



BSB01 Business Services Training Package

Volume 1 of 8 (October 2004)

This document is Volume 1 of the Business Services Training Package endorsed components. As such it provides the introduction to the Training Package including the Common Business units of competency, the Assessment Guidelines and the Qualification Guide. It should not be used in isolation; users will need to ensure they have the relevant volume or volumes for the particular industry sector containing the endorsed units of competency.

BSB01 Volumes:

Volume 1	Introduction, Qualification Guide, Assessment Guidelines, Common Business Field
Volume 2	Business Administration Services Field (Volumes 2A, 2B)
Volume 3	Business Information Services Field
Volume 4	Business Management Services Field (Volumes 4A, 4B, 4C, 4D)
Volume 5	Human Resource Management Field (Volumes 5A, 5B)
Volume 6	E-Business Field
Volume 7	Business Development Field
Volume 8	International Services Field

BSB01 Business Services Training Package

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Preliminary Information

Important Note to Users

Training Packages are not static documents; they are amended periodically to reflect the latest industry practices and are version controlled. It is essential that the latest version is always used.

Check the version number before commencing training or assessment

This Training Package is Version 4 – check whether this is the latest version by going to the National Training Information Service (www.ntis.gov.au) and locating information about the Training Package. Alternatively, contact Innovation & Business Skills Australia (www.ibsa.org.au) to confirm the latest version number.

Explanation of version number conventions

The primary release Training Package is Version 1. When changes are made to a Training Package, sometimes the version number is changed and sometimes it is not, depending on the extent of the change. When a Training Package is reviewed it is considered to be a new Training Package for the purposes of version control, and is Version 1. Do not confuse the version number with the Training Package's national code (which remains the same during its period of endorsement).

Explanation of the review date

The review date (shown on the title page and in the footer of each page) indicates when the Training Package is expected to be reviewed in the light of changes such as changing technologies and circumstances. The Training Package review date is not an expiry date. Endorsed Training Packages and their components remain current until they are reviewed or replaced.

Version modification history

The version details of this endorsed Training Package are in the table below. The latest information is at the top of the table.

Version	Release Date	Comments
4	October 2004	<p>Fields and domains</p> <p>Version 4 includes all the fields and domains in Version 3 plus:</p> <ul style="list-style-type: none"> - a new field of International Services which includes the new domain of International Trade/Business, - an expanded Business Management Services field with two new domains of Occupational Health and Safety (OHS) and Compliance Management, and - an expanded Common Business field to include 1 new unit. <p>In total Version 4 BSB01 contains eight fields and twenty-four domains.</p> <p>Qualifications added to BSB01 in Version 4</p> <p>Version 4 includes all the qualifications in Version 3 plus the following six new qualifications.</p> <p>BSB30804 Certificate III in Business (International Trade) BSB42004 Certificate IV in Business (International Trade) BSB41604 Certificate IV in Occupational Health and Safety BSB52004 Diploma of International Business BSB51604 Diploma of Occupational Health and Safety BSB61004 Advanced Diploma of Occupational Health and Safety</p> <p>Qualification Guide amendments</p> <p>The Qualification Guide has been amended to include the new qualifications.</p>

Version	Release Date	Comments
		<p>Units of competency</p> <p>This version includes all the units of competency provided in Version 3 plus the following additional fifty-seven new units of competency.</p> <p>BSBCM421A Assist with compliance with OHS and other relevant laws</p> <p>BSBOHS401A Contribute to the implementation of a systematic approach to managing OHS</p> <p>BSBOHS402A Contribute to the implementation of the OHS consultation process</p> <p>BSBOHS403A Identify hazards and assess OHS risks</p> <p>BSBOHS404A Contribute to the implementation of strategies to control OHS risk</p> <p>BSBOHS405A Contribute to the implementation of emergency procedures</p> <p>BSBOHS406A Use equipment to conduct workplace monitoring</p> <p>BSBOHS501A Participate in the coordination and maintenance of a systematic approach to managing OHS</p> <p>BSBOHS502A Participate in the management of the OHS information and data systems</p> <p>BSBOHS503A Assist in the design and development of OHS participative arrangements</p> <p>BSBOHS504A Apply principles of OHS risk management</p> <p>BSBOHS505A Manage hazards in the work environment</p> <p>BSBOHS506A Monitor and facilitate the management of hazards associated with plant</p> <p>BSBOHS507A Facilitate the application of principles of occupational health to control OHS risk</p> <p>BSBOHS508A Participate in the investigation of incidents</p> <p>BSBOHS601A Develop a systematic approach to managing OHS</p> <p>BSBOHS602A Develop OHS information and data analysis and reporting and recording processes</p> <p>BSBOHS603A Analyse and evaluate OHS risk</p> <p>BSBOHS604A Apply ergonomic principles to control OHS risk</p> <p>BSBOHS605A Apply occupational hygiene principles to control OHS risk</p> <p>BSBOHS606A Develop and implement crisis management processes</p> <p>BSBOHS607A Advise on application of safe design principles to control OHS risk</p> <p>BSBOHS608A Conduct an OHS audit</p> <p>BSBOHS609A Evaluate an organisation's OHS performance</p> <p>BSBCOM401A Organise and monitor the operation of compliance management system</p> <p>BSBCOM402A Implement processes for the management of breaches in compliance requirements</p> <p>BSBCOM403A Provide education and training on compliance requirements and systems</p> <p>BSBCOM404A Promote and liaise on compliance requirements, systems and related issues</p> <p>BSBCOM501A Identify and interpret compliance requirements</p> <p>BSBCOM502A Evaluate and review compliance</p> <p>BSBCOM503A Develop processes for the management of breaches in compliance requirements</p> <p>BSBCOM504A Create a culture of compliance within an organisation</p> <p>BSBCOM601A Research compliance requirements and issues</p> <p>BSBCOM602A Develop and create compliance requirements</p> <p>BSBCOM603A Plan and establish compliance management systems</p> <p>BSBINT301A Apply knowledge of the international trade environment to complete work</p> <p>BSBINT302A Apply knowledge of legislation relevant to international trade to complete work</p> <p>BSBINT303A Organise the importing and exporting of goods</p> <p>BSBINT304A Assist in the international transfer of services</p> <p>BSBINT305A Prepare business documents for the international trade of goods</p> <p>BSBINT306A Apply knowledge of international finance and insurance to complete work requirements</p> <p>BSBINT401A Research international business opportunities</p> <p>BSBINT402A Market goods and services internationally</p> <p>BSBINT403A Research international markets</p> <p>BSBINT404A Implement international client relationship strategies</p> <p>BSBINT405A Apply knowledge of import and export international conventions, laws and finance</p> <p>BSBINT406A Promote compliance with legislation</p> <p>BSBINT407A Prepare business advice on export Free on Board Value</p>

Version	Release Date	Comments
		BSBINT408A Prepare business advice on the taxes and duties for international trade transactions BSBINT409A Plan for international trade BSBINT501A Profile international markets BSBINT502A Analyse consumer behaviour for specific international markets BSBINT503A Analyse data from international markets BSBINT504A Forecast international market and business needs BSBINT505A Build international client relationships BSBINT506A Build international business networks BSBINT507A Report on finances related to international business BSBINT508A Promote products and services to international markets
3	March 2004	<p>Version 3 of BSB01 Business Services Training Package included the seven fields and twelve domains developed in Phase One (see version 1 & 2 notes below) together with the extensions to fields, additional domains, new units of competency and new and replacement qualifications developed in Phase Two as described below.</p> <p>Fields expanded in Phase Two</p> <p>Common Business – expanded to incorporate units of competency under additional areas (business communication; generalist marketing; first aid; project management; risk management; customer service; diversity and knowledge management).</p> <p>Business Administration Services – expanded to incorporate units of competency and qualifications in two new domains – Purchasing and Medical Administration.</p> <p>Business Management Services – expanded to incorporate units of competency and qualifications in three new domains – Project Management, Franchising, Quality Auditing, and to provide additional Strategic Management units.</p> <p>Human Resources Management – expanded to incorporate units of competency and qualifications in two new domains – Unionism and Employment Services, and to provide additional Human Resources units.</p> <p>Business Development – expanded to incorporate additional units of competency for the Marketing domain.</p> <p>Domains developed in Phase Two</p> <ul style="list-style-type: none"> Purchasing Medical Administration Project Management Franchising Unionism Employment Services Quality Auditing Frontline Management (review only) <p>Qualifications added to BSB01 in Phase Two</p> <ul style="list-style-type: none"> BSB30504 Certificate III in Business (Frontline Management) BSB30704 Certificate III in Business (Medical Administration) BSB41004 Certificate IV in Business (Frontline Management) BSB41404 Certificate IV in Business (Purchasing) BSB41504 Certificate IV in Project Management BSB41704 Certificate IV in Business (Franchising) BSB41804 Certificate IV in Unionism BSB41904 Certificate IV in Business (Employment Services) BSB51004 Diploma of Business (Frontline Management) BSB51404 Diploma of Business (Purchasing) BSB51504 Diploma of Project Management BSB51704 Diploma of Business (Franchising) BSB51804 Diploma of Unionism BSB51904 Diploma of Business (Quality Auditing) BSB60904 Advanced Diploma of Project Management <p>Deleted/replaced qualifications</p> <p>The Frontline Management qualifications from BSB01 Versions 1 & 2 – BSB30501 Certificate III in Frontline Management, BSB41001 Certificate IV in Business (Frontline Management) and BSB51001 Diploma of Business (Frontline Management) are now replaced by new frontline qualifications at the same qualification as shown in the list above. The new qualifications are made up of both revised units and new units. The revised units are depicted by a ‘B’ at the end of their code.</p>

Version	Release Date	Comments
		<p>Qualifications Framework amendments The Qualifications Framework has been amended to include the new qualifications, provide advice about replaced qualifications and provide specific packaging rules for three of the new qualifications – BSB41504 Certificate IV in Project Management, BSB51504 Diploma of Project Management, BSB60904 Advanced Diploma of Project Management – these have different rules and structure to the rest of the qualifications in BSB01.</p> <p>Deleted/replaced units of competency</p> <ul style="list-style-type: none"> • BSBFLM302A Support leadership in the workplace (deleted) • BSBFLM304A Participate in work teams (deleted) <p>Because of overlap these units were replaced with a new unit – BSBFLM312A Contribute to team effectiveness</p> <ul style="list-style-type: none"> • BSBFLM402A Show leadership in the workplace (deleted) • BSBFLM404A Lead work teams (deleted) <p>Because of overlap these units were replaced with a new unit – BSBFLM412A Promote team effectiveness</p> <ul style="list-style-type: none"> • BSBFLM502A Provide leadership in the workplace (deleted) • BSBFLM504A Facilitate work teams (deleted) <p>Because of overlap these units were replaced with a new unit – BSBFLM512A Ensure team effectiveness</p> <p>Imported units of competency The following units of competency included in this version were imported from other Training Packages</p> <p>THHGLE09B Manage workplace diversity CHCAD1C Advocate for clients CHCCS1B Deliver and monitor service to clients CHCCS401A Facilitate cooperative behaviour CHCES302A Work with government in a purchaser provider relationship CHCES304A Deliver recruitment services CHCES305A Monitor New Apprenticeships arrangements CHCES402A Deliver New Apprenticeship services CHCES301A Work in the Employment Services area CHCCAR501A Provide careers guidance CHCES303A Use labour market information CHCCM2C Establish and monitor a case plan CHCES406A Provide job search support CHCCM4B Promote high quality case management CHCORG29A Provide coaching and motivation CHCCS2C Deliver and develop client service CHCCD12C Apply a community development framework CHCCS3C Coordinate the provision of services and programs CHCCS402A Respond holistically to complex client issues CHCCS5B Identify and address specific client needs CHCCS405A Work effectively with culturally diverse clients and co-workers CHCES405A Monitor service performance in a purchaser provider relationship with government CHCDIS8B Support people with disabilities as workers CHCCS6B Assess and deliver services to clients with complex needs CHCDIS9B Maximise participation in work by people with disabilities CHCDIS18A Support students with special needs CHCES502A Research and report on labour market information CHCES401A Analyse and apply labour market information CHCCS4C Manage the delivery of quality client service CHCES403A Develop and monitor employment plans CHCDIS11B Coordinate disability work CHCES404A Promote clients to employers CHCES501A Manage service delivery in a purchaser-provider relationship with government CHCES501A Manage service delivery in a purchaser-provider relationship with government PSPGOV603A Develop a tender submission</p>

Version	Release Date	Comments
		LGACOM409A Prepare tender documents PSPPROC602A Direct management of contracts PSPPROC702A Establish the procurement context
2	1 May 2002	Addition of e-Business field Version 2 added the new field of e-Business involving fifty-nine new units of competency and eight new qualifications to BSB01. The development of this field of BSB01 was part of the Phase One work but endorsed later than the bulk of Phase One development.
1	3 September 2001	Fields covered by BSB01 Business Services Training Package Version 1 Version 1 reflected Phase One of the development of the Business Services Training Package (less e-Business field – see Version 2 note above) and included the following fields and domains. <ul style="list-style-type: none"> • Common Business • Business Administration Services • Business Information Services • Business Management Services • Human Resource Management • Business Development Domains developed in Phase One: <ul style="list-style-type: none"> • Specialist Administration • Legal Services • Recordkeeping • Frontline Management • Governance (Indigenous Organisations) • Small Business Management • Strategic Management • Human Resources • Assessment & Workplace Training (included as part of BSB01) • Advertising • Marketing • Sales

Summary of qualifications in BSB01 Business Services Training Package

All the Australian Qualifications Framework (AQF) qualifications in BSB01 are listed below.

CERTIFICATE I

BSB10101 Certificate I in Business

CERTIFICATE II

BSB20101 Certificate II in Business

CERTIFICATE III

BSB30101 Certificate III in Business
BSA30200 Certificate III in Business (Legal Administration)
BSB30201 Certificate III in Business Administration
BSB30301 Certificate III in Business (Sales)
BSB30401 Certificate III in Business (Recordkeeping)
BSB30504 Certificate III in Business (Frontline Management)
BSB30601 Certificate III in e-Business
BSB30704 Certificate III in Business (Medical Administration)
BSB30804 Certificate III in Business (International Trade)

CERTIFICATE IV

BSB40101 Certificate IV in Business
BSB40201 Certificate IV in Business Administration
BSB40301 Certificate IV in Business (Recordkeeping)
BSB40401 Certificate IV in Business (Small Business Management)
BSB40501 Certificate IV in Business Development
BSB40601 Certificate IV in Business (Advertising)
BSB40701 Certificate IV in Business (Marketing)
BSB40801 Certificate IV in Business (Human Resources)
BSB40901 Certificate IV in Business (Governance)
BSB41004 Certificate IV in Business (Frontline Management)
BSB41101 Certificate IV in Business Management
BSA40200 Certificate IV in Business (Legal Services)
BSB41201 Certificate IV in e-Business
BSB41301 Certificate IV in e-Business Development
BSB41404 Certificate IV in Business (Purchasing)
BSB41504 Certificate IV in Project Management
BSB41704 Certificate IV in Business (Franchising)
BSB41804 Certificate IV in Unionism
BSB41904 Certificate IV in Business (Employment Services)
BSB42004 Certificate IV in Business (International Trade)
BSB41604 Certificate IV in Occupational Health and Safety

DIPLOMA

BSB50101 Diploma of Business
BSB50201 Diploma of Business Administration
BSB50301 Diploma of Business (Recordkeeping)
BSB50401 Diploma of Business Management
BSB50501 Diploma of Business Development
BSB50601 Diploma of Business (Advertising)
BSB50701 Diploma of Business (Marketing)
BSB50801 Diploma of Business (Human Resources)
BSB50901 Diploma of Business (Governance)
BSA50200 Diploma of Business (Legal Services)
BSB51004 Diploma of Business (Frontline Management)
BSB51101 Diploma of e-Business
BSB51201 Diploma of Strategic e-Business Development
BSB51301 Diploma of e-Learning
BSB51404 Diploma of Business (Purchasing)
BSB51504 Diploma of Project Management
BSB51704 Diploma of Business (Franchising)
BSB51804 Diploma of Unionism
BSB51904 Diploma of Business (Quality Auditing)
BSB52004 Diploma in International Business
BSB51604 Diploma of Occupational Health and Safety

ADVANCED DIPLOMA

BSB60101 Advanced Diploma of Business (Recordkeeping)
BSB60201 Advanced Diploma of Business Management
BSB60301 Advanced Diploma of Business (Human Resources)
BSB60401 Advanced Diploma of Business Development
BSB60501 Advanced Diploma of Business (Advertising)
BSB60601 Advanced Diploma of Business (Marketing)
BSB60701 Advanced Diploma of e-Business
BSB60801 Advanced Diploma of Strategic e-Business Development
BSB60903 Advanced Diploma of Project Management
BSB61003 Advanced Diploma of Occupational Health and Safety

Units of competency in BSB01 Business Services Training Package

All the units of competency in BSB01 are listed below under fields and domains.

Note: Imported units are also shown in the lists below – either in the list relating to the specific domain, or in the list at the end titled ‘Units imported from other Training Packages’. Where they are in the domain list they make up part of a specific qualification in that domain; where they are in the list of imported units, they can be selected according to the packaging advice in the Qualification Guide.

