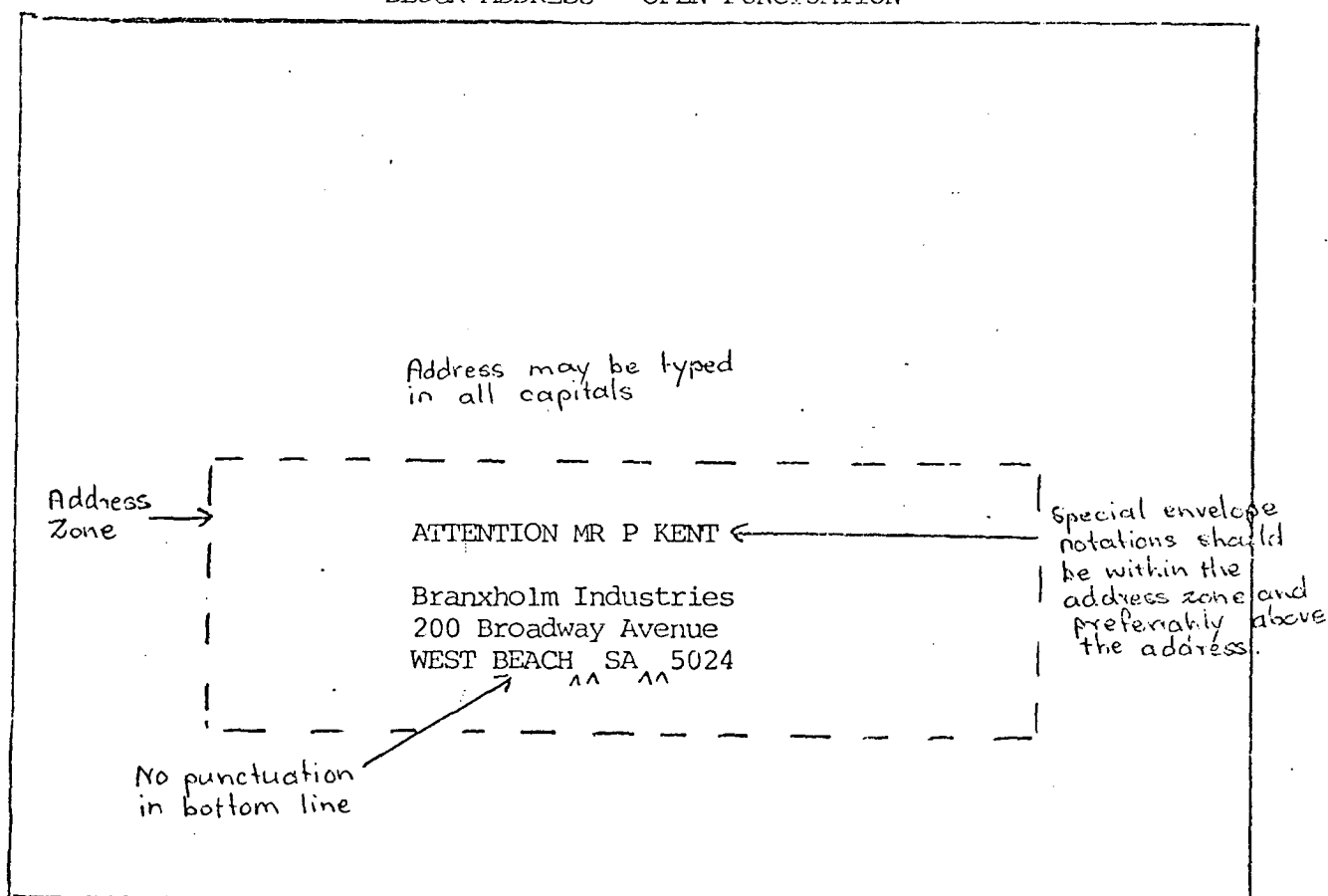
1. All lines of the address should have a uniform left margin to avoid confusion to the line finding feature of the Optical Character Recognition equipment.

2. The address lines should be kept parallel to the bottom edge of the envelope.

3. The bottom line of the address should be typed WITH NO PUNCTUATION and should contain only the city or place name, state, (printed in capitals) and postcode.

4. Reference numbers and attention lines must be placed within the address zone but not below or within the last two lines of the address. This is to avoid confusion in the address block location process.

N.B. Although the recommendations in the Postal Guide are illustrated by examples of addresses typed in block capitals for the whole address, the recommendations do not specify this.