COMMON BUSINESS FIELD

Certificate I

BSBCMN101A	Prepare for work
BSBCMN102A	Complete daily work activities
BSBCMN103A	Apply basic communication skills
BSBCMN104A	Plan skills development
BSBCMN105A	Use business equipment
BSBCMN106A	Follow workplace safety procedures
BSBCMN107A	Operate a personal computer
BSBCMN108A	Develop keyboard skills
BSBCMN109A	Follow environmental work practices

Certificate II

BSBCMN201A	Work effectively in a business environment
BSBCMN202A	Organise and complete daily work activities
BSBCMN203A	Communicate in the workplace
BSBCMN204A	Work effectively with others
BSBCMN205A	Use business technology
BSBCMN206A	Process and maintain workplace information
BSBCMN207A	Prepare and process financial/business documents
BSBCMN208A	Deliver a service to customers
BSBCMN209A	Provide information to clients
BSBCMN210A	Implement improved work practices
BSBCMN211A	Participate in workplace safety procedures
BSBCMN212A	Handle mail
BSBCMN213A	Produce simple wordprocessed documents
BSBCMN214A	Create and use simple spreadsheets
BSBCMN215A	Participate in environmental work practices
BSBCMN216A	Create customer relationship
BSBCMN217A	Process customer feedback
BSBCMN218A	Apply basic first aid

Certificate III

BSBCMN301A	Exercise initiative in a business environment
BSBCMN302A	Organise personal work priorities and development
BSBCMN304A	Contribute to personal skill development and learning
BSBCMN305A	Organise workplace information
BSBCMN306A	Produce business documents
BSBCMN307A	Maintain business resources
BSBCMN308A	Maintain financial records
BSBCMN309A	Recommend products and services
BSBCMN310A	Deliver and monitor a service to customers
BSBCMN311A	Maintain workplace safety
BSBCMN312A	Support innovation and change
BSBCMN313A	Maintain environmental procedures
BSBCMN314A	Utilise a knowledge management system
BSBCMN315A	Work effectively with diversity
BSBCMN316A	Process customer complaints
BSBCMN317A	Meet customer needs and expectations
BSBCMN318A	Write simple documents
BSBCMN319A	Apply advanced first aid
BSBCMN320A	Maintain first aid equipment and resources

Certificate IV

BSBCMN402A	Develop work priorities
BSBCMN403A	Establish business networks
BSBCMN404A	Develop teams and individuals
BSBCMN405A	Analyse and present research information
BSBCMN406A	Maintain business technology
BSBCMN407A	Coordinate business resources
BSBCMN408A	Report on financial activity
BSBCMN409A	Promote products and services
BSBCMN410A	Coordinate implementation of customer service strategies
BSBCMN411A	Monitor a safe workplace
BSBCMN412A	Promote innovation and change
BSBCMN413A	Implement and monitor environmental policies
BSBCMN414A	Undertake marketing activities
BSBCMN415A	Manage first aid policy
BSBCMN416A	Identify risk and apply risk management processes
BSBCMN417A	Coordinate customer service activities
BSBCMN418A	Address customer needs
BSBCMN419A	Manage projects
BSBCMN420A	Write complex documents
BSBCMN421A	Assist with compliance with OHS and other relevant laws

BUSINESS ADMINISTRATION SERVICES FIELD

SPECIALIST ADMINISTRATION

Certificate III

BSBADM301A	Produce texts from shorthand notes
BSBADM302A	Produce texts from notes
BSBADM303A	Produce texts from audio transcription
BSBADM304A	Design and develop text documents
BSBADM305A	Create and use databases
BSBADM306A	Create electronic presentations
BSBADM307A	Organise schedules
BSBADM308A	Process payroll
BSBADM309A	Process accounts payable and receivable
BSBADM310A	Maintain a general ledger

Certificate IV

BSBADM401A	Produce complex texts from shorthand notes
BSBADM402A	Produce complex business documents
BSBADM403A	Develop and use complex databases
BSBADM404A	Develop and use complex spreadsheets
BSBADM405A	Organise meetings
BSBADM406A	Organise business travel
BSBADM407A	Administer projects
BSBADM408A	Prepare financial reports

Diploma

BSBADM501A	Manage the establishment and maintenance of a workgroup network
BSBADM502A	Manage meetings
BSBADM503A	Plan and manage conferences
BSBADM504A	Plan or review administration systems
BSBADM505A	Manage payroll
BSBADM506A	Manage business document design and development

LEGAL SERVICES

Certificate III

BSALPP301A	Apply knowledge of the legal system to complete tasks
BSALPP302A	Carry out search of the public record
BSALPP303A	Deliver court documentation
BSACS301A	Apply the principles of confidentiality and security within the legal environment
BSALR301A	Handle receipt and despatch of information
BSALC301A	Use legal terminology in order to carry out tasks
BSALO301A	Assist in prioritising and planning activities in a legal practice
BSALF301A	Maintain records for time and disbursements in a legal practice

Certificate IV

BSALPP401A	Prepare and produce complex legal documents
BSACS401A	Provide non-legal advice
BSALC401A	Interact with other parties
BSALC402A	Research, locate and provide legal and other information in response to requests
BSALF401A	Maintain trust accounts
BSALPL401A	Provide support in Property Law matters
BSALPL402A	Provide support in Family Law matters
BSALPL403A	Provide support in Criminal Law matters
BSALPL404A	Provide support in Commercial Law matters
FNAMERC03B	Serve legal process
BSALLG401A	Arrange documents and list exhibits for litigation support
206/01	Take instructions in relation to a transaction
206/05	Prepare and execute documents
CHCAD2A	Support the interests, rights and needs of clients within duty of care requirements
CHCCD7A	Support community resources
CHCCD3A	Meet information needs of the community
CHCCD1A	Support community participation

Diploma

BSALC501A	Run a file
BSALO501A	Perform legal research and prepare reports to meet identified needs
BSALPP501A	Obtain information from a client
BSALPP502A	Draft legally binding documents
BSALLG501A	Assist with the discovery process
BSALLG502A	Appear in court
BSALLG503A	Attend pre-trial negotiations
BSALPL501A	Cost complex files
BSALPL502A	Administer in-house mortgage practice
206/04	Negotiate with others to achieve tasks and goals
206/09	Finalise transaction
CHCCD8A	Support community action
CHCCD13A	Work within specific communities
CHCCD11A	Provide advocacy and representation

PURCHASING

Certificate III

BSBPUR301A	Purchase goods and services
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Certificate IV

BSBPUR401A	Plan purchasing
BSBPUR402A	Negotiate contracts
BSBPUR403A	Conduct international purchasing

Diploma

BSBPUR501A	Develop, implement and review purchasing strategies
BSBPUR502A	Manage supplier relationships
BSBPUR503A	Manage international purchasing
BSBPUR504A	Manage a supply chain

MEDICAL ADMINISTRATION**Certificate II**

BSBMED201A	Use basic medical terminology
BSBMED202A	Follow OHS policies and procedures in medical office

Certificate III

BSBMED301A	Use advanced medical terminology
BSBMED302A	Prepare and process medical accounts
BSBMED303A	Maintain patient records
BSBMED304A	Assist in controlling stocks and supplies
BSBMED305A	Apply the principles of confidentiality, privacy and security within the medical environment

Certificate IV

BSBMED401A	Manage patient record-keeping system
BSBMED402A	Control stocks and supplies

BUSINESS INFORMATION SERVICES FIELD**RECORDKEEPING****Certificate III**

BSBRKG301A	Control records
BSBRKG302A	Undertake disposal
BSBRKG303A	Retrieve information from records
BSBRKG304A	Maintain business records

Certificate IV

BSBRKG401A	Review the status of a record
BSBRKG402A	Provide information from and about records
BSBRKG403A	Set up a business or records system for a small office
BSBEBUS406A	Monitor and maintain records in an online environment

Diploma

BSBRKG501A	Determine business or records system specifications
BSBRKG502A	Manage and monitor business or records systems
BSBRKG503A	Develop and maintain a classification scheme
BSBRKG504A	Develop terminology for activities and records
BSBRKG505A	Document or reconstruct a business or records system

Advanced Diploma

BSBRKG601A	Define recordkeeping framework
BSBRKG602A	Develop recordkeeping policy
BSBRKG603A	Prepare a functional analysis for an organisation
BSBRKG604A	Determine security and access rules and procedures
BSBRKG605A	Determine records requirements to document a function
BSBRKG606A	Design a records retention and disposal schedule
BSBRKG607A	Document and monitor the record-creating context
BSBRKG608A	Plan management of records over time

BUSINESS MANAGEMENT SERVICES FIELD**SMALL BUSINESS MANAGEMENT****Certificate III**

BSBSBM301A	Research business opportunities
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Certificate IV

BSBSBM401A	Establish business and legal requirements
BSBSBM402A	Undertake financial planning
BSBSBM403A	Promote the business
BSBSBM404A	Undertake business planning
BSBSBM405A	Monitor and manage business operations
BSBSBM406A	Manage finances
BSBSBM407A	Manage a small team

FRONTLINE MANAGEMENT**Certificate III**

BSBFLM303B	Contribute to effective workplace relationships
BSBFLM305B	Support operational plan
BSBFLM306B	Provide workplace information and resourcing plans
BSBFLM309B	Support continuous improvement systems and processes
BSBFLM311B	Support a workplace learning environment
BSBFLM312A	Contribute to team effectiveness

Certificate IV

BSBFLM403B	Implement effective workplace relationships
BSBFLM405B	Implement operational plan
BSBFLM406B	Implement workplace information system
BSBFLM409B	Implement continuous improvement
BSBFLM412A	Promote team effectiveness

Diploma

BSBFLM501B	Manage personal work priorities and professional development
BSBFLM503B	Manage effective workplace relationships
BSBFLM505B	Manage operational plan
BSBFLM506B	Manage workplace information systems
BSBFLM507B	Manage quality customer service
BSBFLM509B	Facilitate continuous improvement
BSBFLM510B	Facilitate and capitalise on change and innovation
BSBFLM511B	Develop a workplace learning environment
BSBFLM512A	Ensure team effectiveness
BSBFLM513A	Manage budgets and financial plans within the work team
BSBFLM514A	Manage people

GOVERNANCE (INDIGENOUS ORGANISATIONS)

Certificate IV

BSBATSIL401A	Meet the roles and responsibilities of a Board member (1)
BSBATSIL402A	Use the constitution
BSBATSIC403A	Maintain and protect culture
BSBATSIM404A	Use the business plan
BSBATSIM405A	Monitor financial management and budgets
BSBATSIM406A	Manage assets
BSBATSIM407A	Plan for organisational needs
BSBATSIL408A	Manage a Board meeting
BSBATSIL409A	Manage time
BSBATSIL410A	Manage stress
BSBATSIC411A	Communicate with the community
BSBATSIM412A	Implement a business-like approach
BSBATSIM413A	Oversee business planning
BSBATSIM414A	Oversee the organisation's annual budget
BSBATSIM415A	Contribute to a positive and culturally appropriate workplace
BSBATSIW416A	Obtain and manage consultancy services
BSBATSIW417A	Select and utilise technology

Diploma

BSBATSIL501A	Meet the roles and responsibilities of a Board member (2)
BSBATSIL502A	Work with the manager
BSBATSIL503A	Manage conflict
BSBATSIM504A	Develop and implement organisational policies
BSBATSIM505A	Control organisation finances
BSBATSIM506A	Develop employment policies
BSBATSIM507A	Establish and maintain a strategic planning cycle
BSBATSIL508A	Be a community leader
BSBATSIL509A	Manage self as a Board member
BSBATSIC510A	Conduct a community meeting
BSBATSIM511A	Develop enterprise opportunities
BSBATSIM512A	Manage board competencies

BSBATSIM513A	Oversee recruitment and induction of staff
BSBATSIW514A	Represent your organisation
BSBATSIW515A	Secure funding

STRATEGIC MANAGEMENT

Diploma

BSBMGT501A	Market services and concepts to internal customers
BSBMGT502A	Manage people performance
BSBMGT503A	Prepare budgets and financial plans
BSBMGT504A	Manage budgets and financial plans
BSBMGT505A	Ensure a safe workplace
BSBMGT506A	Recruit, select and induct staff
BSBMGT507A	Manage environmental performance
BSBMGT508A	Manage risk management system
BSBMGT509A	Manage a knowledge management system
BSBMGT510A	Determine needs of customer populations
BSBMGT511A	Develop a business opportunity
BSBMGT512A	Manage relationships in a family business
BSBMGT513A	Plan for family business succession
BSBMGT514A	Plan and manage growth in a family business

Advanced Diploma

BSBMGT601A	Contribute to strategic direction
BSBMGT602A	Contribute to the development and implementation of strategic plans
BSBMGT603A	Review and develop business plans
BSBMGT604A	Manage business operations
BSBMGT605A	Provide leadership across the organisation
BSBMGT606A	Manage customer focus
BSBMGT607A	Manage knowledge and information
BSBMGT608A	Manage innovation and continuous improvement
BSBMGT609A	Manage risk
BSBMGT610A	Manage environmental management systems
BSBMGT611A	Develop risk management strategy
BSBMGT612A	Plan and implement a knowledge management system
BSBMGT613A	Review and improve a knowledge management system
BSBMGT614A	Develop and implement diversity policy

PROJECT MANAGEMENT

Certificate IV

BSBPM401A	Apply scope management techniques
BSBPM402A	Apply time management techniques
BSBPM403A	Apply cost management techniques
BSBPM404A	Apply quality management techniques

BSBPM405A	Apply human resource management approaches
BSBPM406A	Apply communications management techniques
BSBPM407A	Apply risk management techniques
BSBPM408A	Apply contract procurement techniques

Diploma

BSBPM501A	Manage application of project integrative processes
BSBPM502A	Manage project scope
BSBPM503A	Manage project time
BSBPM504A	Manage project costs
BSBPM505A	Manage project quality
BSBPM506A	Manage project human resources
BSBPM507A	Manage project communications
BSBPM508A	Manage project risk
BSBPM509A	Manage project procurement

Advanced Diploma

BSBPM601A	Direct the integration of multiple projects/programs
BSBPM602A	Direct the scope of multiple projects/programs
BSBPM603A	Direct time management of multiple projects/programs
BSBPM604A	Direct cost management of multiple projects/programs
BSBPM605A	Direct quality management of multiple projects/programs
BSBPM606A	Direct human resources management of multiple projects/programs
BSBPM607A	Direct communications management of multiple projects/programs
BSBPM608A	Direct risk management of multiple projects/programs
BSBPM609A	Direct project procurement and contracts of multiple projects/programs

FRANCHISING**Certificate III**

BSBFRA301A	Work within a franchise
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Certificate IV

BSBFRA401A	Manage compliance with franchisee obligations and legislative requirements
BSBFRA402A	Establish a franchise
BSBFRA403A	Manage relationship with franchisor
BSBFRA404A	Manage a multiple site franchise

Diploma

BSBFRA501A	Establish a franchise operation
BSBFRA502A	Manage a franchise operation
BSBFRA503A	Manage establishment of new sites or regions
BSBFRA504A	Manage relationships with franchisees
BSBFRA505A	Manage closure of a franchise

QUALITY AUDITING**Certificate IV**

BSBAUD401A	Prepare for a quality audit
BSBAUD402A	Participate in a quality audit

Diploma

BSBAUD501A	Initiate a quality audit
BSBAUD502A	Prepare to lead a quality audit
BSBAUD503A	Lead a quality audit
BSBAUD504A	Report on a quality audit

OHS**Certificate IV**

BSBOHS401A	Contribute to the implementation of a systematic approach to managing OHS
BSBOHS402A	Contribute to the implementation of the OHS consultation process
BSBOHS403A	Identify hazards and assess OHS risks
BSBOHS404A	Contribute to the implementation of strategies to control OHS risk
BSBOHS405A	Contribute to the implementation of emergency procedures
BSBOHS406A	Use equipment to conduct workplace monitoring

Diploma

BSBOHS501A	Participate in the coordination and maintenance of a systematic approach to managing OHS
BSBOHS502A	Participate in the management of the OHS information and data systems
BSBOHS503A	Assist in the design and development of OHS participative arrangements
BSBOHS504A	Apply principles of OHS risk management
BSBOHS505A	Manage hazards in the work environment
BSBOHS506A	Monitor and facilitate the management of hazards associated with plant
BSBOHS507A	Facilitate the application of principles of occupational health to control OHS risk
BSBOHS508A	Participate in the investigation of incidents

Advanced Diploma

BSBOHS601A	Develop a systematic approach to managing OHS
BSBOHS602A	Develop OHS information and data analysis and reporting and recording processes
BSBOHS603A	Analyse and evaluate OHS risk
BSBOHS604A	Apply ergonomic principles to control OHS risk

Preliminary Information

BSBOHS605A	Apply occupational hygiene principles to control OHS risk
BSBOHS606A	Develop and implement crisis management processes
BSBOHS607A	Advise on application of safe design principles to control OHS risk
BSBOHS608A	Conduct an OHS audit
BSBOHS609A	Evaluate an organisation's OHS performance

COMPLIANCE MANAGEMENT

Certificate IV

BSBCOM401A	Organise and monitor the operation of compliance management system
BSBCOM402A	Implement processes for the management of breaches in compliance requirements
BSBCOM403A	Provide education and training on compliance requirements and systems
BSBCOM404A	Promote and liaise on compliance requirements, systems and related issues

Diploma

BSBCOM501A	Identify and interpret compliance requirements
BSBCOM502A	Evaluate and review compliance
BSBCOM503A	Develop processes for the management of breaches in compliance requirements
BSBCOM504A	Create a culture of compliance within an organisation

Advanced Diploma

BSBCOM601A	Research compliance requirements and issues
BSBCOM602A	Develop and create compliance requirements
BSBCOM603A	Plan and establish compliance management systems

HUMAN RESOURCES MANAGEMENT FIELD

HUMAN RESOURCES

Certificate IV

BSBHR401A	Administer human resource systems
BSBHR402A	Recruit and select personnel
BSBHR403A	Process human resource documents and inquiries
BSBHR404A	Co-ordinate human resource services
BSBHR405A	Implement industrial relations procedures

Diploma

BSBHR501A	Manage human resource consultancy services
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BSBHR502A	Manage human resource management information systems
BSBHR503A	Manage performance management systems
BSBHR504A	Manage industrial relations policies and processes
BSBHR505A	Manage remuneration and employee benefits
BSBHR506A	Manage recruitment selection and induction processes
BSBHR507A	Manage separation/termination
BSBHR508A	Manage work/life skills
BSBHR509A	Manage rehabilitation/return to work programs
BSBHR510A	Plan mediation processes
BSBHR511A	Implement mediation processes
BSBHR512A	Manage industrial relations initiatives
BSBHR513A	Manage industrial relations disputes

Advanced Diploma

BSBHR601A	Manage change
BSBHR602A	Manage human resource strategic planning
BSBHR603A	Contribute to organisation development
BSBHR604A	Manage employee relations
BSBHR605A	Contribute to organisation design

ASSESSMENT AND WORKPLACE TRAINING

Certificate IV

BSZ401A	Plan assessment
BSZ402A	Conduct assessment
BSZ403A	Review assessment
BSZ404A	Train small groups
BSZ405A	Plan and promote a training program
BSZ406A	Plan a series of training sessions
BSZ407A	Deliver training sessions
BSZ408A	Review training

Diploma

BSZ501A	Analyse competency requirements
BSZ502A	Design and establish the training system
BSZ503A	Design and establish the assessment system
BSZ504A	Manage the training and assessment system
BSZ505A	Evaluate the training and assessment system
BSZ506A	Develop assessment procedures
BSZ507A	Develop assessment tools
BSZ508A	Design training courses

UNIONISM

Certificate IV

BSBUN401A	Develop and implement an organising plan
BSBUN402A	Empower members

BSBUN403A	Communicate with workers
BSBUN404A	Promote equality of opportunity and fair treatment for all members
BSBUN405A	Promote the values, principles and policies of the union
BSBUN406A	Undertake bargaining
BSBUN407A	Provide advice to union members and undertake negotiations
BSBUN408A	Prepare cases for the union
BSBUN409A	Appear before tribunals and represent members

Diploma

BSBUN501A	Develop, manage and review campaigns and projects
BSBUN502A	Represent the union in key forums
BSBUN503A	Coordinate case preparation and research
BSBUN504A	Advocate and present cases for members
BSBUN505A	Develop, implement and manage union policy
BSBUN506A	Coordinate research and analysis

EMPLOYMENT SERVICES

Certificate IV

BSBEMS401A	Develop and implement business development strategies to expand client base
BSBEMS402A	Develop and implement strategies to source and assess candidates
BSBEMS403A	Develop and provide employment management services to candidates
BSBEMS404A	Manage the recruitment process for client organisations

BUSINESS DEVELOPMENT FIELD

ADVERTISING

Certificate IV

BSBADV401A	Profile a target audience
BSBADV402A	Conduct pre-campaign testing
BSBADV403A	Monitor advertising production
BSBADV404A	Schedule advertisements

Diploma

BSBADV501A	Develop a creative concept
BSBADV502A	Write persuasive copy
BSBADV503A	Coordinate advertising research
BSBADV504A	Create advertisements
BSBADV505A	Evaluate and recommend 'above the line' media options
BSBADV506A	Evaluate and recommend 'below the line' media options
BSBADV507A	Develop a media plan
BSBADV508A	Present an advertising campaign

Advanced Diploma

BSBADV601A	Create an advertising brief
BSBADV602A	Develop an advertising campaign
BSBADV603A	Manage advertising production

BSBADV604A	Execute an advertising campaign
BSBADV605A	Evaluate campaign effectiveness

MARKETING

Certificate III

BSBMKG301A	Research the market
BSBMKG302A	Identify marketing opportunities
BSBMKG303A	Draft an elementary marketing audit report
BSBMKG304A	Assist with market research

Certificate IV

BSBMKG401A	Profile the market
BSBMKG402A	Analyse consumer behaviour for specific markets
BSBMKG403A	Analyse market data
BSBMKG404A	Forecast market and business needs
BSBMKG405A	Implement and monitor marketing activities
BSBMKG406A	Build client relationships
BSBMKG407A	Make a presentation
BSBMKG408A	Conduct market research

Diploma

BSBMKG501A	Evaluate marketing opportunities
BSBMKG502A	Establish and adjust the marketing mix
BSBMKG503A	Develop a marketing communications plan
BSBMKG504A	Implement a marketing solution
BSBMKG505A	Review marketing performance
BSBMKG506A	Plan market research

Advanced Diploma

BSBMKG601A	Develop marketing strategies
BSBMKG602A	Develop a marketing plan
BSBMKG603A	Manage the marketing process
BSBMKG604A	Develop and manage direct marketing campaigns
BSBMKG605A	Evaluate international marketing opportunities
BSBMKG606A	Manage international marketing programs
BSBMKG607A	Manage market research

SALES

Certificate III

BSBSLS301A	Develop product knowledge
BSBSLS302A	Identify sales prospects
BSBSLS303A	Present a sales solution
BSBSLS304A	Secure prospect commitment
BSBSLS305A	Support post-sale activities
BSBSLS306A	Self-manage sales performance

Certificate IV

BSBSLS401A	Lead a sales team
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E-BUSINESS FIELD

e-BUSINESS

Certificate III

BSBEBUS301A	Search and assess online business information
BSBEBUS302A	Use and maintain electronic mail system
BSBEBUS303A	Participate in a virtual community
BSBEBUS304A	Buy online
BSBEBUS305A	Sell online
BSBEBUS306A	Make payments online
BSBEBUS307A	Bank online
BSBEBUS308A	Maintain online business records
BSBEBUS309A	Undertake e-learning
BSBEBUS310A	Work effectively as an off-site e-worker

Certificate IV

BSBEBUS401A	Conduct online research
BSBEBUS402A	Implement e-correspondence policies
BSBEBUS403A	Communicate electronically
BSBEBUS404A	Trade online
BSBEBUS405A	Conduct online financial transactions
BSBEBUS406A	Monitor and maintain records in an online environment
BSBEBUS407A	Review and maintain the business aspects of a website
BSBEBUS408A	Implement and monitor delivery of quality customer service online
BSBEBUS409A	Lead and facilitate e-staff

Diploma

BSBEBUS501A	Evaluate e-business opportunities
BSBEBUS502A	Evaluate e-business models
BSBEBUS503A	Design an e-business
BSBEBUS504A	implement an e-business strategy
BSBEBUS505A	Implement new technologies for business
BSBEBUS506A	Plan and develop a business website
BSBEBUS507A	Manage the business aspects of a website
BSBEBUS508A	Build a virtual community
BSBEBUS509A	Implement e-business outsourcing arrangements
BSBEBUS510A	Manage e-business outsourcing
BSBEBUS511A	Implement a knowledge management strategy for an e-business
BSBEBUS512A	Implement electronic communication policy
BSBEBUS513A	Plan e-learning
BSBEBUS514A	Implement e-learning
BSBEBUS515A	Facilitate e-learning
BSBEBUS516A	Manage online purchasing
BSBEBUS517A	Manage online inventory
BSBEBUS518A	Manage an e-business supply chain
BSBEBUS519A	Manage online sales systems
BSBEBUS520A	Manage online payments systems

BSBEBUS521A	Plan e-marketing communications
BSBEBUS522A	Conduct e-marketing communications
BSBEBUS523A	Investigate and plan e-work business solutions
BSBEBUS524A	Implement and manage e-working arrangements

Advanced Diploma

BSBEBUS601A	Develop an e-business strategy
BSBEBUS602A	Develop an action plan for an e-business strategy
BSBEBUS603A	Evaluate new technologies for business
BSBEBUS604A	Develop a business website strategy
BSBEBUS605A	Identify and implement e-business innovation
BSBEBUS606A	Manage e-business risk
BSBEBUS607A	Develop e-business outsourcing policy and guidelines
BSBEBUS608A	Develop and implement online information policy
BSBEBUS609A	Develop a knowledge management strategy for an e-business
BSBEBUS610A	Develop electronic communication policy
BSBEBUS611A	Develop and implement e-business human resource management policy and practices
BSBEBUS612A	Develop and implement e-work policy and guidelines
BSBEBUS613A	Develop online customer service strategies
BSBEBUS614A	Build online customer loyalty
BSBEBUS615A	Use online systems to support managerial decision-making
BSBEBUS616A	Plan an e-business supply chain

INTERNATIONAL SERVICES FIELD

INTERNATIONAL TRADE / BUSINESS

Certificate III

BSBINT301A	Apply knowledge of the international trade environment to complete work
BSBINT302A	Apply knowledge of legislation relevant to international trade to complete work
BSBINT303A	Organise the importing and exporting of goods
BSBINT304A	Assist in the international transfer of services
BSBINT305A	Prepare business documents for the international trade of goods
BSBINT306A	Apply knowledge of international finance and insurance to complete work requirements

Certificate IV

BSBINT401A	Research international business opportunities
BSBINT402A	Market goods and services internationally

BSBINT403A	Research international markets	ICAITAD157A	Develop technical requirements for an e-commerce solution
BSBINT404A	Implement international client relationship strategies	ICAITAD158A	Translate the business needs into technical requirements
BSBINT405A	Apply knowledge of import and export international conventions, laws and finance	ICAITB059A	Develop detailed technical design
BSBINT406A	Promote compliance with legislation	ICAITB073B	Pilot the developed system
BSBINT407A	Prepare business advice on export Free on Board Value	ICAITB074B	Monitor the system pilot
BSBINT408A	Prepare business advice on the taxes and duties for international trade transactions	ICAITD209A	Writing for the World Wide Web
BSBINT409A	Plan for international trade	ICAITS108B	Complete database backup and recovery
Diploma			
BSBINT501A	Profile international markets	ICAITS116A	Undertake capacity planning
BSBINT502A	Analyse consumer behaviour for specific international markets	ICAITS119B	Monitor and administer system security
BSBINT503A	Analyse data from international markets	ICAITS191A	Maintain web site performance
BSBINT504A	Forecast international market and business needs	ICAITS194A	Ensure basic web site security
BSBINT505A	Build international client relationships	ICAITS199A	Manage E-business websites
BSBINT506A	Build international business networks	ICAITS200A	Monitor traffic and compile specified site traffic reports
BSBINT507A	Report on finances related to international business	ICAITS202A	Ensure privacy for users
BSBINT508A	Promote products and services to international markets	ICAITS203A	Choose a web hosting service
		ICAITSP039B	Match the IT needs with the strategic direction of the enterprise
		ICAITSP040A	Manage and review contracts
		ICAITT183A	Confirm accessibility of web site design
		ICAITT184A	Ensure site usability
		ICAITTW214A	Maintain ethical conduct
		ICAITU127B	Support system software
		ICAITU205A	Select and employ software and hardware multimedia tools
		CUFIMA01A	Produce and manipulate digital images
		CUFIMA04A	Create 3D digital animation
		CUFIMA05A	Create 3D digital models and images
		CUFMEM06A	Design a multimedia product
		CUFMEM07A	Apply principles of visual design and communication to the development of a multimedia product
		CUFMEM08A	Apply principles of instructional design to a multimedia product
		CUFMEM10A	Design and create a multimedia interface
		CUFMEM11A	Design the navigation for a multimedia product
		CULLB412A	Undertake cataloguing activities
IMPORTED UNITS FOR THE E-BUSINESS BLENDED QUALIFICATIONS			
ICAITAD043A	Develop and present a feasibility report	UNITS IMPORTED FROM OTHER TRAINING PACKAGES (SEE NOTE AT TOP OF TABLE ON PAGE 14)	
ICAITAD051B	Develop client user interface		
ICAITAD052B	Design IT security framework		
ICAITAD053B	Design system security and controls		
ICAITAD054B	Validate quality and completeness of design		
ICAITAD138A	Determine acceptable solution providers for e-business projects		
ICAITAD141A	Design dynamic websites to meet technical requirements		
ICAITAD146A	Develop web site information architecture		
ICAITAD147A	Determine that data base functionality and scalability suits business requirements		
ICAITAD148A	Identify new technology models for e-business		
ICAITAD149A	Implement quality assurance process for e-commerce solutions		
ICAITAD150A	Evaluate vendor products and equipment		
ICAITAD151A	Gather data to identify business requirements		
ICAITAD152A	Implement risk management processes		
ICAITAD156A	Review and plan for risk to e-commerce solution providers		
Legal Services			
		CHCAD2A	Support the interests, rights and needs of clients within duty of care requirements
		CHCCD1A	Support community participation
		CHCCD3A	Meet information needs of the community
		CHCCD7A	Support community resources
		CHCCD8A	Support community action
		CHCCD13A	Work within specific communities
		CHCCD11A	Provide advocacy and representation

Preliminary Information

206/01	Take instruction in relation to a transaction	CHCCS5B	Identify and address specific client issues
206/04	Negotiate with others to achieve tasks and goals	CHCCS405A	Work effectively with culturally diverse clients and co-workers
206/05	Prepare and execute documents	CHCES405A	Monitor service performance in a purchaser provider relationship with government
206/09	Finalise transaction		
FNAMERC03 B	Serve legal process	CHCDIS18A	Support people with disabilities as workers
THTSMA01A	Coordinate the production of brochures and marketing materials	CHCCS6B	Assess and deliver services to clients with complex needs
Diversity			
THHGLE09B	Manage workplace diversity	CHCDIS9B	Maximise participation in work by people with disabilities
Employment Services			
CHCAD1C	Advocate for clients	CHCDIS8B	Support people with disabilities as workers
CHCCS1B	Deliver and monitor service to clients	CHCES502A	Research and report on labour market information
CHCCS401A	Facilitate cooperative behaviour	CHCES401A	Analyse and apply labour market information
CHCES302A	Work with government in a purchaser provider relationship	CHCCS4C	Manage the delivery of quality client service
CHCES304A	Deliver recruitment services	CHCES403A	Develop and monitor employment plans
CHCES305A	Monitor New Apprenticeships support services	CHCDIS11B	Coordinate disability work
CHCCS301A	Work within a legal and ethical framework	CHCES404A	Promote clients to employers
CHCES402A	Deliver New Apprenticeship support services	CHCES501A	Manage service delivery in a purchaser-provider relationship with government
CHCES301A	Work in Employment Services area	PSPGOV603A	Develop a tender submission
CHCCAR501A	Provide careers guidance	Purchasing	
CHCES303A	Use labour market information	LGACOM409 A	Prepare tender documents
CHCCM2C	Establish and monitor a case plan	PSPPROC602 A	Direct management of contracts
CHCES406A	Provide job search support	PSPPROC702 A	Establish the procurement context
CHCCM4B	Promote high quality case management		
CHCORG29A	Provide coaching and motivation		
CHCCS2C	Develop and deliver client service		
CHCCD12BC	Apply a community development framework		
CHCCS3C	Coordinate the provision of services and programs		
CHCCS402A	Respond holistically to client issues		

Overview of Training Packages

What is a Training Package?

A Training Package is an integrated set of nationally endorsed competency standards, assessment guidelines and Australian Qualifications Framework (AQF) qualifications for a specific industry, industry sector or enterprise.

Each Training Package:

- provides a consistent and reliable set of components for training, recognising and assessing people's skills, and may also have optional support materials
- enables nationally recognised qualifications to be awarded through direct assessment of workplace competencies
- encourages the development and delivery of flexible training which suits individual and industry requirements, and
- encourages learning and assessment in a work-related environment which leads to verifiable workplace outcomes.

How do Training Packages fit within the National Training Framework?

The National Training Framework is made up of the nationally agreed quality arrangements for the vocational education and training system, the Australian Quality Training Framework (AQTF), and Training Packages endorsed by the National Training Quality Council (NTQC).

How are Training Packages developed?

Training Packages are developed by national Industry Training Advisory Bodies or Industry Skills Councils as they are formed from late 2003, or enterprises to meet the identified training needs of specific industries or industry sectors. To gain national endorsement of Training Packages, developers must provide evidence of extensive consultation and support within the industry area or enterprise.

How do Training Packages encourage flexibility?

Training Packages describe the skills and knowledge needed to perform effectively in the workplace without prescribing how people should be trained.

Training Packages acknowledge that people can achieve vocational competency in many ways by emphasising what the learner can do, not how or where they learned to do it. For example, some experienced workers might be able to demonstrate competency against the units of competency, and even gain a qualification, without completing a formal training program.

With Training Packages, assessment and training may be conducted at the workplace, off-the-job, at a training organisation, during regular work, or through work experience, work placement, work simulation or any combination of these.

Who can deliver and assess using Training Packages?

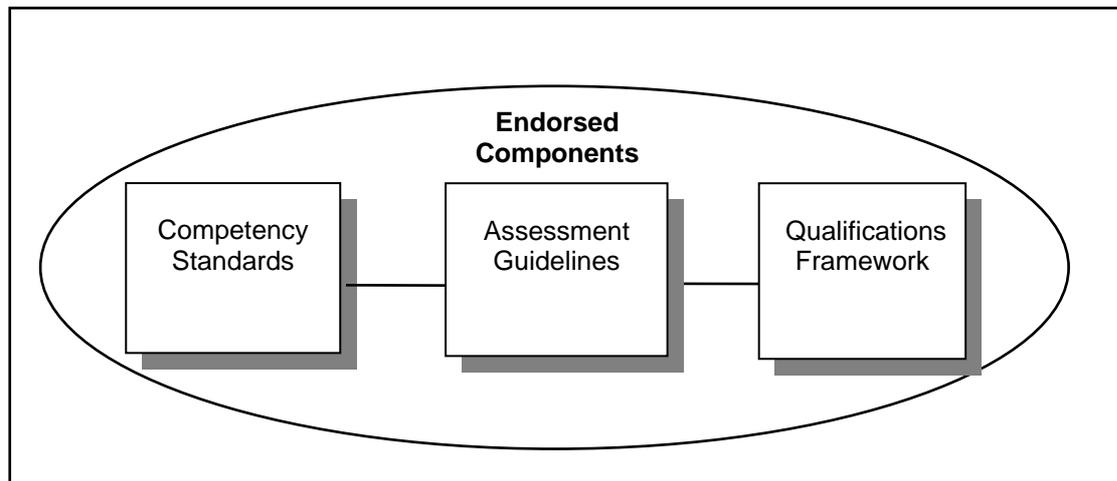
Training and assessment using Training Packages must be conducted by a Registered Training Organisation (RTO) that has the qualifications or specific units of competency on its scope of registration, or that works in partnership with another RTO as specified in the AQTF *Standards for Registered Training Organisations*.

Training Package Components

Training Packages are made up of mandatory components endorsed by the NTQC, and optional support materials.

Training Package Endorsed Components

The nationally endorsed components include the Competency Standards, Assessment Guidelines and Qualifications Framework. These form the basis of training and assessment in the Training Package and, as such, they must be used.



Competency Standards

Each unit of competency identifies a discrete workplace requirement and includes the knowledge and skills that underpin competency as well as: language, literacy and numeracy; and occupational health and safety requirements. The units of competency must be adhered to in training and assessment to ensure consistency of outcomes.

Assessment Guidelines

The Assessment Guidelines provide an industry framework to ensure all assessments meet industry needs and nationally agreed standards as expressed in the Training Package and the Standards for Registered Training Organisations. The Assessment Guidelines must be followed to ensure the integrity of assessment leading to nationally recognised qualifications.