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ADDRESSING ENVELOPES - Overseas Addresses

Mr Adrian Koopman
4/67 Mapleleaf Avenue
Key West
OTTOWA
⎸———————⎹ I Blank
⎸————————→ CANADA
⎸ 10 spaces

ENVELOPES

ACTION

PRACTICE TYPING ENVELOPES

BC90   Part B. Ignore the instructions in the book. Type envelopes
        relating to Personal Letters and Business Letters, using
        envelope sizes C6 for personal letters and DL for business
        letters.

        Submit these to your Supervisor.   SUPERVISOR CHECK BL2

BC91   Part B. Type envelopes relating to Business Letters with
        Notations and Overseas Letters, using envelope sizes C6 for
        Business Letters with Notations and DL for Overseas Letters.

        Submit these to your Supervisor.   SUPERVISOR CHECK BL3

REMEMBER -- BEFORE PRESENTING A LETTER FOR SIGNATURE, YOU MUST TYPE
AN ENVELOPE.

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BUSINESS LETTERS

Business letters are typed on paper called "Letterhead" and this has
the name and address of the business printed on it - other details
such as the telephone number may be included also.

Letterhead paper is generally a good quality white paper. A copy is
always made of every letter written by a business. The typist does
this by inserting a sheet of carbon paper and a sheet of coloured
paper behind the letterhead paper before typing. The coloured paper
is known as the 'file' copy and is filed by the typist in the firm's
files.

See page 9 of this package and identify the parts of a business letter.
Full explanation of each part is given in Basic Course pages 79-81.

Forms of Address - Letters. Reference 14.1 provides information on the
correct method of addressing people when typing letters.

PARTS OF A BUSINESS LETTER

Fully Blocked Style with Open Punctuation

20 August 19-- ⟵ **Date**

Messrs J & W Robinson
68 Nubeena Avenue ⟵ **Inside**
SYDNEY NSW 2000 **Address**

ATTENTION MR J ROBINSON ⟵ **Attention Line**

Dear Sirs ⟵ **Salutation**

ANNUAL GENERAL MEETING, 15 OCTOBER 19-- ⟵ **Subject Heading**

Further to our forthcoming Annual General Meeting, we enclose
herewith an application for a postal vote in connection with
the election of directors.

On receipt of your application, we will forward to you a list
of nominees with relevant information on each together with
the ballot paper.

Body

Yours faithfully ⟵ **Complimentary Close**
EASTERN UNION CO LTD ⟵ **Firm's Name**

H B Cook ⟵ **Signature**

H B Cook ⟵ **Executive**
General Manager ⟵ **His Position**

hbc ef ⟵ **Reference Initials**

enc ⟵ **Enclosure Notation**

cc N Harvey, Company Secretary ⟵ **Carbon Copy Notation**

ACTION

Type a copy of the following letter for your reference sheets. When complete, write in the instructions and submit to your Supervisor for checking.

FULLY BLOCKED LETTER WITH OPEN PUNCTUATION

All lines begin on left margin

Open punctuation is generally used although closed punctuation may be used

If using letterhead paper, firm's name beneath complimentary close is not necessary

20 August 1960

4-6 Blanks

Messrs J & W Robinson
68 Nubeena Avenue
SYDNEY ∧∧ NSW ∧∧ 2000

2 Blanks

A If the letter is short, allow the maximum number of blank lines.

ATTENTION MR J ROBINSON

1 Blank

Dear Sirs

1 Blank

ANNUAL GENERAL MEETING   15 OCTOBER 1960

1 Blank

B When using open punctuation do not use the underscore.

Further to our forthcoming Annual General Meeting, we enclose herewith an Application for a Postal Vote in connection with the election of directors.

1 Blank

On receipt of your application, we will forward to you a list of nominees with relevant information on each together with the ballot paper.

2 Blanks

Yours faithfully
EASTERN UNION CO LTD

4-6 Blanks

C If the letter is too high, on the page, extra room may be allowed here to spread the letter.

H B Cook
General Manager

1 Blank

Upper or lower case → hb ef

D If the letter is too low, allow minimum number of blank lines.

May have an initial capital → enc

SUPERVISOR CHECK BL4   135

BC83   Use N J Johnson & Co Ltd letterhead. Type a copy of the
        fully block style letter shown in your text.

        Use open punctuation and a 50 space line as instructed.

        Refer to the blue instructions on the right hand side of
        the textbook page for spacing between parts of the letter.

        In part 16 of the letter, substitute your own reference
        initials for the word "yours".

        Using this letter, label the <u>parts</u> which are shown in blue
        on the left hand side of the page.