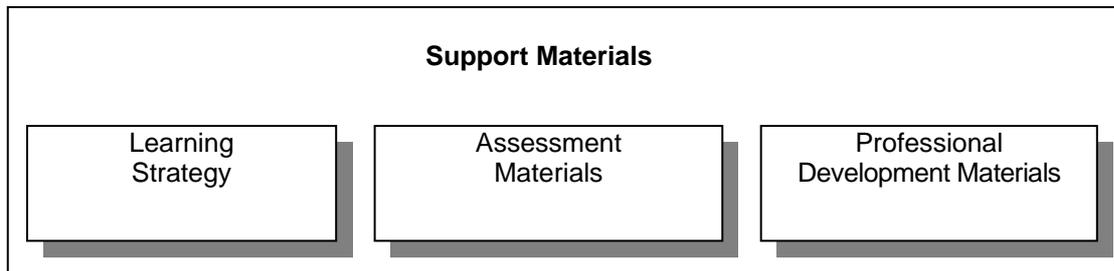
Qualifications Framework

Each Training Package provides details of those units of competency that must be achieved to award AQF qualifications. The rules around which units of competency can be combined to make up a valid AQF qualification in the Training Package are referred to as the 'packaging rules'. The packaging rules must be followed to ensure the integrity of nationally recognised qualifications issued.

Training Package Support Materials

The endorsed components of Training Packages are complemented and supported by optional support materials that provide for choice in the design of training and assessment to meet the needs of industry and learners.

Training Package support materials can relate to single or multiple units of competency, an industry sector, a qualification or the whole Training Package. They tend to fall into one or more of the categories illustrated below.



Training Package support materials are produced by a range of stakeholders such as RTOs, individual trainers and assessors, private and commercial developers and Government agencies.

Where such materials have been quality assured through a process of 'noting' by the NTQC, they display the following official logo. Noted support materials are listed on the National Training Information Service (NTIS), together with a detailed description and information on the type of product and its availability (<http://www.ntis.gov.au>).



It is not compulsory to submit support materials for noting; any resources that meet the requirements of the Training Package can be used.

Explanation of Training Package codes and titles

Training Package, qualification and unit of competency codes

There are agreed conventions for the national codes used for Training Packages and their components. Always use the correct codes, exactly as they appear in the Training Package, and with the title always following the code.

Training Package codes

Each Training Package has a unique five-character national code assigned when the Training Package is endorsed, for example the code of this Training Package – BSB01. The first three characters identify the Training Package industry coverage and the last two characters identify the year of original endorsement.

Qualification codes

Within each Training Package, each qualification has a unique eight-character code, for example BSB50101. The first three letters identify the Training Package; the first number identifies the qualification level; the next two numbers identify the position in the sequence of the qualification at that level; and the last two numbers identify the year in which the qualification was endorsed. (Where qualifications are added after the initial Training Package endorsement, the last two numbers may differ from other Training Package qualifications as they identify the year in which those particular qualifications were endorsed.)

Unit of competency codes

Within each Training Package, each unit of competency has a unique code. The unit of competency codes are assigned when the Training Package is endorsed, or when new units of competency are added to an existing endorsed Training Package.

A typical code is made up of 12 characters, normally a mixture of uppercase letters and numbers, as in BSBMED201A. The first three characters signify the Training Package (BSB01 Business Services Training Package) and up to eight characters, relating to an industry sector, function or skill area, follow. The last character is always a letter and identifies the unit of competency version. The 'A' in the example above indicates that this is the original unit of competency. An incremented version identifier usually means that minor changes have been made. Typically this would mean that wording has changed in the range statement or evidence guide, providing clearer intent. Where changes are made that alter the outcome, a new code is assigned and the title is changed.

Training Package, qualification and unit of competency titles

There are agreed conventions for titling Training Packages and their components. Always use the correct titles, exactly as they appear in the Training Package, and with the code always placed before the title.

Training Package titles

The title of each endorsed Training Package is unique and relates the Training Package's broad industry coverage.

Qualification titles

The title of each endorsed Training Package qualification is unique. Qualification titles use the following sequence:

- firstly, the qualification is identified as either Certificate I, Certificate II, Certificate III, Certificate IV, Diploma or Advanced Diploma
- this is followed by the words 'in' for Certificates I to IV and 'of' for Diploma and Advanced Diploma
- then the industry descriptor follows, for example Business, and
- if applicable, the occupational or functional stream follows in brackets, for example (Recordkeeping).

For example:

- BSB40301 Certificate IV in Business (Recordkeeping)
- BSB50301 Diploma of Business (Recordkeeping)

Unit of competency titles

Each unit of competency title is unique. Unit of competency titles describe the competency outcome concisely, and are written in sentence case.

For example:

- BSBRKG301A Control records
- BSBRKG401A Review the status of a record.

Introduction to BSB01 Business Services Training Package

Overview

Who developed the Training Package?

Business Services Training Australia (BSTA) produced the BSB01 Business Services Training Package to meet the training needs of businesses throughout Australia, under contract to the Australian National Training Authority (ANTA), future versions will be managed by Innovation & Business Skills Australia.

As a first step in 1999, BSTA conducted a comprehensive scoping project, to investigate the breadth and nature of the industry, its major influences, and current and future training needs. This work defined the boundaries of the Business Services Training Package and recommended its development under three phases.

Phase One work involved extensive national research, consultation and validation to initiate a Training Package capable of meeting the needs of the diversity of Business Services across Australia, both as reflected in Business Services as a discrete industry and as reflected in generic business functions within all other industries.

BSTA completed the majority of the first phase in September 2001 with the endorsement of BSB01 Business Services Training Package; this was enhanced in May 2002 when Phase One was finalised with the addition of the e-Business field to BSB01.

Phase Two was conducted from 2002 to late 2003. Version 3, with most of Phase Two finalised and incorporated, was endorsed in early 2004. Version 4 – this version – with the remaining new field (International Services), three new domains (International Trade/Business, OHS and Compliance Management) and additions to the Common Business domain, was endorsed in late 2004. This version reflects the culmination of Phase Two work.

In line with nationally agreed processes the Phase Two development also involved extensive national research, stakeholder consultation and industry validation.

What does BSB01 Business Services Training Package cover?

Business Services are essential to all Australian businesses, either as core industry activities in themselves or as functions that support core activities. In line with the diversity of Australian businesses, BSB01 is divided into fields and domains. Fields are broad areas of activity within the Business Services scope of coverage and domains are discrete areas of activity within each field.

BSB01 Version 4 has eight fields and twenty-four domains developed across two project phases as summarised below.

Fields developed in Phase One

- Common Business
- Business Administration Services
- Business Information Services
- Business Management Services

- Human Resource Management
- Business Development
- E-business

Fields expanded in Phase Two

- **Common Business** field expanded to incorporate units of competency in nine additional areas
 - Business Communication
 - Generalist Marketing
 - First Aid
 - Project Management
 - OHS
 - Risk Management
 - Customer Service
 - Diversity
 - Knowledge Management
- **Business Administration Services** field expanded to incorporate two new domains
 - Purchasing
 - Medical Administration
- **Business Management Services** field expanded to incorporate five new domains
 - Project Management
 - Franchising
 - Quality Auditing
 - Occupational Health and Safety (OHS)
 - Compliance Managementand
 - an additional eleven units of competency for the field of Strategic Management to cover the areas of entrepreneurship, family business, knowledge management, risk management, customer service and diversity management
- **Human Resource Management** field expanded to incorporate two new domains
 - Unionism
 - Employment Servicesand
 - an additional five units of competency for the Human Resources domain, covering alternative dispute resolution and industrial relations
- **Business Development** field expanded with additional units in the Marketing domain.
- **International Services** field developed, incorporating one new domain
 - International Trade/Business

Domains developed in Phase One

- Common Business
- Specialist Administration
- Legal Services
- Recordkeeping
- Small Business Management
- Frontline Management
- Governance (Indigenous Organisations)

- Strategic Management
- Assessment & Workplace Training
- Human Resources
- Advertising
- Sales
- Marketing
- E-Business

Domains developed in Phase Two

- Medical Administration
- Purchasing
- Project Management
- Franchising
- Quality Auditing
- International Trade
- OHS
- Compliance Management
- Frontline Management (review only)
- Employment Services
- Unionism

Future developments

BSB01 will be further enhanced in 2004 with the finalisation of the field of International Services and the domains of Occupational Health & Safety and Compliance. These were a part of Phase Two work and are under development at the time of writing this version; their endorsement will be sought in 2004.

How does this version of BSB01 relate to Versions 1 and 2?

This is Version 4 of BSB01. It relates to BSB01 Versions 1, 2 and 3 in that it contains all the fields and domains provided within the previous versions plus the expansions and additions to these as described above.

The version modification history table on page iii of this volume maps this version against its predecessors. In the table you will see a summary of the new qualifications and units of competency and units of competency and qualifications replaced in this version in the field of Frontline Management.

What is contained within each volume of BSB01 Version 4?

BSB01 is divided into 8 Volumes; this is Volume 1, containing endorsed information that must be considered in using the Training Package. Volume 1 must be used with each relevant industry sector as it contains overview information and mandatory qualification and assessment information.

The companion BSB01 Volumes to Volume 1 relate to the various industry sectors or groupings as shown in the following diagram:

Structure of BSB01 Volumes

VOLUME 1	VOLUME 2A	VOLUME 2B	VOLUME 3	VOLUME 4A	VOLUME 4B	VOLUME 4C
Introduction Qualification Guide Assessment Guidelines	Units of Competency Field: BUSINESS ADMINISTRATION SERVICES Domain: Legal Services Medical Administration Purchasing	Units of Competency Field: BUSINESS ADMINISTRATION SERVICES Domain: Specialist Administration	Units of Competency Field: BUSINESS INFORMATION SERVICES Domain: Recordkeeping	Units of Competency Field: BUSINESS MANAGEMENT SERVICES Domain: Small Business Management Governance (Indigenous Organisations) Franchising Quality Auditing	Units of Competency Field: BUSINESS MANAGEMENT SERVICES Domain: Project Management	Units of Competency Field: BUSINESS MANAGEMENT SERVICES Domain: Strategic Management Frontline Management
Units of Competency Field: COMMON BUSINESS Domain: Common	VOLUME 4D	VOLUME 5A	VOLUME 5B	VOLUME 6	VOLUME 7	VOLUME 8
	Units of Competency Field: BUSINESS MANAGEMENT SERVICES Domain: Occupational Health & Safety Compliance Management	Units of Competency Field: HUMAN RESOURCE MANAGEMENT Domain: Human Resources Employment Services Unionism	Units of Competency Field: HUMAN RESOURCE MANAGEMENT Domain: Assessment and Workplace Training <i>[This domain will be replaced after the Training And Assessment Training Package is endorsed]</i>	Units of Competency Field: E-BUSINESS Domain: E-Business	Units of Competency Field: BUSINESS DEVELOPMENT Domain: Advertising Sales Marketing	Units of Competency Field: INTERNATIONAL SERVICES Domain: International Trade International Business

Common Business Field

Common Business units are deliberately generic, broad based and highly suitable for contextualisation to meet the needs of particular industries, regions, localities and groups across the full spectrum of Australian industry. They provide essential cross-industry skills for all enterprises and make up the central organising focus of Certificates I to IV in BSB01.

There are sixty-six units in the Common Business field focussing on a range of workplace-relevant activities such as contributing to work teams, planning work activities, working with colleagues, observing safety requirements and beginner use of office technology. Common units added in Phase Two covered:

- business communication
- generalist marketing
- first aid
- project management
- risk management
- customer service
- diversity
- knowledge management
- OHS

Business Administration Services

The Business Administration Services field covers Specialist Administration, Legal Services, Purchasing and Medical Administration.

Specialist Administration

Skills and knowledge relevant to business administration are reflected both in units in the Common Business field and in the domain of Specialist Administration; the specialist units reflect the diversity of administrative work and variety of skills and knowledge required by administrative workers.

There are three Administration qualifications in BSB01 – BSB30201 Certificate III in Business Administration, BSB40201 Certificate IV in Business Administration and BSB50201 Diploma of Business Administration. Workers with qualifications in this area could include administrative officers, general office managers, executive personal assistants and business managers.

Legal Services

Legal Services competencies formalise the legal profession's ongoing interest in the development of structured training for the legal services sector. Legal services are provided to support the legal profession in a range of ways. Workers with qualifications from this domain could include legal receptionists, legal secretaries, assistant paralegals and litigation assistants.

There are three qualifications in BSB01 related to legal services – BSA30200 Certificate III in Business (Legal Administration), BSA40200 Certificate IV in Business (Legal Services) and BSA50200 Diploma of Business (Legal Services).

Purchasing

As well as being a specific work role, purchasing is also a cross-industry and generic work function; all organisations are involved with purchasing to some extent.

Under the flexible qualification packaging rules of BSB01, units from the Purchasing domain may be used in a wide range of qualifications or in the specific Purchasing qualifications at Certificate IV and Diploma. The Purchasing qualifications are BSB41404 Certificate IV in Business (Purchasing) and BSB51404 Diploma of Business (Purchasing).

The Purchasing qualifications include competencies ranging from those required to handle low expenditure purchasing transactions through to those required to manage purchasing relationships including international purchasing and supply chain management suiting a variety of workplace roles related to this domain.

Medical Administration

The specific medical administration qualification BSB30704 Certificate III in Business (Medical Administration), and the units at Certificate II, III and Certificate IV reflect the function of people engaged in medical administration work. Units can be used in a range of qualifications in line with the packaging rules in the Qualification Guide. Other units from BSB01 could also be contextualised for medical administration work.

The qualification in this domain is BSB30704 Certificate III in Business (Medical Administration). Workers with this qualification would usually be involved in activities such as record-keeping, stock control and client contact in a medical environment and could be medical receptionists or other medical-related workers.

Business Information Services

The field of Business Information Services contains one domain, Recordkeeping.

Recordkeeping

Record keepers can be seen as the custodians of corporate memory. Their work ensures the retention and security of records and can involve basic records-handling, reviewing and disposing of records, setting up records systems, developing recordkeeping policy and developing and establishing record and terminology regimes.

There are four qualifications relating to recordkeeping in BSB01. These are BSB30401 Certificate III in Business (Recordkeeping), BSB40301 Certificate IV in Business (Recordkeeping), BSB50301 Diploma of Business (Recordkeeping) and BSB60101 Advanced Diploma of Business (Recordkeeping). Workers with these qualifications would include records officers, records managers, corporate archivists and privacy officers.

Business Management Services

Business Management Services covers Small Business Management, Frontline Management, Governance (Indigenous Organisations), Strategic Management, Project Management, Franchising and Quality Auditing.

Small Business Management

Most Australian businesses are small businesses with ABS figures suggesting that 80% of businesses in the Business Services sector employ fewer than six people. Many small businesses involve self-employed sole traders or family business operators.

There is one qualification in this domain, BSB40401 Certificate IV in Business (Small Business Management), and units can be used flexibly in other qualifications in line with the packaging rules in the Qualification Guide. The eight small business units add to flexible choices in formal learning and development for small businesses. Other units and qualifications can be also contextualised for small businesses.

Frontline Management

Three frontline qualifications in this version replace the three frontline management qualifications at the same levels in BSB01 Versions 1 and 2. The new qualifications are BSB30504 Certificate III in Business (Frontline Management), BSB41004 Certificate IV in Business (Frontline Management) and BSB51004 Diploma of Business (Frontline Management).

The roles of frontline managers vary according to the organisation and the scope of their position. Workers with this qualification could be team leaders, supervisors, front desk managers, line managers in a wide range of organisations across the full diversity of Australian business, for example manufacturing, hospitality and retail.

Governance (Indigenous Organisations)

BSTA worked closely with the Aboriginal and Torres Strait Islander Commission to develop the thirty-two units that reflect the skills required of people serving on boards of Indigenous organisations. The units take a quite distinctive approach and can be organised thematically under the headings of:

- working with the community
- community leadership
- managing the organisation
- working with the wider community.

More than half the units cover managing organisations, and the qualifications have generic qualification titles. The two Governance qualifications are BSB40901 Certificate IV in Business (Governance) and BSB50901 Diploma of Business (Governance). By including appropriate contextual references, the qualifications and units can be adapted to also suit the needs of a wide range of non-Indigenous community groups and organisations where governance is required, for example clubs and societies.

Strategic Management

The qualifications in this domain are a logical extension of the Common Business domain, involving high-level core strategic business skills. The Strategic Management domain includes a range of units that can be incorporated in Diploma or Advanced Diploma qualifications, reflecting the increasing needs and challenges for managers across all fields.

The qualifications BSB50401 Diploma of Business Management and BSB60201 Advanced Diploma of Business Management use Strategic Management units but the units can also be brought into other qualifications – according to the packaging rules of the qualification. Workers with Strategic Management qualifications could include general managers, product managers and department managers.

The units cover areas such as finance, operations, leadership, knowledge management, entrepreneurship, family business, risk management, customer service and diversity management. They are presented in the context of the need to contribute to sound strategic

planning and the execution of business goals. Taking up the thread from Common Business, workplace safety, environmental performance and risk management are given high priority.

Project Management

Project Management has cross-industry application and involves large, medium and small businesses. Increasingly, project management is being undertaken both for internal and external clients and participation in globally distributed teams for global multi-organisational projects is becoming more common.

There are three qualifications in this domain – BSB41504 Certificate IV in Project Management, BSB51504 Diploma of Project Management, and BSB60904 Advanced Diploma of Project Management.

These qualifications provide for varied project work across the diversity of business and at a range of work levels. These include a project team member working with others, a project manager managing a project and the manager of a program including multiple projects. The units address a range of project management functions relevant to the level of work performed across areas such as time management, finances, quality management, human resource management, communications, procurement and risk management in the context of projects and programs.

On the strong advice from industry, the project management qualifications have different rules and structure to the rest of the qualifications in BSB01 – see the Qualification Guide for the packaging rules for these qualifications.

Franchising

There are two qualifications in this domain – BSB41704 Certificate IV in Business (Franchising) and BSB51704 Diploma of Business (Franchising). The Certificate IV provides for a range of franchising outcomes including establishing a franchise and operating as a franchisee. The Diploma covers a range of outcomes based on management operations in franchising including managing a franchise.

There is also a unit at Certificate III covering the skills required of an employee to work within a franchise that can be brought into other qualifications.

Quality Auditing

In line with recognition of the significance of quality systems and auditing, the qualification BSB51904 Diploma of Business (Quality Auditing) was developed in Phase Two. There are also units that may be brought into a range of other qualifications in line with the packaging rules in the Qualification Guide, including at Certificate IV.

Workers with these qualifications could include team leaders, internal auditors, quality auditors.

The quality auditing units cover a range of functions relative to workplace roles and levels. They cover aspects such as participating in and conducting a quality audit, reporting audit findings, preparing audit documentation through to the skills and knowledge required to manage audit teams.

Occupational Health and Safety

Twenty three new units were developed and are included in the three new qualifications in the OHS domain – BSB41604 Certificate IV in Occupational Health and Safety, BSB51604 Diploma of Occupational Health and Safety and BSB61004 Advanced Diploma of Occupational Health and Safety.

Workers with these qualifications would include OHS Practitioners, OHS supervisors and managers at both middle and senior management levels.

The units cover a range of OHS functions relative to workplace roles, responsibilities and work levels. They include aspects such as identifying hazards; assessing OHS risks; implementing strategies to control OHS risk; managing OHS information and data systems; managing hazards in the work environment; developing an OHS management system; advising on application of safe design principles to control OHS risk; and conducting an OHS audit and evaluating an organisation's OHS performance.

Compliance

Ten new units were developed for the Compliance Management domain in Phase Two. These units can be included within the packaging of other business management qualifications as appropriate.

These units can ideally be packaged with other appropriate support or enabling management units or units in specialised compliance management areas to match specific workplace training needs. Packaging the units into various Business Services Training Package qualifications provides flexibility to allow for varied workplace contexts and managerial functions.

Workers with these qualifications could include middle managers, senior managers or Chief Executive Officers in small or large firms, external consultancy organisations or regulatory authorities.

The units cover a range of workplace functions relative to the roles and responsibilities of positions involved with Compliance Management.

Human Resource Management

The Human Resource Management field incorporates the domains of Assessment & Workplace Training, Human Resources, Employment Services and Unionism.

Assessment & Workplace Training

The Training Package for Assessment and Workplace Training (BSZ98) was incorporated into the Business Services Training Package in Phase One. The units of competency for the two qualifications – BSZ40198 Certificate IV in Assessment and Workplace Training and BSZ50198 Diploma of Training and Assessment Systems – have been made available within the Business Services Training Package, with the relevant packaging rules for each qualification.

A fundamental review of the Training Package for Assessment and Workplace Training was completed by Business Services Training Australia in 2003. It is envisaged that once the new Training And Assessment Training Package is endorsed, Innovation & Business Skills Australia will formally seek to incorporate units of competency from this Training Package into the Business Services Training Package, thereby replacing the current units of competency and qualifications.

Human Resources

The Human Resources domain reflects ongoing fundamental changes in the work of human resource managers in all areas of business driven by new technology and changing work practices and expectations.

There are three qualifications in this domain are BSB40801 Certificate IV in Business (Human Resources), BSB50801 Diploma of Business (Human Resources) and BSB60301 Advanced Diploma of Business (Human Resources). Workers with these qualifications could include human resource managers, human resource coordinators, recruiters, business process managers and training and development managers

Human resources units of competency can also be incorporated into other qualifications in line with the packaging rules in the Qualification Guide. The units cover aspects such as recruitment, performance management, providing services, induction, rehabilitation programs, HR policies, information systems, mediation, industrial relations, and remuneration and employee benefits.

Employment Services

This domain was developed in Phase Two, with four units supporting the qualification BSB41904 Certificate IV in Business (Employment Services). The qualification is suitable for specialist personnel such as senior employment consultants, employment and recruitment consultants, managers of employment services and Group Training field officers working in private or government contracted employment agencies.

The qualification includes endorsed units imported from CSH02 Community Services Training Package where relevant. The Employment Services units address the requirements for personnel to expand the organisation's client base, provide candidates with services, address issues of candidate retention, provide employment management services undertake and manage recruitment for client organisations.

Unionism

There are two qualifications in this domain, BSB41804 Certificate IV in Unionism and BSB51804 Diploma of Unionism. The majority of units are relevant to union organisers, union call-centre staff and workplace union representatives. However, some units in the Diploma would be of interest to senior industrial officers and senior research officers.

International Services

The field of International Services includes one domain – International Trade/Business.

International Trade/Business

Twenty three units were developed and are included in the three new qualifications in this domain – BSB30804 Certificate III in Business (International Trade), BSB42004 Certificate IV in Business (International Trade), and BSB52004 Diploma of International Business. These qualifications will be relevant to workers and managers in export and import organisations and other specialist personnel involved with international trade and business.

The units cover a diverse range of skills and knowledge involved with the work of international trade/business across a range of levels. This includes activities such as assisting in the process of importing and exporting goods, international transfer of services and

international transport of goods; researching international business opportunities and markets; marketing goods and services internationally; obtaining specialist permits for import and export of goods; forecasting international market and business needs; promoting products and services to international markets.

Business Development

The Business Development field includes the domains of Advertising, Sales and Marketing. Flexible packaging rules for qualifications in this field allow for mixing and matching across these domains in qualifications, reflecting the way these functions converge in some businesses. At the same time, the capacity to identify Advertising and Marketing domains, in qualification titles, acknowledges that they can be important discrete functions in many businesses.

Advertising

There are three qualifications in this domain, BSB40601 Certificate IV in Business (Advertising), BSB50601 Diploma of Business (Advertising) and the BSB60501 Advanced Diploma of Business (Advertising). Workers with these qualifications could include copywriters, media buyers, advertising managers.

The Certificate IV reflects those skills required by a member of a creative team with units in areas such as audience profiling, pre-campaign testing, production monitoring and advertisement scheduling. At the Diploma the focus shifts to include research, developing creative concepts, ad creation and evaluation, media planning, and the presentation of campaign options to clients. The units at Advanced Diploma reflect higher order management functions in advertising including developing, managing, executing and evaluating an advertising campaign.

Sales

There is one qualification in this domain, BSB30301 Certificate III in Business (Sales). This certificate is packaged in such a way that recognises that while all sales people require considerable sales-related knowledge and skills, in some roles they also require broader business skills. Workers with this qualification could include customer service managers, sales executives and sales managers.

The certificate is for uptake in organisations where sales are amongst services provided but selling is not the core business. In this way, Sales as a domain in BSB01 is distinguished from sales that take place in businesses whose core business involves retailing and wholesaling (that are covered by other endorsed Training Packages).

Marketing

The spread of units provide for a range of outcomes in the domain of marketing. There are three qualifications, BSB40701 Certificate IV in Business (Marketing), BSB50701 Diploma of Business (Marketing) and BSB60601 Advanced Diploma of Business (Marketing).

Units from this domain can be used in other qualifications in line with the packaging rules in the Qualification Guide. In Phase Two four market research units were developed to be incorporated into the appropriate general or specialist business qualifications from Certificate III to Advanced Diploma. These cover assisting others with marketing, conducting market research, market research planning and preparing market research plans. These provide for marketing skills for non-marketing personnel.

e-Business

The e-Business field recognises that our workforce is increasingly engaged in providing knowledge-based services within a global business environment. Technology is transforming the way we do business and this field reflects this. E-Business provides a contemporary range of qualifications for application across a range of industries.

The e-Business field straddles a broad range of traditional business activity with the units complemented and supported by units from all other fields and domains of BSB01 as well as units from other Training Packages. The e-Business units were developed in collaboration with the Information Technology and Telecommunications ITAB, and in consultation with a range of other national ITABs.

There are four e-Business qualifications and four 'blended qualifications' – combining e-Business units with units from the ICA099 Information Technology Training Package.

- The e-Business qualifications are BSB30601 Certificate III in e-Business, BSB41201 Certificate IV in e-Business, BSB51101 Diploma of e-Business and BSB60701 Advanced Diploma of e-Business.
- The 'blended qualifications' are BSB41301 Certificate IV in e-Business Development, BSB51201 Diploma of Strategic e-Business Development, BSB51301 Diploma of e-Learning and BSB60801 Advanced Diploma of Strategic e-Business Development.

Workers with e-Business qualifications could include information officers, web administrators, web developers, on-line business officers, business analysts, instructional designers.

Key Features of BSB01 Business Services Training Package

Flexibility and responsiveness

BSB01 Business Services Training Package contains nationally recognised qualifications that are flexible enough to meet the requirements of many different markets, locations and businesses, and the diverse range of learners and others seeking to use it.

Fundamental changes to the Australian workforce in recent years have resulted in employers demanding increased flexibility in the skill sets of their employees. At the same time, more individuals are taking greater responsibility for the development and extension of their own skills and knowledge. BSB01 accommodates the needs of these stakeholders; its flexible qualifications structure allows enterprises and individuals to progressively build relevant industry skills and have these recognised.

Generic work skills

Industry has identified the significance of generic, employability skills in meeting the demands of modern workplaces – these skills are critical in both gaining and retaining employment in the new economy, and many employers consider them as important as technical workplace skills.

These employability skills were fully considered in the development of BSB01 and are integrated through more precise definition of the generic knowledge and skills required at each unit, and through the identification of Key Competencies.

Attitudes

In addition to skills and knowledge, employers want people with the right attitudes. Units in BSB01 spell out workplace behaviours reflecting the attitudes needed to gain entry to employment and enhance progression in the workplace.

Assessment

Initial assessment against competencies can be the first point of engagement with BSB01 – to recognise existing skills and guide decisions about appropriate learning programs and enrolment. Assessment is ongoing throughout the learning process to both gather data on attainment of competencies, and to provide learners with feedback on how they are progressing – assessment is part of the learning process.

Individual learners

BSB01 allows individuals to plan and construct career pathways for diverse futures – to put together the optimum package of marketable skills, knowledge and attitudes for a high skill but increasingly casualised labour market. The flexible qualification packaging rules allow for, and enable, individual approaches to gaining a qualification.

Cross-industry competencies

Business Services competencies are very broad in nature. They gain depth and industry relevance by being placed in the context of an actual business, or by being applied in different industries. Units developed in Phase One are now included in every other nationally endorsed Training Package, a number of enterprise Training Packages and an enormous array of accredited courses.

BSB01 Development Approach and Methodology

The development of a Training Package for the Business Services industry appropriately included extensive national research and development with a high degree of industry and stakeholder consultation and participation. The process was managed by Business Services Training Australia (BSTA) across two phases as summarised below. Further details of the processes involved can be obtained from Innovation & Business Skills Australia (www.ibsa.org.au).

Phase One

The first phase, conducted between 2000 and 2001 and concluding with the endorsement by the National Training Quality Council (NTQC) of BSB01 Business Services Training Package Version 1 included:

- an initial comprehensive scoping to analyse and define the business services sector providing a firm foundation for the Training Package
- planning and contractual arrangements with ANTA for its development
- engagement and management of consultants to undertake the work – each responsible for a given field and supported and advised by an expert Reference Group
- extensive consultation using various processes depending on whether the work involved the development of new units or review of existing units, and including web based processes
- functional analysis and research for each field and domain using various techniques such as surveys, interviews and focus groups
- initial development as appropriate for each particular domain and field, including drafting new units and/or reviewing existing units, fine-tuning units
- widespread distribution and consideration of drafts and stakeholder engagement and consultation across all States and Territories and a broad profile of relevant Business Services industry and other stakeholders nationally
- validation of drafts to ensure that the Business Services Training Package truly reflected the views of industry and was capable of implementation
- submission to the NTQC for national endorsement (Versions 1 and 2).

Phase Two

The second phase, conducted in 2002 and 2003 adds additional fields and domains to BSB01 Business Services Training Package. These were based on the outcomes of an initial scoping, confirmed through national consultation and a functional workplace analysis. In summary Phase Two included:

- scoping and research
- planning and contractual arrangements
- engaging consultant to work collaboratively with BSTA on the development
- consultant bringing together a team of additional specialists to complete the work
- desk audit and analysis
- conducting functional analyses
- conducting national consultation for each area and communication activities with industry, providers, State and Territory representatives and peak bodies in face to face meetings, small group and phone interviews, large forums, focus groups, workshops, press releases, newsletter entries, and on-line through web based tools and issues register.

- development of drafts using a range of strategies depending on factors such as characteristics of the industry sector involved, whether the development was new or a review of existing units, size of the domain, and existence or otherwise of endorsed units
- conducting strategically structured consultation
- developing units of competency based on evidence provided through functional analysis
- distributing drafts widely and incorporating feedback
- validating drafts with key Business Services and vocational education and training stakeholders such as industry groups, State Training Authorities, and Registered Training Organisations (RTOs).
- Endorsement submission to the NTQC for national endorsement (Versions 3 and 4).

Acknowledgments

Phase Two of the development of BSB01 has resulted in this version of the Training Package. It has been endorsed by representatives of the Business Services industry as meeting its needs. BSTA acknowledges the contribution of a diverse range of industry and education and training representatives and stakeholders who generously contributed their time and expertise in the development of BSB01 Version 3 and Version 4. These individuals and groups are too numerous to list but are thanked for their contributions.

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National Project Steering Committee Phase Two

The BSTA Project Team would like to acknowledge the work of the National Project Steering Committee and to thank members, and their constituents, for their contribution.

Brian Kerwood (Chair)	Australian Industry Group
Catherine Chaffey	National Finance ITAB
Chris Walton	ACTU Organising Centre
Craig King	Bakers Delight Holdings Ltd
Eddie Hardman	ANTA
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Jeff Priday	Group Training Australia
Margaret Summerfield	TAFE NSW, Hunter Institute
Maria Maddalena – Raso	Human Resources, Drake International (<i>Resigned May 2003</i>)
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BSB01

Business Services Training Package
Phase Two

Qualification Guide

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The Australian Qualifications Framework

What is the Australian Qualifications Framework?

A brief overview of the Australian Qualifications Framework (AQF) follows. For a full explanation of the AQF see the *AQF Implementation Handbook, 3rd Edition 2002*. You can download it from the Australian Qualifications Advisory Board (AQFAB) website (www.aqf.edu.au) or obtain a hard copy by contacting AQFAB on phone 03 9639 1606 or email aqfab@curriculum.edu.au.

The AQF provides a comprehensive, nationally consistent framework for all qualifications in post-compulsory education and training in Australia. In the vocational education and training (VET) sector it assists national consistency for all trainees, learners, employers and providers by enabling national recognition of qualifications and Statements of Attainment.

Training Package qualifications in the VET sector must comply with the titles and guidelines of the AQF. Endorsed Training Packages provide a unique title for each AQF qualification which must always be reproduced accurately.

Qualifications

Training Packages can incorporate the following six AQF qualifications:

- Certificate I
- Certificate II
- Certificate III
- Certificate IV
- Diploma
- Advanced Diploma

On completion of the requirements defined in the Training Package, a Registered Training Organisation (RTO) may issue a nationally recognised AQF qualification. Issuance of AQF qualifications must comply with the advice provided in the AQF Implementation Handbook and the Australian Quality Training Framework Standards for Registered Training Organisations, particularly Standard 10.

Statement of Attainment

Where an AQF qualification is partially achieved through the achievement of one or more endorsed units of competency, an RTO may issue a Statement of Attainment. Issuance of Statements of Attainment must comply with the advice provided in the AQF Implementation Handbook and the Australian Quality Training Framework Standards for Registered Training Organisations, particularly Standard 10.

Under the Standards for Registered Training Organisations, RTOs must recognise the achievement of competencies as recorded on a qualification or Statement of Attainment issued by other RTOs. Given this, recognised competencies can progressively build towards a full AQF qualification.

AQF Guidelines and Learning Outcomes

The AQF Implementation Handbook provides a comprehensive guideline for each AQF qualification. A summary of the learning outcome characteristics and their distinguishing features for each VET related AQF qualification is provided below.

Certificate I

Characteristics of Learning Outcomes

Breadth, depth and complexity of knowledge and skills would prepare a person to perform a defined range of activities most of which may be routine and predictable.

Applications may include a variety of employment related skills including preparatory access and participation skills, broad-based induction skills and/or specific workplace skills. They may also include participation in a team or work group.

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

- demonstrate knowledge by recall in a narrow range of areas;
- demonstrate basic practical skills, such as the use of relevant tools;
- perform a sequence of routine tasks given clear direction
- receive and pass on messages/information.

Certificate II

Characteristics of Learning Outcomes

Breadth, depth and complexity of knowledge and skills would prepare a person to perform in a range of varied activities or knowledge application where there is a clearly defined range of contexts in which the choice of actions required is usually clear and there is limited complexity in the range of operations to be applied.

Performance of a prescribed range of functions involving known routines and procedures and some accountability for the quality of outcomes.

Applications may include some complex or non-routine activities involving individual responsibility or autonomy and/or collaboration with others as part of a group or team.

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

- demonstrate basic operational knowledge in a moderate range of areas;
- apply a defined range of skills;
- apply known solutions to a limited range of predictable problems;
- perform a range of tasks where choice between a limited range of options is required;
- assess and record information from varied sources;
- take limited responsibility for own outputs in work and learning.

Certificate III

Characteristics of Learning Outcomes

Breadth, depth and complexity of knowledge and competencies would cover selecting, adapting and transferring skills and knowledge to new environments and providing technical advice and some leadership in resolution of specified problems. This would be applied across a range of roles in a variety of contexts with some complexity in the extent and choice of options available.

Performance of a defined range of skilled operations, usually within a range of broader related activities involving known routines, methods and procedures, where some discretion and judgement is required in the selection of equipment, services or contingency measures and within known time constraints.

Applications may involve some responsibility for others. Participation in teams including group or team coordination may be involved.

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

- demonstrate some relevant theoretical knowledge
- apply a range of well-developed skills
- apply known solutions to a variety of predictable problems
- perform processes that require a range of well-developed skills where some discretion and judgement is required
- interpret available information, using discretion and judgement
- take responsibility for own outputs in work and learning
- take limited responsibility for the output of others.

Certificate IV

Characteristics of Learning Outcomes

Breadth, depth and complexity of knowledge and competencies would cover a broad range of varied activities or application in a wider variety of contexts most of which are complex and non-routine. Leadership and guidance are involved when organising activities of self and others as well as contributing to technical solutions of a non-routine or contingency nature.

Performance of a broad range of skilled applications including the requirement to evaluate and analyse current practices, develop new criteria and procedures for performing current practices and provision of some leadership and guidance to others in the application and planning of the skills.

Applications involve responsibility for, and limited organisation of, others.

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

- demonstrate understanding of a broad knowledge base incorporating some theoretical concepts
- apply solutions to a defined range of unpredictable problems
- identify and apply skill and knowledge areas to a wide variety of contexts, with depth in some areas
- identify, analyse and evaluate information from a variety of sources
- take responsibility for own outputs in relation to specified quality standards
- take limited responsibility for the quantity and quality of the output of others.