        Submit this to your Supervisor.   SUPERVISOR CHECK BL5

        (When your Supervisor has approved your sample, place with
        reference sheets).

BC84   LETTER B. Use Midland Furniture Co Ltd letterhead. Type
        this letter in fully blocked style with open punctuation.
        Follow any instructions given in the text.

        **REMEMBER – PROOFREAD AND CORRECT YOUR WORK WHILE IT IS STILL
        IN THE MACHINE!**

                                              SUPERVISOR CHECK BL6

BC79   Read part 7 notes relating to "Attention Lines".

BC81   Read part 17 notes relating to "Enclosure Notations".

<u>ENCLOSURE NOTATION</u>

The enclosure notation (Enc) is ONLY used if something else <u>other than</u>
the actual business letter is enclosed in the envelope. It is typed at
the bottom of the page <u>two blank lines</u> below the typist's initials.
If more than one enclosure is included, the number must be shown.
Other information may also be given:

        EXAMPLE: Enc
                    Enc 2
                    Enc Cheque No 42312

Enclosures are always firmly attached <u>behind</u> the letter, generally with
a staple in the top left-hand corner.

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Enclosure Notation   cont'd

When folding letters with enclosures, it is often better to use a large envelope because of the bulkiness of the contents.

When inserting the letter and enclosure in the envelope, ensure that the staple goes to the bottom of the envelope, so that when the envelope is franked, it will pass through the franking machine.

HINTS

Before typing the complimentary close, always have a good look at your letter. Refer to Page 11 of this package, Sections A, B, C and D.

1. If it looks too high, spread out the closing lines by allowing extra room for the signature (up to six blank lines) and more room before typing the reference symbols (up to four blank lines).

2. If it is too low, close up the final lines by allowing less space for the signature and raise the reference symbols.

If the letter looks well placed you may continue normally without any worries.

ACTION

BC85   LETTER D. Use N J Johnson & Co Ltd letterhead.
        Type this letter in fully blocked style with open punctuation.
        Follow any instructions given in the text.

        Submit this to your Supervisor.
                                            SUPERVISOR CHECK BL7

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DATES

The date is <u>NEVER</u> abbreviated in a business letter.

```
┌─────────────────────────────────────────────────────────┐
│                                                         │
│     THIS IS THE STYLE PREFERRED IN THIS COLLEGE         │
│                                                         │
│                                                         │
│                   16 March 198-                         │
│                                                         │
└─────────────────────────────────────────────────────────┘
```

REMEMBER - WHEN YOU START WORK , YOU WILL HAVE TO TYPE THE STYLE OF DATE WHICH
YOUR FIRM USES, NOT ONE OF YOUR OWN CHOICE!!!

```
┌──────────────────────────────────────────────────────────────────┐
│ HINT                                                             │
│                                                                  │
│ If a date is mentioned within the body of a business letter, e.g.│
│                                                                  │
│        Dear Sir                                                  │
│                                                                  │
│        The annual conference is to be held on April 2, 198  and you are .......│
│                                                                  │
│ you must make sure that the date quoted is in EXACTLY the same style as the│
│ style of date which you have typed at the start of the letter, e.g.│
│                                                                  │
│                                               16 March 198       │
│                                                                  │
│ Dear Sir                                                         │
│                                                                  │
│ The annual conference is to be held on 2 April 198  and you are .........│
└──────────────────────────────────────────────────────────────────┘
```

INSIDE ADDRESSES - POINTS TO OBSERVE

1 Abbreviations like "Rd" for "Road" are <u>NEVER</u> used in an address; the
   only abbreviations which MAY BE acceptable are "Co" for "Company",
   "Pty" for "Proprietary" and "Ltd" for "Limited", when they appear as
   such in the registered name of the company.

2 Abbreviate as follows: QLD, NSW, VIC, SA, WA, TAS, NT and ACT.

3 Australia Post regulations state that no punctuation or underlining is to be
   used in the address on the envelope.

4 Always leave TWO SPACES between the post town, the State and the postcode.
   All three MUST BE INCLUDED, and the post town and State must be CAPITALISED,
   e.g. HOBART⋀⋀TAS⋀⋀7000

ACTION

On a sheet of notepaper, write, in biro, the States and postcodes for the
following towns, using the standard abbreviation for the State. Arrange the
places in <u>numerical order</u> according to the postcode, i.e. lowest number first.