Diploma

Characteristics of Learning Outcomes

Breadth, depth and complexity covering planning and initiation of alternative approaches to skills or knowledge applications across a broad range of technical and/or management requirements, evaluation and co-ordination.

The self directed application of knowledge and skills, with substantial depth in some areas where judgement is required in planning and selecting appropriate equipment, services and techniques for self and others.

Applications involve participation in development of strategic initiatives as well as personal responsibility and autonomy in performing complex technical operations or organising others. It may include participation in teams including teams concerned with planning and evaluation functions. Group or team co-ordination may be involved.

The degree of emphasis on breadth as against depth of knowledge and skills may vary between qualifications granted at this level.

Distinguishing Features of Learning Outcomes

Do the competencies or learning outcomes enable an individual with this qualification to:

- demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas
- analyse and plan approaches to technical problems or management requirements
- transfer and apply theoretical concepts and/or technical or creative skills to a range of situations
- evaluate information, using it to forecast for planning or research purposes
- take responsibility for own outputs in relation to broad quantity and quality parameters
- take some responsibility for the achievement of group outcomes.

Advanced Diploma

Characteristics of Learning Outcomes

Breadth, depth and complexity involving analysis, design, planning, execution and evaluation across a range of technical and/or management functions including development of new criteria or applications or knowledge or procedures.

The application of a significant range of fundamental principles and complex techniques across a wide and often unpredictable variety of contexts in relation to either varied or highly specific functions. Contribution to the development of a broad plan, budget or strategy is involved and accountability and responsibility for self and others in achieving the outcomes is involved.

Applications involve significant judgement in planning, design, technical or leadership/guidance functions related to products, services, operations or procedures.

The degree of emphasis on breadth as against depth of knowledge and skills may vary between qualifications granted at this level.

Distinguishing Features of Learning Outcomes

Do the competencies or learning outcomes enable an individual with this qualification to:

- demonstrate understanding of specialised knowledge with depth in some areas
- analyse, diagnose, design and execute judgements across a broad range of technical or management functions
- generate ideas through the analysis of information and concepts at an abstract level
- demonstrate a command of wide-ranging, highly specialised technical, creative or conceptual skills
- demonstrate accountability for personal outputs within broad parameters
- demonstrate accountability for personal and group outcomes within broad parameters.

Design of Business Services Training Package Qualifications

The qualifications in the Business Services Training Package are unique, in that they are flexible and more open than qualifications found in most other Training Packages.

Their principal design features are:

- A specified number of competency units from a defined field or domain of the Business Services Training Package, align to an Australian Qualifications Framework qualification. This usually, but not always, allows a choice. Thus the qualifications have options built into their structure, and therefore do not necessarily have a defined core of required competencies.
- At least two-thirds of the competencies comprising a Business Services qualification must come from the Business Services Training Package, thus ensuring in all cases a critical weight of Business Services competencies, even when the whole qualification may be placed in the context of another industry.
- Up to one-third of the competencies may come from other areas in the Business Services Training Package OR from other endorsed Training Packages, allowing for considerable further flexibility and particular industry contextualisation.

The table below outlines the general pattern for the requirements of qualifications in the Business Services Training Package:

Certificate I	Work Preparation	6 units
Certificate II	Business (generic)	12 units
Certificate III	Business (generic) + 8 specialist domains	12 units
Certificate IV	Business (generic) + 18 specialist domains	10 units
Diploma	Business (generic) + 17 specialist domains	8 units
Advanced Diploma	8 specialist domains	8 units

Assessment and Workplace Training units of competency

A fundamental review of the Training Package for Assessment and Workplace Training has been undertaken by Business Services Training Australia and is currently undergoing the endorsement process. It is envisaged that once the new Training And Assessment Training Package is endorsed, the current BSZ units and qualifications will be removed from BSB01 and units from the new Training Package will be incorporated into the Business Services Training Package.

This will allow for maximum flexibility for packaging qualifications and provide greater access for the training and assessment needs of the Human Resource profession in particular, and the wider cross section of industry.

Exceptions to the rules

There are some domains of the Business Services Training Package that do not conform to the general rules, and have specific rules of their own. The cases and the reasons for this are outlined as follows:

Frontline Management qualifications

A review of Frontline Management was undertaken as part of the development of Phase Two of the Business Services Training Package. Three new qualifications replace the three existing Frontline Management qualifications at the same levels and have been enhanced to better distinguish between each qualification level.

The qualification rules have been made more flexible at Certificate III, Certificate IV and Diploma, however, they are not consistent with the general rules of other qualifications in the Business Services Training Package. The Frontline Management qualifications differ substantially from other qualifications at the same levels in the number of units required.

Legal Administration and Legal Services qualification

As with Frontline Management, these qualifications at Certificates III, IV and Diploma also come into the Business Services Training Package with their pre-existing rules unchanged. This was a recommendation of the Review of the Administration Training Package, and came about because they had only recently been endorsed, and had only a very short period of implementation. It was agreed, therefore, that their rules would remain intact. They differ from other Business Services Training Package qualifications principally in their use of pre-requisites.

Governance – Indigenous Organisations Boards of Management

These qualifications at Certificate IV and Diploma were developed by a separate process, and are copyright of the Aboriginal and Torres Strait Islander Commission. The structure of the qualifications was the subject of very broad consultation and agreement.

Project Management Qualifications

On strong advice from industry, the Project Management qualifications have a different structure and rules to the general qualification rules in the Business Services Training Package. The Project Management qualification titles reflect the area of the qualification rather than a general 'Business' title. Therefore, the titles are Certificate IV in Project Management, Diploma of Project Management and Advanced Diploma of Project Management.

The packaging rules for Project Management qualifications also vary from the general qualification rules, in that there is no choice in the selection of units for the qualifications, and the number of units required for each qualification differs from the general rule. The units in each qualification were developed around the structured process of undertaking a project, and as such, the rules require that all units developed for each qualification be undertaken for that qualification. For example at Certificate IV there are eight Project Management units and the rules require that all eight units be undertaken. The Diploma and Advanced Diploma each have nine Project Management units, and the rules require that all nine units be undertaken for each qualification.

Unionism Qualifications

The titles for these qualifications reflect the area of the qualification rather than the general 'business' title. The titles are Certificate IV in Unionism and Diploma of Unionism. The packaging rules for the Unionism qualifications comply with the general qualification rules of the Business Services Training Package.

Franchising Diploma Qualification

The packaging rules for this qualification differ from the general Diploma rules in the Business Services Training Package. The general rules require that five specialist units be undertaken for a Diploma. Although there are five specialist Franchising units at the Diploma qualification, the unit 'BSBFRA505A Manage closure of a franchise' is a very specific unit and will not be relevant to all franchisors undertaking the qualification. As such, the rules for the Diploma of Business (Franchising) require that four specialist units be undertaken. This provides maximum flexibility within the qualification and the needs of a wider cross section of the Franchising industry are met.

OHS Qualifications

The preferred option of OHS specialists was that the titles for these qualifications reflect the area of the qualification rather than the general 'business' title. The strong argument put forward was that the area is not a 'business' function but rather a cross-industry one, which may be contextualised for different industry areas, and as such the qualification would be better identified with the domain area rather than with 'business'. The titles are Certificate IV in Occupational Health and Safety, Diploma of Occupational Health and Safety and Advanced Diploma of Occupational Health and Safety

The packaging rules for the Certificate IV in Occupational Health and Safety qualification differs from the general Certificate IV rules in the Business Services Training Package. The general rules require that four specialist units be undertaken for a Certificate IV. In this qualification it is required that five specialist units be undertaken. This supports the industry advice received during the development of this qualification.

International Business Diploma Qualifications

The title of the Diploma of International Business does not follow the general titling rules. The title was amended in order to reduce the awkwardness of having the word 'business' in the title twice i.e. Diploma of Business (International Business).

General Instructions for Packaging Business Services Qualifications

Work outcome

All vocational education qualifications must lead to a work outcome. The unique flexibility of the Business Services Training Package qualifications is their feature; it allows for Registered Training Organisations to vary programs to meet:

- the specific needs of a business or group of businesses
- the skill needs of a locality or a particular industry application of business skills, and/ or
- the maximum employability of a group of students or an individual

Maximising employability

In all cases, when packaging Business Services qualifications, RTOs must follow the principle of providing groups and individuals with the broadest possible combination of skills and attributes.

When combining units, therefore, choices must be exercised so that no duplication of work outcomes occur either within the Business Services Training Package or among other Training Packages.

Hence, in packaging the Certificate II in Business, it would not be legitimate to combine unit BSBCMN203A Communicate in the workplace, with a communication unit from another Training Package.

Entry to qualifications

The Business Services Training Package does not have mandatory requirements for entry to qualifications. Registered Training Organisations must endeavour, on all occasions, to match the skills, attributes, experiences and potential of groups of students or individuals to an appropriate level.

Units of Competency for Inclusion in Business Services Qualifications

Business Services qualifications allow for the inclusion of units from outside the specified field or domain in the Business Services Training Package, and from other endorsed Training Packages.

It is expected that, in most cases these units will come from the same Australian Qualification Framework (AQF) qualification, for example, relevant units for a Certificate IV in Community Services Work will be included in a Certificate IV in Business (Employment Services). However, in some Training Packages, the same units appear over a range of AQF qualifications. In these cases, for purposes of parity, the unit should be chosen from the 'lowest' qualification at which it is included.

The rules of Business Services Training Package allow, on occasions, for Business Services qualifications to include up to two units from a higher or lower qualification. The general rule is that units of competency may be chosen from a qualification level directly below or above the qualification being undertaken. For example, in a Certificate IV qualification of the Business Services Training Package, the packaging rules allow for one unit to be included from a Certificate III or Diploma qualification.

The purpose of this is to allow a choice that will most accurately deliver the requirements of a business, or groups of businesses, or will maximise the employability of an individual or group. Registered Training Organisations using these packaging options must be able to demonstrate that their choices for inclusion were dictated by the factors above.

Advice on Pre-Requisites

Business Services Training Australia has a policy that there will be **no pre-requisite units specified in the Business Services Training Package**. Each unit in the Business Services Training Package has the function of describing some work activities required by business; each unit contains an outline of the knowledge, skills and attitudes required for that work, and sufficient for that work. The units have been designed on this principle, i.e. the knowledge and skills required to carry out the work, that is integral to the work, is described sufficiently in the unit.

This policy was decided as a guiding design principle in direct response to the feedback from industry and providers that the Business Services Training Package should:

- Allow for the maximum flexibility in the range of responses to achieving its specified outcomes
- Facilitate all pathways to the achievement of a qualification
- Ensure that a person with existing relevant experience, skills and knowledge can have competencies recognised and undertake a program commensurate with their learning needs at an appropriate level
- Easily allow for units to be exported to other Training Packages or used in qualifications contained in other Training Packages, especially, but not exclusively, the Common Units of the Business Services Training Package.

Thus the Business Services Training Package will not mandate particular pathways to the achievement of qualifications. It is the prerogative of Registered Training Organisations to use the rules of the qualifications to provide the best learning programs and sequences to meet the needs of their students and business customers.

New Apprenticeships Pathways

New Apprenticeships combine practical work with structured training to give people a nationally recognised qualification and relevant, current workplace experience. New Apprenticeships are available in more than 500 occupations, and Business Services is one of the most popular.

Traditionally, apprenticeships took three to four years to complete and traineeships lasted one to two years. New Apprenticeships are 'competency based' which means it may be possible for a New Apprentice to complete their training sooner if they have reached the skill level required. In some cases it is possible to start a New Apprenticeship while still at school.

Under New Apprenticeships training can be provided at set times, in negotiated blocks or through other arrangements agreed by the employee, employer and training organisation. New Apprenticeships are covered by formal agreements known as either 'Training Agreements' or 'Contracts of Training'. These agreements set out the training and supervision an employer must provide for the employee, as well as the employee's obligations as a New Apprentice.

In principle, it is recommended that all qualifications in BSB01 Business Services Training Package be offered as New Apprenticeships in every State and Territory. Ultimately, this is a decision for the Commonwealth Government and State and Territory Governments, which determine the implementation and funding of New Apprenticeships. Traditionally, Diplomas and Advanced Diplomas have not been offered as New Apprenticeships with the majority of New Apprenticeships being at Certificate III.

Comprehensive advice on all aspects of New Apprenticeships may be obtained from New Apprenticeship Centres on 1800 338 022 or at www.nacinfo.com.au.

New Apprenticeships Centre services include:

- providing information on New Apprenticeships options to employers and other interested people
- marketing and promoting New Apprenticeships in the local area
- administering Commonwealth incentive payments to employers
- working with Commonwealth contracted Job Network Members, training providers, schools and other organisations

VET in Schools Pathways

What is VET in Schools?

VET in Schools provides for nationally recognised vocational education and training based on industry standards undertaken as part of a senior secondary certificate.

Successful completion of a VET in Schools program enables a student to gain a nationally recognised AQF qualification, usually at the same time as the school based qualification.

How are VET in Schools programs structured?

VET in Schools is packaged and delivered in a variety of ways across Australia. There are three main types of delivery arrangements of VET in Schools:

- schools which are Registered Training Organisations (RTOs) in their own right
- school sectoral bodies (such as Boards of Studies or regional offices) which hold RTO status on behalf of a group of schools
- schools working in a partnership with an RTO.

States and Territories across Australia package VET in Schools programs differently, according to the requirements of the senior secondary certificate. Generally, schools may offer VET as:

- stand-alone
- embedded
- a combination of stand-alone and embedded
- a school-based New Apprenticeship.

Stand-alone refers to the delivery of a VET course or qualification outside of a school subject framework.

Embedding is an arrangement whereby VET competencies are delivered within a general education course, producing both vocational and general education outcomes. This aims to minimise the assessment workload of students by avoiding unnecessary duplication. In some States and Territories embedding is necessary to provide recognition of VET within senior secondary certificates of education. In others, stand-alone VET components contribute towards the senior secondary certificate.

Schools that are RTOs generally deliver Certificate I and II. Some schools, in most States and Territories, also offer part or all of Certificates III and IV. However, the delivery of these higher qualifications often requires a partnership arrangement.

VET in Schools throughout Australia has been highly successful. The table below highlights the growth in VET in Schools participation across Australia since 1997¹.

State/Territory	1997	1998	1999	2000	2001	2001 As % of Fulltime Year 11 & 12
NSW	42,222	46,462	48,405	48,658	55,555	44.6%
VIC	10,151	12,815	13,887	19,357	22,435	21.4%

¹ Report of the MCEETYA Taskforce on Transition from School, July 2002, page 90.

State/Territory	1997	1998	1999	2000	2001	2001 As % of Fulltime Year 11 & 12
QLD	31,182	32,442	41,143	45,010	48,335	57.0%
SA	4,193	13,576	18,515	22,741	22,531	72.5%
WA	2,311	5,090	8,785	9,070	12,923	29.6%
TAS	1,574	2,133	2,604	3,295	2,550	23.7%
NT	411	1,156	1,547	1,349	1,495	50.7%
ACT	2,022	3,317	4,521	4,136	3,985	43.7%
TOTAL	94,066	116,991	139,407	153,616	169,809	41.3%

There has been a steady growth in VET in Schools student numbers since 1996, representing an increase in the percentage of senior secondary students engaging in VET in Schools programs from 16% to 41%.²

In terms of the percentage of Business & Clerical enrolments of the total VET in Schools enrolments and School-based New Apprenticeship enrolments, trend data for recent years indicate the following³:

	VET in Schools enrolments	School-based New Apprenticeship enrolments
1998	17.6%	10.3%
1999	15.0%	13.5%
2000	16.4%	11.2%
2001	14.8%	13.2%

The above figures have remained relatively stable over a period of time in which a large number of new qualifications have been made available.

BSB01 Qualifications for VET in Schools

BSTA acknowledges linkages between schools, businesses and the community. It strongly supports young people combining schooling with vocational educational and training and workplace learning. The qualifications in the BSB01 Business Services Training Package are the only training package qualifications available in every State and Territory.

Qualifications suitable for use in VET in Schools programs or for School-based New Apprenticeships include BSB10101 Certificate I in Business and BSB20201 Certificate II in Business.

In some instances, it may be appropriate to use other qualifications and units of competency in VET in Schools programs, for example BSB30101 Certificate III in Business and BSB30201 Certificate III in Business Administration. The use of any higher level qualifications or units of competency must meet the requirements for assessment in the Assessment Guidelines.

It is essential that VET qualifications gained through VET in Schools are consistent with the outcomes spelt out in the Training Package and achieved by any other provider. The

² Report of the MCEETYA Taskforce on Transition from School, July 2002, page 103.

³ Report of the MCEETYA Taskforce on Transition from School, July 2002.

AQTF, in the *Standards for Registered Training Organisations*, sets out minimum competency standards for staff responsible for the delivery of training and the conduct of assessments. It ensures that VET specialists have skills and competencies consistent with the Training Package requirements. All schools using their own teachers for VET delivery must also be aware of the requirement under the *Standards for Registered Training Organisations* to hold relevant vocational competencies, in addition to teaching and assessment competence, at least equal to that being delivered and assessed.

Given the considerable variation in the manner in which the Business Services qualifications and units of competency are utilised across Australia, the relevant authority in each State and Territory will provide advice and guidance as to the specific VET in Schools programs that can be undertaken.

Units of competency in BSB01 Business Services Training Package

All the units of competency in BSB01 are listed below under fields and domains.

Note: Imported units are also shown in the lists below – either in the list relating to the specific domain, or in the list at the end titled ‘Units imported from other Training Packages’. Where they are in the domain list they make up part of a specific qualification in that domain; where they are in the list of imported units, they can be selected according to the packaging advice in the Qualification Guide.