> Dalby, Devonport, Elizabeth, Ferntree Gully, Fremantle,
> Kalgoorlie, Launceston, Maclean, Newcastle, St Lucia,
> Shepparton, Victor Harbor

ACTION

(a) On a sheet of A4 paper, using double line spacing and a left margin
    of 40 type the name of each town with its State and postcode
    correctly set out beside it (from your written list).

    EXAMPLE: HOBART   TAS   7000

(b) Below the exercise, on the same sheet of A4, in one sentence state
    how you can tell a postcode in Queensland from one in New South Wales
    or Victoria.

                                    SUPERVISOR CHECK   BL8

The inside address includes the identity and address of the
addressee (the person who is to receive the letter). A
business letter should always be addressed to a person by
his/her name and title.

Keep to four lines if possible.

*This is the
style preferred
in this College.*
→

Mr R Carey Manager
KP Products Ltd
GPO Box 1291
MELBOURNE VIC 3001

OR

Ms K Sims
Personnel Manageress
Forest Fabrics Ltd
90 Baxter Road
KENMORE QLD 4069

If no title is known, the name is sufficient:

            Mr W Burns
            United Products Ltd
            Clearview Terrace
            OAKDALE NSW 2570

If no name is known, a suitable title must be used, preceded by
the word "The":

            The Secretary
            Northside Social Club
            45 Willis Street
            LAUNCESTON TAS 7250

When a post office box number is shown on a firm's letterhead,
letters to that firm are always addressed to that box number and
NOT the street address:

            Messrs Sims & Simpson
            Accountants
            GPO Box 3450
            ADELAIDE SA 5001

*Note: Post Office box
numbers for capital
cities end with the
number "1".*

REFERENCE SYMBOLS

Reference initials are the initials of the dictator of the letter,
followed by those of the typist e.g. JH.TB or jh.tb

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Reference Symbols cont'd

In the sample letter, page 83, Job A of Basic Course, John Harper is signing the letter, so the dictator's reference initials are JH

If you type a letter with a complimentary close as follows:

                    Yours faithfully
                    HOTECH ENTERPRISES LTD

                    Manager

you do not know who dictated this letter. Therefore type only your initials as Reference Symbols to this letter, e.g. TB REMEMBER when using both initials, the initials of the dictator are always typed first.

BC80   PART 9.   Read notes on "Subject Lines".

BC80   PART 12.   Read notes on "Typed Firm Name".

BC81   PART 18.   Read notes on "Under Separate Cover Notation".

BC86   LETTER F.   Use N J Johnson & Co Ltd letterhead.
        Type this letter in fully blocked style with open punctuation.
        Follow any instructions given in text.

        Submit this to your Supervisor.   SUPERVISOR CHECK BL9

BC87   LETTER G.   Use Australian Paper Industries Pty Ltd letterhead.
        Type this letter in fully blocked style with open punctuation.
        Follow any instructions given in text. Take a photocopy of the
        original letter as a file copy.

BC87   LETTER H.   Use H A Ashworth & Co Ltd letterhead.
        Type this letter in fully blocked style with open punctuation.
        Follow any instructions given in text.
        Refer to your sample letter for correct layout if necessary.

        Submit this to your Supervisor.   SUPERVISOR CHECK BL10

REMEMBER

In the complimentary close, if the executive signing the letter is a man, the courtesy title **Mr** is usually omitted, except if he has a special title such as Rev, **Dr**, **Prof**, etc, when it is included within brackets, eg, **(Dr) E R Panton** or **Trevor Wright (Rev)**.

Similarly, if the executive is a woman, her title is usually included in brackets to indicate her marital status, eg **Mrs, Ms, Miss**. The title in brackets may be typed before or after her name, eg, **(Miss) Jane Doe** or **Ellen Bracknell (Mrs)**.

In business, your employer will have a preference as regards the typing of a title and you should follow his/her wishes.

ACTION

A number of important points regarding the parts of a letter have now
been covered. On your letter to Mr R B Eunson (BC P87 Letter H)
make notes in the following way to remind yourself of these important
points.

EXAMPLE

Courtesy title
must be here

Mr R B Eunson
Australian Paper Industries Pty Ltd
216 Elizabeth Street — NEVER ABBREVIATE
MELBOURNE   VIC   3000

ALWAYS HAVE A POSTCODE NUMBER

Yours faithfully
H A ASHWORTH & CO LTD

but NEVER here unless
it is a woman or a
man with a special title

Harold Davis
Manager

ACTION

On a sheet of A4 practice paper and using the example above as a guide, type
the following inside addresses and closing parts of a letter, paying particular
attention to the points mentioned in the example and on pages 14 and   of
this package.

INSIDE ADDRESS	COMPLIMENTARY CLOSE
1 Phillip Burns, Manager, Burns Promotions Ltd., 20 Charles St., Launceston.	H A Ashworth & Co Ltd., Mrs June O'Da Personnel Manager.
2 Northern Badminton Club, GPO Box 141, Hobart, Tas.	Professor James Penfold, Operations Consultant.
3 Messrs Black & White, Black & White Advertising Pty Ltd., 2/491 Little Ave., Devonport.	Mr Simon Templar, Chief Accountant.

A4 AND A5 LETTERHEAD

Most business organisations have their letterhead printed on two sizes of paper.

If the letters are small, use the smaller size letterhead (A5).

Medium and long letters are typed on the larger size letterhead (A4).

ACME CO LTD

(A4 letterhead)

ACME CO LTD
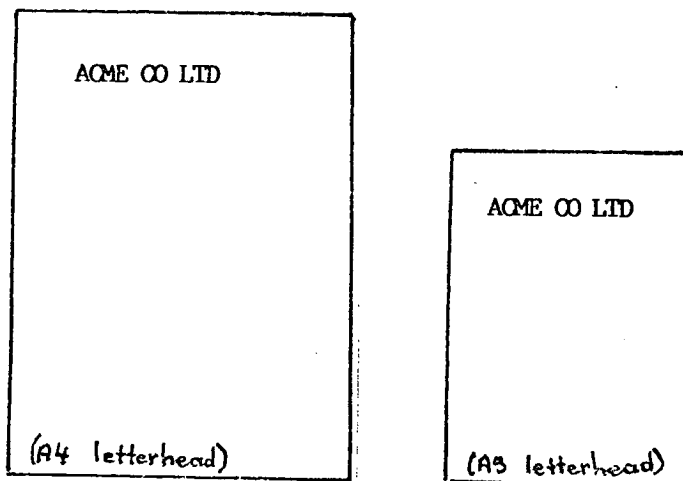
(A5 letterhead)

Look at the letter to be typed and assess, in your opinion, whether it is a short, medium or long letter and choose the appropriate letterhead and margins. See also reference sheet 14.5, Placing Letters Effectively on the Page.

		10 Pitch	12 Pitch
Short letters	(A5 letterhead)	50 space line	40 space line
Medium letters	(A4 letterhead)	60 space line	50 space line
Long letters	(A4 letterhead)	70 space line	60 space line

Please note:

Well designed letterheads on either A4 or A5 size paper will sometimes suggest an appropriate left-hand margin, so that the left typing margin aligns and compliments the letterhead. For example:

VALLEY GARDEN SUPPLIES

16 Simpson Street, Launceston. Tasmania. 7250.

Telephone: 32 9871

Left
Margin

1 April 19--

The Manager
Allen's Garden Centre
382 Westbury Road
PROSPECT TAS 7250

Set the
right margin
the same
width.

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N J JOHNSON & CO LTD
24 High Street
BENDIGO VIC 3550
Telephone 03 46 7586

9 March 19--

MESSENGER DELIVERY

CONFIDENTIAL
The Secretary
A Wilkes & Sons Ltd
Hartfield Road
SHEPPARTON VIC 3630

ATTENTION MR A WILKES

Dear Sir

INQUIRY FOR QUOTATION

We have pleasure in referring to Robert Richmond's
call on Wednesday of last week, and, as requested,
we attach our estimate for the woven material about
which you inquired.

A copy of our Furnishing Fabric Catalogue has been
forwarded by Speedy Couriers.

Yours faithfully
N J JOHNSON & CO LTD

John Harper
Sales Manager

jh/yours

N J JOHNSON & CO LTD
24 High Street
BENDIGO VIC 3550
Telephone 03 46 7586

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N J JOHNSON & CO LTD

John Harper
Sales Manager

jh/yours

TOO HIGH   TOO LOW   GOOD PLACEMENT

Read reference sheets 14.2, 14.3 on making and correcting carbon copies
before attempting the following sections:

On a sheet of A5 HOTECH letterhead, type the following letter in
FULLY BLOCKED style with OPEN punctuation. Refer to your sample
business letters in your Reference Folder, so that you space and
punctuate the letter correctly.
Make sure you read through a handwritten letter before commencing
to type.