COMMON BUSINESS FIELD

Certificate I

BSBCMN101A	Prepare for work
BSBCMN102A	Complete daily work activities
BSBCMN103A	Apply basic communication skills
BSBCMN104A	Plan skills development
BSBCMN105A	Use business equipment
BSBCMN106A	Follow workplace safety procedures
BSBCMN107A	Operate a personal computer
BSBCMN108A	Develop keyboard skills
BSBCMN109A	Follow environmental work practices

Certificate II

BSBCMN201A	Work effectively in a business environment
BSBCMN202A	Organise and complete daily work activities
BSBCMN203A	Communicate in the workplace
BSBCMN204A	Work effectively with others
BSBCMN205A	Use business technology
BSBCMN206A	Process and maintain workplace information
BSBCMN207A	Prepare and process financial/business documents
BSBCMN208A	Deliver a service to customers
BSBCMN209A	Provide information to clients
BSBCMN210A	Implement improved work practices
BSBCMN211A	Participate in workplace safety procedures
BSBCMN212A	Handle mail
BSBCMN213A	Produce simple wordprocessed documents
BSBCMN214A	Create and use simple spreadsheets
BSBCMN215A	Participate in environmental work practices
BSBCMN216A	Create customer relationship
BSBCMN217A	Process customer feedback

BSBCMN218A Apply basic first aid

Certificate III

BSBCMN301A	Exercise initiative in a business environment
BSBCMN302A	Organise personal work priorities and development
BSBCMN304A	Contribute to personal skill development and learning
BSBCMN305A	Organise workplace information
BSBCMN306A	Produce business documents
BSBCMN307A	Maintain business resources
BSBCMN308A	Maintain financial records
BSBCMN309A	Recommend products and services
BSBCMN310A	Deliver and monitor a service to customers
BSBCMN311A	Maintain workplace safety
BSBCMN312A	Support innovation and change
BSBCMN313A	Maintain environmental procedures
BSBCMN314A	Utilise a knowledge management system
BSBCMN315A	Work effectively with diversity
BSBCMN316A	Process customer complaints
BSBCMN317A	Meet customer needs and expectations
BSBCMN318A	Write simple documents
BSBCMN319A	Apply advanced first aid
BSBCMN320A	Maintain first aid equipment and resources

Certificate IV

BSBCMN402A	Develop work priorities
BSBCMN403A	Establish business networks
BSBCMN404A	Develop teams and individuals
BSBCMN405A	Analyse and present research information
BSBCMN406A	Maintain business technology
BSBCMN407A	Coordinate business resources
BSBCMN408A	Report on financial activity
BSBCMN409A	Promote products and services
BSBCMN410A	Coordinate implementation of customer service strategies
BSBCMN411A	Monitor a safe workplace
BSBCMN412A	Promote innovation and change
BSBCMN413A	Implement and monitor environmental policies
BSBCMN414A	Undertake marketing activities
BSBCMN415A	Manage first aid policy
BSBCMN416A	Identify risk and apply risk management processes
BSBCMN417A	Coordinate customer service activities
BSBCMN418A	Address customer needs
BSBCMN419A	Manage projects
BSBCMN420A	Write complex documents
BSBCMN421A	Assist with compliance with OHS and other relevant laws

BUSINESS ADMINISTRATION SERVICES FIELD

SPECIALIST ADMINISTRATION

Certificate III

BSBADM301A	Produce texts from shorthand notes
BSBADM302A	Produce texts from notes
BSBADM303A	Produce texts from audio transcription
BSBADM304A	Design and develop text documents
BSBADM305A	Create and use databases
BSBADM306A	Create electronic presentations
BSBADM307A	Organise schedules
BSBADM308A	Process payroll
BSBADM309A	Process accounts payable and receivable
BSBADM310A	Maintain a general ledger

Certificate IV

BSBADM401A	Produce complex texts from shorthand notes
BSBADM402A	Produce complex business documents
BSBADM403A	Develop and use complex databases
BSBADM404A	Develop and use complex spreadsheets
BSBADM405A	Organise meetings
BSBADM406A	Organise business travel
BSBADM407A	Administer projects
BSBADM408A	Prepare financial reports

Diploma

BSBADM501A	Manage the establishment and maintenance of a workgroup network
BSBADM502A	Manage meetings
BSBADM503A	Plan and manage conferences
BSBADM504A	Plan or review administration systems
BSBADM505A	Manage payroll
BSBADM506A	Manage business document design and development

LEGAL SERVICES

Certificate III

BSALPP301A	Apply knowledge of the legal system to complete tasks
BSALPP302A	Carry out search of the public record
BSALPP303A	Deliver court documentation
BSACS301A	Apply the principles of confidentiality and security within the legal environment
BSALR301A	Handle receipt and despatch of information
BSALC301A	Use legal terminology in order to carry out tasks
BSALO301A	Assist in prioritising and planning activities in a legal practice
BSALF301A	Maintain records for time and disbursements in a legal practice

Certificate IV

BSALPP401A	Prepare and produce complex legal documents
BSACS401A	Provide non-legal advice
BSALC401A	Interact with other parties
BSALC402A	Research, locate and provide legal and other information in response to requests
BSALF401A	Maintain trust accounts
BSALPL401A	Provide support in Property Law matters
BSALPL402A	Provide support in Family Law matters
BSALPL403A	Provide support in Criminal Law matters
BSALPL404A	Provide support in Commercial Law matters
FNAMERC03B	Serve legal process
BSALLG401A	Arrange documents and list exhibits for litigation support
206/01	Take instructions in relation to a transaction
206/05	Prepare and execute documents
CHCAD2A	Support the interests, rights and needs of clients within duty of care requirements
CHCCD7A	Support community resources
CHCCD3A	Meet information needs of the community
CHCCD1A	Support community participation

Diploma

BSALC501A	Run a file
BSALO501A	Perform legal research and prepare reports to meet identified needs
BSALPP501A	Obtain information from a client
BSALPP502A	Draft legally binding documents
BSALLG501A	Assist with the discovery process
BSALLG502A	Appear in court
BSALLG503A	Attend pre-trial negotiations
BSALPL501A	Cost complex files
BSALPL502A	Administer in-house mortgage practice
206/04	Negotiate with others to achieve tasks and goals
206/09	Finalise transaction
CHCCD8A	Support community action
CHCCD13A	Work within specific communities
CHCCD11A	Provide advocacy and representation

PURCHASING

Certificate III

BSBPUR301A	Purchase goods and services
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Certificate IV

BSBPUR401A	Plan purchasing
BSBPUR402A	Negotiate contracts
BSBPUR403A	Conduct international purchasing

Diploma

BSBPUR501A	Develop, implement and review purchasing strategies
BSBPUR502A	Manage supplier relationships
BSBPUR503A	Manage international purchasing
BSBPUR504A	Manage a supply chain

MEDICAL ADMINISTRATION**Certificate II**

BSBMED201A	Use basic medical terminology
BSBMED202A	Follow OHS policies and procedures in medical office

Certificate III

BSBMED301A	Use advanced medical terminology
BSBMED302A	Prepare and process medical accounts
BSBMED303A	Maintain patient records
BSBMED304A	Assist in controlling stocks and supplies
BSBMED305A	Apply the principles of confidentiality, privacy and security within the medical environment

Certificate IV

BSBMED401A	Manage patient record-keeping system
BSBMED402A	Control stocks and supplies

BUSINESS INFORMATION SERVICES FIELD**RECORDKEEPING****Certificate III**

BSBRKG301A	Control records
BSBRKG302A	Undertake disposal
BSBRKG303A	Retrieve information from records
BSBRKG304A	Maintain business records

Certificate IV

BSBRKG401A	Review the status of a record
BSBRKG402A	Provide information from and about records
BSBRKG403A	Set up a business or records system for a small office
BSBEBUS406A	Monitor and maintain records in an online environment

Diploma

BSBRKG501A	Determine business or records system specifications
BSBRKG502A	Manage and monitor business or records systems
BSBRKG503A	Develop and maintain a classification scheme
BSBRKG504A	Develop terminology for activities and records
BSBRKG505A	Document or reconstruct a business or records system

Advanced Diploma

BSBRKG601A	Define recordkeeping framework
BSBRKG602A	Develop recordkeeping policy
BSBRKG603A	Prepare a functional analysis for an organisation
BSBRKG604A	Determine security and access rules and procedures
BSBRKG605A	Determine records requirements to document a function
BSBRKG606A	Design a records retention and disposal schedule
BSBRKG607A	Document and monitor the record-creating context
BSBRKG608A	Plan management of records over time

BUSINESS MANAGEMENT SERVICES FIELD**SMALL BUSINESS MANAGEMENT****Certificate III**

BSBSBM301A	Research business opportunities
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Certificate IV

BSBSBM401A	Establish business and legal requirements
BSBSBM402A	Undertake financial planning
BSBSBM403A	Promote the business
BSBSBM404A	Undertake business planning
BSBSBM405A	Monitor and manage business operations
BSBSBM406A	Manage finances
BSBSBM407A	Manage a small team

FRONTLINE MANAGEMENT**Certificate III**

BSBFLM303B	Contribute to effective workplace relationships
BSBFLM305B	Support operational plan
BSBFLM306B	Provide workplace information and resourcing plans
BSBFLM309B	Support continuous improvement systems and processes
BSBFLM311B	Support a workplace learning environment
BSBFLM312A	Contribute to team effectiveness

Certificate IV

BSBFLM403B	Implement effective workplace relationships
BSBFLM405B	Implement operational plan
BSBFLM406B	Implement workplace information system
BSBFLM409B	Implement continuous improvement
BSBFLM412A	Promote team effectiveness

Diploma

BSBFLM501B	Manage personal work priorities and professional development
BSBFLM503B	Manage effective workplace relationships
BSBFLM505B	Manage operational plan
BSBFLM506B	Manage workplace information systems
BSBFLM507B	Manage quality customer service
BSBFLM509B	Facilitate continuous improvement
BSBFLM510B	Facilitate and capitalise on change and innovation
BSBFLM511B	Develop a workplace learning environment
BSBFLM512A	Ensure team effectiveness
BSBFLM513A	Manage budgets and financial plans within the work team
BSBFLM514A	Manage people

GOVERNANCE (INDIGENOUS ORGANISATIONS)**Certificate IV**

BSBATSIL401A	Meet the roles and responsibilities of a Board member (1)
BSBATSIL402A	Use the constitution
BSBATSIC403A	Maintain and protect culture
BSBATSIM404A	Use the business plan
BSBATSIM405A	Monitor financial management and budgets
BSBATSIM406A	Manage assets
BSBATSIM407A	Plan for organisational needs
BSBATSIL408A	Manage a Board meeting
BSBATSIL409A	Manage time
BSBATSIL410A	Manage stress
BSBATSIC411A	Communicate with the community
BSBATSIM412A	Implement a business-like approach
BSBATSIM413A	Oversee business planning
BSBATSIM414A	Oversee the organisation's annual budget
BSBATSIM415A	Contribute to a positive and culturally appropriate workplace
BSBATSIW416A	Obtain and manage consultancy services
BSBATSIW417A	Select and utilise technology

Diploma

BSBATSIL501A	Meet the roles and responsibilities of a Board member (2)
BSBATSIL502A	Work with the manager
BSBATSIL503A	Manage conflict
BSBATSIM504A	Develop and implement organisational policies
BSBATSIM505A	Control organisation finances
BSBATSIM506A	Develop employment policies
BSBATSIM507A	Establish and maintain a strategic planning cycle
BSBATSIL508A	Be a community leader
BSBATSIL509A	Manage self as a Board member
BSBATSIC510A	Conduct a community meeting
BSBATSIM511A	Develop enterprise opportunities
BSBATSIM512A	Manage board competencies
BSBATSIM513A	Oversee recruitment and induction of staff

BSBATSIW514A	Represent your organisation
BSBATSIW515A	Secure funding

STRATEGIC MANAGEMENT**Diploma**

BSBMGT501A	Market services and concepts to internal customers
BSBMGT502A	Manage people performance
BSBMGT503A	Prepare budgets and financial plans
BSBMGT504A	Manage budgets and financial plans
BSBMGT505A	Ensure a safe workplace
BSBMGT506A	Recruit, select and induct staff
BSBMGT507A	Manage environmental performance
BSBMGT508A	Manage risk management system
BSBMGT509A	Manage a knowledge management system
BSBMGT510A	Determine needs of customer populations
BSBMGT511A	Develop a business opportunity
BSBMGT512A	Manage relationships in a family business
BSBMGT513A	Plan for family business succession
BSBMGT514A	Plan and manage growth in a family business

Advanced Diploma

BSBMGT601A	Contribute to strategic direction
BSBMGT602A	Contribute to the development and implementation of strategic plans
BSBMGT603A	Review and develop business plans
BSBMGT604A	Manage business operations
BSBMGT605A	Provide leadership across the organisation
BSBMGT606A	Manage customer focus
BSBMGT607A	Manage knowledge and information
BSBMGT608A	Manage innovation and continuous improvement
BSBMGT609A	Manage risk
BSBMGT610A	Manage environmental management systems
BSBMGT611A	Develop risk management strategy
BSBMGT612A	Plan and implement a knowledge management system
BSBMGT613A	Review and improve a knowledge management system
BSBMGT614A	Develop and implement diversity policy

PROJECT MANAGEMENT**Certificate IV**

BSBPM401A	Apply scope management techniques
BSBPM402A	Apply time management techniques
BSBPM403A	Apply cost management techniques
BSBPM404A	Apply quality management techniques
BSBPM405A	Apply human resource management approaches
BSBPM406A	Apply communications management techniques

BSBPM407A	Apply risk management techniques
BSBPM408A	Apply contract procurement techniques

Diploma

BSBPM501A	Manage application of project integrative processes
BSBPM502A	Manage project scope
BSBPM503A	Manage project time
BSBPM504A	Manage project costs
BSBPM505A	Manage project quality
BSBPM506A	Manage project human resources
BSBPM507A	Manage project communications
BSBPM508A	Manage project risk
BSBPM509A	Manage project procurement

Advanced Diploma

BSBPM601A	Direct the integration of multiple projects/programs
BSBPM602A	Direct the scope of multiple projects/programs
BSBPM603A	Direct time management of multiple projects/programs
BSBPM604A	Direct cost management of multiple projects/programs
BSBPM605A	Direct quality management of multiple projects/programs
BSBPM606A	Direct human resources management of multiple projects/programs
BSBPM607A	Direct communications management of multiple projects/programs
BSBPM608A	Direct risk management of multiple projects/programs
BSBPM609A	Direct project procurement and contracts of multiple projects/programs

FRANCHISING**Certificate III**

BSBFRA301A	Work within a franchise
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Certificate IV

BSBFRA401A	Manage compliance with franchisee obligations and legislative requirements
BSBFRA402A	Establish a franchise
BSBFRA403A	Manage relationship with franchisor
BSBFRA404A	Manage a multiple site franchise

Diploma

BSBFRA501A	Establish a franchise operation
BSBFRA502A	Manage a franchise operation
BSBFRA503A	Manage establishment of new sites or regions
BSBFRA504A	Manage relationships with franchisees
BSBFRA505A	Manage closure of a franchise

QUALITY AUDITING**Certificate IV**

BSBAUD401A	Prepare for a quality audit
BSBAUD402A	Participate in a quality audit

Diploma

BSBAUD501A	Initiate a quality audit
BSBAUD502A	Prepare to lead a quality audit
BSBAUD503A	Lead a quality audit
BSBAUD504A	Report on a quality audit

OHS**Certificate IV**

BSBOHS401A	Contribute to the implementation of a systematic approach to managing OHS
BSBOHS402A	Contribute to the implementation of the OHS consultation process
BSBOHS403A	Identify hazards and assess OHS risks
BSBOHS404A	Contribute to the implementation of strategies to control OHS risk
BSBOHS405A	Contribute to the implementation of emergency procedures
BSBOHS406A	Use equipment to conduct workplace monitoring

Diploma

BSBOHS501A	Participate in the coordination and maintenance of a systematic approach to managing OHS
BSBOHS502A	Participate in the management of the OHS information and data systems
BSBOHS503A	Assist in the design and development of OHS participative arrangements
BSBOHS504A	Apply principles of OHS risk management
BSBOHS505A	Manage hazards in the work environment
BSBOHS506A	Monitor and facilitate the management of hazards associated with plant
BSBOHS507A	Facilitate the application of principles of occupational health to control OHS risk
BSBOHS508A	Participate in the investigation of incidents

Advanced Diploma

BSBOHS601A	Develop a systematic approach to managing OHS
BSBOHS602A	Develop OHS information and data analysis and reporting and recording processes
BSBOHS603A	Analyse and evaluate OHS risk
BSBOHS604A	Apply ergonomic principles to control OHS risk
BSBOHS605A	Apply occupational hygiene principles to control OHS risk

BSBOHS606A	Develop and implement crisis management processes
BSBOHS607A	Advise on application of safe design principles to control OHS risk
BSBOHS608A	Conduct an OHS audit
BSBOHS609A	Evaluate an organisation's OHS performance

COMPLIANCE MANAGEMENT

Certificate IV

BSBCOM401A	Organise and monitor the operation of compliance management system
BSBCOM402A	Implement processes for the management of breaches in compliance requirements
BSBCOM403A	Provide education and training on compliance requirements and systems
BSBCOM404A	Promote and liaise on compliance requirements, systems and related issues

Diploma

BSBCOM501A	Identify and interpret compliance requirements
BSBCOM502A	Evaluate and review compliance
BSBCOM503A	Develop processes for the management of breaches in compliance requirements
BSBCOM504A	Create a culture of compliance within an organisation

Advanced Diploma

BSBCOM601A	Research compliance requirements and issues
BSBCOM602A	Develop and create compliance requirements
BSBCOM603A	Plan and establish compliance management systems

HUMAN RESOURCES MANAGEMENT FIELD

HUMAN RESOURCES

Certificate IV

BSBHR401A	Administer human resource systems
BSBHR402A	Recruit and select personnel
BSBHR403A	Process human resource documents and inquiries
BSBHR404A	Co-ordinate human resource services
BSBHR405A	Implement industrial relations procedures

Diploma

BSBHR501A	Manage human resource consultancy services
BSBHR502A	Manage human resource management information systems

BSBHR503A	Manage performance management systems
BSBHR504A	Manage industrial relations policies and processes
BSBHR505A	Manage remuneration and employee benefits
BSBHR506A	Manage recruitment selection and induction processes
BSBHR507A	Manage separation/termination
BSBHR508A	Manage work/life skills
BSBHR509A	Manage rehabilitation/return to work programs
BSBHR510A	Plan mediation processes
BSBHR511A	Implement mediation processes
BSBHR512A	Manage industrial relations initiatives
BSBHR513A	Manage industrial relations disputes

Advanced Diploma

BSBHR601A	Manage change
BSBHR602A	Manage human resource strategic planning
BSBHR603A	Contribute to organisation development
BSBHR604A	Manage employee relations
BSBHR605A	Contribute to organisation design