MISS MAUREEN WATERS
CONNOR INSULATION LTD
44 ADDISON AVE
LINDFIELD NSW   2070

DEAR MISS W,
    PLEASE SEND ME ONE COPY OF YOUR RECENTLY
PUBLISHED ARTICLE ON CENTRAL HEATING. [I AM
AT PRESENT CONSIDERING THE VARIOUS METHODS, BUT
HAVE NOT AS YET DECIDED WHICH METHOD TO ADOPT
                            YOURS SINCERELY
                            I L TONGS
                            AUST. MANAGER

On a sheet of A5 HOTECH letterhead, type the following letter in FULLY
BLOCKED style with OPEN punctuation. The wording of the complimentary
close will be the same as on the previous letter. Submit this to your
supervisor.

MR E L TAGGART
MANAGER
HI-BROW PRODUCTS LTD
7 ASTONE LANE
GEELONG VIC

DEAR MR TAGGART   (IN FULL

I HOPE TO BE IN YR. AREA FOR THE LAST (3) DAYS OF
NEXT WEEK, FOLLOWING MY USUAL ROUTINE VISITS TO
MELBOURNE, BALLARAT & BENDIGO DURING THE MON &
TUES. [CLD. YOU & MR WHITE BE AVAILABLE FOR LUNCH
WITH ME ON THURS. & CLD. YOU ALSO GIVE ME SOME
OF YR. TIME AFTERWARDS ?
                            YRS SINCERELY etc

SUPERVISOR CHECK BL12

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PRACTISE TYPING LETTERS WITH A CARBON COPY FOR THE FILE

ACTION:

The letters are not displayed correctly -- refer to the sample letter on page 9 of this package.

BC93 Letter A. Use Controlair Pty Ltd letterhead.

BC93 Letter B. Use Packmate letterhead. .

SUPERVISOR CHECK BL13

DISPLAY IN FULLY BLOCK LETTERS

Emphasis may be given to important facts in a letter by displaying them at the left margin.

At least one clear space is left before and after the display.

ACTION:

Complete the following:

BC94 Letter A. Use G & H Ingram Ltd letterhead. Take a file copy only.

BC95 Letter B. Use Teague's Bookshop Pty Ltd letterhead. Read the notes on column display at the top of the page.

Ask your supervisor for an actual C6 envelope. Refer to reference 14.4 Folding A4 and A5 Paper for C6 and DL Envelopes. Present your next typed letter with the original folded in the addressed envelope. Do not seal the envelope.

BC96 Letter C. Use Horizon Publishers Ltd letterhead. Correct any setting out errors or omissions.

SUPERVISOR CHECK BL14

ACTION:

Using A4 paper, type a copy of the personal business letter set out
below. Type a suitable envelope and make a file copy. Use today's date.

Refer to reference sheet 14.6 as a guide.

Messrs T J Brook & Associates
PO Box 253
BURNIE   TAS   7320

ATTENTION MR B V WOODS

Dear Sirs

RE 21 CHATSWOOD STREET   DEVONPORT

Thank you for your letter informing me that my property has been sold.

I am grateful to you for the speed with which you effected the sale
and for the success you had in obtaining such a good price.

My solicitors (Messrs Goode and Linton, 56 Maverick Street, Devonport, 7310)
will attend to the formalities for me.

Yours faithfully

(Miss) L Hopkins
98 Timber Drive
BEACONSFIELD   Tas   7251

SUPERVISOR CHECK BL15

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Page 22

ACTION:

Assume that you have drafted the following letter for yourself.

Type the letter from this draft to The Deputy Commissioner of Taxation, GPO Box 999, Hobart. Use A4 paper and today's date. Type a suitable envelope to accompany the letter. REMEMBER TO TAKE A FILE COPY.

Dear Sir

SUBJECT: CLAIMS FOR INCOME TAX DEDUCTIONS

In response to your recent request, please find enclosed receipts to substantiate my claim for deductions made to the following organisations:

Red Cross Society $150
Northern Home for Boys 100
Salvation Army Winter Appeal 250
$ 500

Yours faithfully

enc

SUPERVISOR CHECK BL16

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MEASURE YOUR PROGRESS

See Basic Course (BC). Follow the blue instructions in the left hand margin.

BC97	Job 17
BC98	Job 18
BC98	Job 19
BC101	Job 23
BC101	Job 24
BC102	Job 26

Your aim is to:

1 type each exercise within the time given.

2 proofread and correct any typing errors
   so that <u>usable</u> copy is produced.

If you did not achieve these two goals for each exercise, repeat the exercise <u>once more</u> aiming to improve on your first attempt.

PRESENT COMPLETED DOCUMENTS IN ORDER IN A NAMED MANILA FOLDER TO YOUR SUPERVISOR.

SUPERVISOR CHECK BL17

A GUIDE TO ASSESSING USABILITY IN TYPING

WITH REGARD TO ACCURACY	ANSWER	DISPLAY IS	AWARD

USABLE

		ANSWER	DISPLAY IS	AWARD
1. Are there no errors?)			Perfect	C+
or)	YES	Acceptable	C
Are there no apparent errors?)			Unacceptable	N

		ANSWER	DISPLAY IS	AWARD
2. Are there changes in the text) which do not alter the) meaning or accuracy of the text?)	YES	Perfect	C
		Acceptable	C-
		Unacceptable	N

		ANSWER	DISPLAY IS	AWARD
3. Are all errors well corrected) (hardly noticeable)?)	YES	Perfect	C-
		Acceptable	P+
		Unacceptable	N

USABLE – DEPENDING ON THE PURPOSE OF THE DOCUMENT

		ANSWER	DISPLAY IS	AWARD
4. Are the corrections just below) usability standard, but could the) work be used for photocopying?)) or) Could the errors be corrected to) photocopy standard?)) or) (Where accuracy is one of sections) 1-4)) Could the work be used depending on) its purpose, even though the) impression created by the display) is not good?)	YES	Acceptable	P
		Unacceptable	N

CORRECTABLE

5. Can the errors be corrected) easily if the work is) re-inserted in the machine?)	YES	Work to be returned to the student for correction and then judged to be USABLE or UNUSABLE	

UNUSABLE

		ANSWER	DISPLAY IS	AWARD
6. Is the error too difficult to) correct?)) or) *Are there too many correctable) errors?)) or) *Are there too many noticeable) corrections?)	YES	Perfect	N
		Acceptable	N
		Unacceptable	N

* MORE THAN ONE PER 50 WORDS (98% ACCURACY)

The following table is a conversion scale where an over-all award is required for an assessment consisting of more than one question. It also provides an actual mark if that is required or desired.

MARK CONVERSION - SINGLE QUESTION

```
            C+ = 10 )
            C  =  9 )
            C- =  8 )  USABLE
            P+ =  7 )
            P  =  5    USABLE (DEPENDING ON ITS PURPOSE)
            N  =  2    UNUSABLE
```

MARK CONVERSION - MULTIPLE QUESTION ASSESSMENTS

MAXIMUM MARKS	100	90	80	70	60	50	40	30	20
AWARD				MARKS GAINED					
C+	100-91	90-82	80-73	70-64	60-55	50-46	40-37	30-28	20-19
C	90-81	81-73	72-65	63-57	54-49	45-41	36-33	27-25	18-17
C-	80-71	72-64	64-57	56-50	48-43	40-36	32-29	24-22	16-15
P+	70-61	63-55	56-49	49-43	42-37	35-31	28-25	21-19	14-13
P	60-51	54-46	48-41	42-36	36-31	30-26	24-21	18-16	12-11
L	50-41	45-28	40-25	35-22	30-19	25-16	20-13	15-10	10-7
N	40-0	27-0	24-0	21-0	18-0	15-0	12-0	9-0	6-0

e.g. Students results from a three-question assessment would be:

	C+=10	C = 9	C- = 8	P+ = 7	P = 5	L = 3	N = 2	TOTAL/30	AWARD
E		1	1		1			22	C-
V*		1	1				1*	19	P+
NA					2		1	12	L
YTH					1		2	9	N

When testing student performance objective 1.3.2 ALL FIVE tasks must be of usable standard to meet the requirements of the National Core Curriculum.
* Therefore, in the example above, Jean would not pass this objective as one task was unusable.

DEFINITIONS OF DISPLAY

PERFECT   All instructions followed
                                   All theory rules followed.
                                   Very favourable general impression.

ACCEPTABLE   Minor instructions not followed
                                   Setting out errors which could be ignored.
                                   Minor miscalculations.
                                   Impression of neatness and text easy to follow.

UNACCEPTABLE   Important instructions not followed.
                                   Major theory rules broken.
                                   Major miscalculations which affect ease of reading.
                                   Unfavourable impression for any reason.

HOW TO USE A USABLE MARKING SCHEME

Begin with the first question under <u>WITH REGARD TO ACCURACY</u> and work down
the page until the work being considered falls into one of the categories
listed.

To decide what <u>DISPLAY IS</u> categorise the work under one of the headings
under <u>DEFINITIONS OF DISPLAY</u> at the top of this page.

Note: The teacher should put herself in the position of an employer with
high, but not impossible or unrealistic, standards. She should not
worry about what other employers may or may not accept, as employers
vary considerably in their standards and requirements.

A reference bank or style manual of acceptable styles of presentation
within a school or department would inform the student of the style
required whilst working at the College and would aid teachers when
assessing. Even with such a bank, decisions still have to be made
within the framework of the "acceptable style". Decisions made on
"usability" are, of course, very subjective but no more so than when
assessing an English essay or paragraph answer in some other subject.

It is important in a classroom situation or testing situation that
both the student and teacher should know the **purpose of a particular**
document, e.g. whether it is:

                   a one-off document or an important document,
                   a master for photocopying,
                   a draft, etc.

This knowledge will help the student to meet the necessary requirements
and will help the teacher to assess more realistically.

It is also important that both the student and teacher are familiar
with the marking scheme itself, and that it be employed, not only
when assessing tests, but in ordinary classwork as well. With time
and help, the students can and should start assessing the usability
of their classwork themselves, as they will have to do this in a
work situation eventually. Students should receive early advice on
the assessment method to be used in Typing.

COMMERCIAL STUDIES - A GUIDE TO ASSESSING USABILITY IN TYPING

WITH REGARD TO ACCURACY	ANSWER	DISPLAY IS	AWARD

* USABLE

1. Are there no errors?	)		Perfect	P
or	)	YES	Acceptable	P
Are there no apparent errors	)		Unacceptable	N

2. Are there changes in the text which do not alter the meaning or accuracy of the text?	)))	YES	Perfect Acceptable Unacceptable	P P N

3. Are all errors well corrected (hardly noticeable)?	))	YES	Perfect Acceptable Unacceptable	P P N

* USABLE - DEPENDING ON THE PURPOSE OF THE DOCUMENT

4. Are the corrections just below usability standard, but could the work be used for photo-copying?	)))))			
or	))			
Could the errors be corrected to photocopy standard?	))	YES	Acceptable Unacceptable	P N
or	)			
(Where accuracy is one of sections 1-4)	)))			
Could the work be used depending on its purpose, even though the impression created by the display is not good?	)))))			

CORRECTABLE

5. Can the errors be corrected easily if the work is re-inserted in the machine?	)))	YES	Work to be returned to student for correction and then judged to be USABLE or UNUSABLE

UNUSABLE

6. Is the error too difficult to)
   correct?   )
)
)
              or   )
)
   * Are there too many correctable)   YES   Perfect   P
     errors?   )   Acceptable   P
)   Unacceptable N
              or   )
)
   * Are there too many noticeable)
     corrections?   )

* MORE THAN ONE PER 50 WORDS (98% ACCURACY)

---

* Each test piece should indicate clearly whether the work is a
  "one-off" copy, e.g. a letter, a single copy table etc., or
  whether it is a master for photocopying and later multiple
  distribution.

HOW TO USE A USABLE MARKING SCHEME

Begin with the first question under WITH REGARD TO ACCURACY and
work down the page until the work being considered falls into one
of the categories listed.

To decide what DISPLAY IS, categorise the work under one of the
headings under DEFINITIONS OF DISPLAY at the bottom of this page.

Note: The teacher should put her/himself in the position of an
        employer with high, but not impossible or unrealistic,
        standards. She/he should not worry about what other
        employers may or may not accept, as employers vary
        considerably in their standards and requirements.

        A reference bank or style manual of acceptable styles of
        presentation within a school or department would inform
        the student of the style required whilst working at the
        College and would aid teachers when assessing. Even with
        such a bank, decisions still have to be made within the
        framework of the "acceptable style". Decisions made on
        "usability" are, of course, very subjective but no more so
        than when assessing an English essay or paragraph answer
        in some other subject.

        It is important in a classroom situation or testing
        situation that both the student and teacher should know
        the purpose of a particular document, e.g. whether it is:

                a one-off document or an important document,
                a master for photocopying,
                a draft, etc.

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This knowledge will help the student to meet the necessary requirements and will help the teacher to assess more realistically.

It is also important that both the student and teacher are familiar with the marking scheme itself, and that it be employed, not only when assessing tests, but in ordinary classwork as well. With time and help, the students can and should start assessing the usability of their classwork themselves, as they will have to do this in a work situation eventually.

DEFINITIONS OF DISPLAY

PERFECT
All instructions followed
All theory rules followed
Very favourable general impression

ACCEPTABLE
Minor instructions not followed
Setting out errors which could be ignored
Minor miscalculations
Impression of neatness and text easy to follow

UNACCEPTABLE
Important instructions not followed
Major theory rules broken
Major miscalculations which affect ease of reading
Unfavourable impression for any reason