ASSESSMENT AND WORKPLACE TRAINING

Certificate IV

BSZ401A	Plan assessment
BSZ402A	Conduct assessment
BSZ403A	Review assessment
BSZ404A	Train small groups
BSZ405A	Plan and promote a training program
BSZ406A	Plan a series of training sessions
BSZ407A	Deliver training sessions
BSZ408A	Review training

Diploma

BSZ501A	Analyse competency requirements
BSZ502A	Design and establish the training system
BSZ503A	Design and establish the assessment system
BSZ504A	Manage the training and assessment system
BSZ505A	Evaluate the training and assessment system
BSZ506A	Develop assessment procedures
BSZ507A	Develop assessment tools
BSZ508A	Design training courses

UNIONISM

Certificate IV

BSBUN401A	Develop and implement an organising plan
BSBUN402A	Empower members
BSBUN403A	Communicate with workers
BSBUN404A	Promote equality of opportunity and fair treatment for all members

BSBUN405A	Promote the values, principles and policies of the union
BSBUN406A	Undertake bargaining
BSBUN407A	Provide advice to union members and undertake negotiations
BSBUN408A	Prepare cases for the union
BSBUN409A	Appear before tribunals and represent members

Diploma

BSBUN501A	Develop, manage and review campaigns and projects
BSBUN502A	Represent the union in key forums
BSBUN503A	Coordinate case preparation and research
BSBUN504A	Advocate and present cases for members
BSBUN505A	Develop, implement and manage union policy
BSBUN506A	Coordinate research and analysis

EMPLOYMENT SERVICES**Certificate IV**

BSBEMS401A	Develop and implement business development strategies to expand client base
BSBEMS402A	Develop and implement strategies to source and assess candidates
BSBEMS403A	Develop and provide employment management services to candidates
BSBEMS404A	Manage the recruitment process for client organisations

BUSINESS DEVELOPMENT FIELD**ADVERTISING****Certificate IV**

BSBADV401A	Profile a target audience
BSBADV402A	Conduct pre-campaign testing
BSBADV403A	Monitor advertising production
BSBADV404A	Schedule advertisements

Diploma

BSBADV501A	Develop a creative concept
BSBADV502A	Write persuasive copy
BSBADV503A	Coordinate advertising research
BSBADV504A	Create advertisements
BSBADV505A	Evaluate and recommend 'above the line' media options
BSBADV506A	Evaluate and recommend 'below the line' media options
BSBADV507A	Develop a media plan
BSBADV508A	Present an advertising campaign

Advanced Diploma

BSBADV601A	Create an advertising brief
BSBADV602A	Develop an advertising campaign
BSBADV603A	Manage advertising production
BSBADV604A	Execute an advertising campaign
BSBADV605A	Evaluate campaign effectiveness

MARKETING**Certificate III**

BSBMKG301A	Research the market
BSBMKG302A	Identify marketing opportunities
BSBMKG303A	Draft an elementary marketing audit report
BSBMKG304A	Assist with market research

Certificate IV

BSBMKG401A	Profile the market
BSBMKG402A	Analyse consumer behaviour for specific markets
BSBMKG403A	Analyse market data
BSBMKG404A	Forecast market and business needs
BSBMKG405A	Implement and monitor marketing activities
BSBMKG406A	Build client relationships
BSBMKG407A	Make a presentation
BSBMKG408A	Conduct market research

Diploma

BSBMKG501A	Evaluate marketing opportunities
BSBMKG502A	Establish and adjust the marketing mix
BSBMKG503A	Develop a marketing communications plan
BSBMKG504A	Implement a marketing solution
BSBMKG505A	Review marketing performance
BSBMKG506A	Plan market research

Advanced Diploma

BSBMKG601A	Develop marketing strategies
BSBMKG602A	Develop a marketing plan
BSBMKG603A	Manage the marketing process
BSBMKG604A	Develop and manage direct marketing campaigns
BSBMKG605A	Evaluate international marketing opportunities
BSBMKG606A	Manage international marketing programs
BSBMKG607A	Manage market research

SALES**Certificate III**

BSBSLS301A	Develop product knowledge
BSBSLS302A	Identify sales prospects
BSBSLS303A	Present a sales solution
BSBSLS304A	Secure prospect commitment
BSBSLS305A	Support post-sale activities
BSBSLS306A	Self-manage sales performance

Certificate IV

BSBSLS401A	Lead a sales team
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E-BUSINESS FIELD**e-BUSINESS**

Certificate III

BSBEBUS301A	Search and assess online business information
BSBEBUS302A	Use and maintain electronic mail system
BSBEBUS303A	Participate in a virtual community
BSBEBUS304A	Buy online
BSBEBUS305A	Sell online
BSBEBUS306A	Make payments online
BSBEBUS307A	Bank online
BSBEBUS308A	Maintain online business records
BSBEBUS309A	Undertake e-learning
BSBEBUS310A	Work effectively as an off-site e-worker

Certificate IV

BSBEBUS401A	Conduct online research
BSBEBUS402A	Implement e-correspondence policies
BSBEBUS403A	Communicate electronically
BSBEBUS404A	Trade online
BSBEBUS405A	Conduct online financial transactions
BSBEBUS406A	Monitor and maintain records in an online environment
BSBEBUS407A	Review and maintain the business aspects of a website
BSBEBUS408A	Implement and monitor delivery of quality customer service online
BSBEBUS409A	Lead and facilitate e-staff

Diploma

BSBEBUS501A	Evaluate e-business opportunities
BSBEBUS502A	Evaluate e-business models
BSBEBUS503A	Design an e-business
BSBEBUS504A	implement an e-business strategy
BSBEBUS505A	Implement new technologies for business
BSBEBUS506A	Plan and develop a business website
BSBEBUS507A	Manage the business aspects of a website
BSBEBUS508A	Build a virtual community
BSBEBUS509A	Implement e-business outsourcing arrangements
BSBEBUS510A	Manage e-business outsourcing
BSBEBUS511A	Implement a knowledge management strategy for an e-business
BSBEBUS512A	Implement electronic communication policy
BSBEBUS513A	Plan e-learning
BSBEBUS514A	Implement e-learning
BSBEBUS515A	Facilitate e-learning
BSBEBUS516A	Manage online purchasing
BSBEBUS517A	Manage online inventory
BSBEBUS518A	Manage an e-business supply chain
BSBEBUS519A	Manage online sales systems
BSBEBUS520A	Manage online payments systems
BSBEBUS521A	Plan e-marketing communications
BSBEBUS522A	Conduct e-marketing communications
BSBEBUS523A	Investigate and plan e-work business solutions

BSBEBUS524A	Implement and manage e-working arrangements
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Advanced Diploma

BSBEBUS601A	Develop an e-business strategy
BSBEBUS602A	Develop an action plan for an e-business strategy
BSBEBUS603A	Evaluate new technologies for business
BSBEBUS604A	Develop a business website strategy
BSBEBUS605A	Identify and implement e-business innovation
BSBEBUS606A	Manage e-business risk
BSBEBUS607A	Develop e-business outsourcing policy and guidelines
BSBEBUS608A	Develop and implement online information policy
BSBEBUS609A	Develop a knowledge management strategy for an e-business
BSBEBUS610A	Develop electronic communication policy
BSBEBUS611A	Develop and implement e-business human resource management policy and practices
BSBEBUS612A	Develop and implement e-work policy and guidelines
BSBEBUS613A	Develop online customer service strategies
BSBEBUS614A	Build online customer loyalty
BSBEBUS615A	Use online systems to support managerial decision-making
BSBEBUS616A	Plan an e-business supply chain

INTERNATIONAL SERVICES FIELD**INTERNATIONAL TRADE / BUSINESS****Certificate III**

BSBINT301A	Apply knowledge of the international trade environment to complete work
BSBINT302A	Apply knowledge of legislation relevant to international trade to complete work
BSBINT303A	Organise the importing and exporting of goods
BSBINT304A	Assist in the international transfer of services
BSBINT305A	Prepare business documents for the international trade of goods
BSBINT306A	Apply knowledge of international finance and insurance to complete work requirements

Certificate IV

BSBINT401A	Research international business opportunities
BSBINT402A	Market goods and services internationally
BSBINT403A	Research international markets
BSBINT404A	Implement international client relationship strategies

206/04	Negotiate with others to achieve tasks and goals
206/05	Prepare and execute documents
206/09	Finalise transaction
FNAMERC03 B	Serve legal process
THTSMA01A	Coordinate the production of brochures and marketing materials

Purchasing

LGACOM409 A	Prepare tender documents
PSPPROC602 A	Direct management of contracts
PSPPROC702 A	Establish the procurement context

Employment Services

CHCAD1A	Advocate for clients
CHCCS1A	Deliver and monitor service to clients
CHCCS401A	Facilitate cooperative behaviour
CHCES302A	Work with government in a purchaser provider relationship
CHCES304A	Deliver recruitment services
CHCES305A	Monitor New Apprenticeships support services
CHCCS301A	Work within a legal and ethical framework
CHCES402A	Deliver New Apprenticeship support services
CHCES301A	Work in Employment Services area
CHCCAR501A	Provide careers guidance
CHCES303A	Use labour market information
CHCCM2A	Establish and monitor a case plan
CHCES406A	Provide job search support
CHCCM4A	Promote high quality case management
CHCORG29A	Provide coaching and motivation
CHCCS2A	Develop and deliver client service
CHCCD12B	Apply a community development framework
CHCCS3B	Coordinate the provision of services and programs
CHCCS402A	Respond holistically to client issues
CHCCS5A	Identify and address specific client issues
CHCCS405A	Work effectively with culturally diverse clients and co-workers
CHCES405A	Monitor service performance in a purchaser provider relationship with government
CHCDIS18A	Support people with disabilities as workers
CHCCS6A	Assess and deliver services to clients with complex needs
CHCDIS9B	Maximise participation in work by people with disabilities
CHCDIS8A	Work with clients intensively
CHCES502A	Research and report on labour market information
CHCES401A	Analyse and apply labour market information
CHCCS4A	Manage the delivery of quality client service
CHCES403A	Develop and monitor employment plans
CHCDIS11A	Coordinate disability work
CHCES404A	Promote clients to employers
CHCES501A	Manage service delivery in a purchaser-provider relationship with government
PSPGOV603A	Develop a tender submission

Qualifications in the Business Services Training Package

The qualifications available in the Business Services Training Package are listed below – those shown in **bold** font were developed in Phase Two (Version4).

BSB10101	Certificate I in Business
BSB20101	Certificate II in Business
BSB30101	Certificate III in Business
BSA30200	Certificate III in Business (Legal Administration)
BSB30201	Certificate III in Business Administration
BSB30301	Certificate III in Business (Sales)
BSB30401	Certificate III in Business (Recordkeeping)
BSB30504	Certificate III in Business (Frontline Management)
BSB30601	Certificate III in E-business
BSB30704	Certificate III in Business (Medical Administration)
BSB30804	Certificate III in Business (International Trade)
BSB40101	Certificate IV in Business
BSB40201	Certificate IV in Business Administration
BSB40301	Certificate IV in Business (Recordkeeping)
BSB40401	Certificate IV in Business (Small Business Management)
BSB40501	Certificate IV in Business Development
BSB40601	Certificate IV in Business (Advertising)
BSB40701	Certificate IV in Business (Marketing)
BSB40801	Certificate IV in Business (Human Resources)
BSB40901	Certificate IV in Business (Governance)
BSB41004	Certificate IV in Business (Frontline Management)
BSB41101	Certificate IV in Business Management
BSA40200	Certificate IV in Business (Legal Services)
BSB41201	Certificate IV in E-business
BSB41301	Certificate IV in E-business Development
BSB41404	Certificate IV in Business (Purchasing)
BSB41504	Certificate IV in Project Management
BSB41604	Certificate IV in Occupational Health and Safety
BSB41704	Certificate IV in Business (Franchising)
BSB41804	Certificate IV in Unionism
BSB41904	Certificate IV in Business (Employment Services)
BSB42004	Certificate IV in Business (International Trade)
BSB50101	Diploma of Business
BSB50201	Diploma of Business Administration
BSB50301	Diploma of Business (Recordkeeping)
BSB50401	Diploma of Business Management
BSB50501	Diploma of Business Development
BSB50601	Diploma of Business (Advertising)
BSB50701	Diploma of Business (Marketing)
BSB50801	Diploma of Business (Human Resources)
BSB50901	Diploma of Business (Governance)
BSB51004	Diploma of Business (Frontline Management)

BSA50200	Diploma of Business (Legal Services)
BSB51101	Diploma of E-business
BSB51201	Diploma of Strategic E-business Development
BSB51301	Diploma of E-learning
BSB51404	Diploma of Business (Purchasing)
BSB51504	Diploma of Project Management
BSB51604	Diploma of Occupational Health and Safety
BSB51704	Diploma of Business (Franchising)
BSB51804	Diploma of Unionism
BSB51904	Diploma of Business (Quality Auditing)
BSB52004	Diploma of International Business
BSB60101	Advanced Diploma of Business (Recordkeeping)
BSB60201	Advanced Diploma of Business Management
BSB60301	Advanced Diploma of Business (Human Resources)
BSB60401	Advanced Diploma of Business Development
BSB60501	Advanced Diploma of Business (Advertising)
BSB60601	Advanced Diploma of Business (Marketing)
BSB60701	Advanced Diploma of E-business
BSB60801	Advanced Diploma of Strategic E-business Development
BSB60904	Advanced Diploma of Project Management
BSB61004	Advanced Diploma of Occupational Health and Safety

Qualification Rules

The following qualification rules include the qualifications and units of competency endorsed in Phase One, and the new qualifications and units of competency developed in Phase Two. The new qualifications are shown in *italics* and the new units of competency are shown in **bold** font as additions to the existing domains from Phase One.

BSB10101 Certificate I in Business

- Requiring 6 units from the Common Business units at Certificate I listed below, according to the needs of the group or individual, including BSBCM106A Follow workplace safety procedures.

The Common Business units at Certificate I are:

BSBCM101A	Prepare for work
BSBCM102A	Complete daily work activities
BSBCM103A	Apply basic communication skills
BSBCM104A	Plan skills development
BSBCM105A	Use business equipment
BSBCM106A	Follow workplace safety procedures
BSBCM107A	Operate a personal computer
BSBCM108A	Develop keyboard skills
BSBCM109A	Follow environmental work practices

BSB20101 Certificate II in Business

Requiring 12 units for the qualification.

- A minimum of 8 units from the Common Business units at Certificate II listed below, including BSBCM211A Participate in workplace safety procedures.
- And 4 units from the Business Services Training Package or any other endorsed Training Package, of which a minimum of 2 units must be from a Certificate II qualification; and 2 units may be from a Certificate I or Certificate III qualification.
- Units from other Training Packages must not duplicate units selected from the Business Services Training Package.
- All units selected must contribute to and combine to form a work outcome.

NOTE: Registered Training Organisations may market approaches to BSB20101 that address particular markets and occupational outcomes.

The Common Business units at Certificate II are:

BSBCM201A	Work effectively in a business environment
BSBCM202A	Organise and complete daily work activities
BSBCM203A	Communicate in the workplace
BSBCM204A	Work effectively with others
BSBCM205A	Use business technology
BSBCM206A	Process and maintain workplace information
BSBCM207A	Prepare and process financial/business documents

BSBCM208A	Deliver a service to customers
BSBCM209A	Provide information to clients
BSBCM210A	Implement improved work practices
BSBCM211A	Participate in workplace safety procedures
BSBCM212A	Handle mail
BSBCM213A	Produce simple wordprocessed documents
BSBCM214A	Create and use simple spreadsheets
BSBCM215A	Participate in environmental work practices
BSBCM216A	Create customer relationship
BSBCM217A	Process customer feedback
BSBCM218A	Apply basic first aid

BSB30101 Certificate III in Business

Requiring 12 units for the qualification.

- A minimum of 8 units from the Common Business units at Certificate III, listed below, including BSBCM311A Maintain workplace safety.
- And 4 units from the Business Services Training Package or any other endorsed Training Package, of which a minimum of 2 units must be from a Certificate III qualification and 2 units may be included from a Certificate II or Certificate IV qualification.
- Units from other Training Packages must not duplicate units selected from the Business Services Training Package.
- All units selected must contribute to and combine to form a work outcome.
- In order to meet the requirement of maximising the employability of every candidate, the following pairs of units should not both be included in a single qualification. RTOs should exercise a choice regarding which of the pair is most suitable for their purposes.

Common Domain	Frontline Management Domain
BSBCM305A Organise workplace information	BSBFLM306B Provide workplace information and resourcing plans

- Please note that these units contain some components of work outcomes that are similar and some significant differences. They are, therefore, not equivalent to each other. However, competence in one unit is evidence that part of competence in the other has been achieved.

In any case where the packaging of this qualification meets the rules of a specialist qualification at this level, then the specialist qualification and not the generic qualification must be awarded.

NOTE: Registered Training Organisations may market approaches to BSB30101 that address particular markets and occupational outcomes.

The Common Business units at Certificate III are:

BSBCM301A	Exercise initiative in a business environment
BSBCM302A	Organise personal work priorities and development
BSBFLM303B	Contribute to effective workplace relationships

BSBCM304A	Contribute to personal skill development and learning
BSBCM305A	Organise workplace information
BSBCM306A	Produce business documents
BSBCM307A	Maintain business resources
BSBCM308A	Maintain financial records
BSBCM309A	Recommend products and services
BSBCM310A	Deliver and monitor a service to customers
BSBCM311A	Maintain workplace safety
BSBCM312A	Support innovation and change
BSBCM313A	Maintain environmental procedures
BSBCM314A	Utilise a knowledge management system
BSBCM315A	Work effectively with diversity
BSBCM316A	Process customer complaints
BSBCM317A	Meet customer needs and expectations
BSBCM318A	Write simple documents
BSBCM319A	Apply advanced first aid
BSBCM320A	Maintain first aid equipment and resources

BSB30201 Certificate III in Business Administration

Requiring 12 units for the qualification.

- A minimum of 5 units from the Specialist Administration domain listed below.
- A minimum of 3 units from the Common Business units at Certificate III, including BSBCM311A Maintain workplace safety.
- And 4 units from the Business Services Training Package or any other endorsed Training Package, of which a minimum of 2 units must be from a Certificate III qualification and 2 units may be included from a Certificate II or Certificate IV qualification.
- Units from other Training Packages must not duplicate units selected from the Business Services Training Package.
- All units selected must contribute to and combine to form a work outcome.

The Specialist Administration units at Certificate III are:

BSBADM301A	Produce texts from shorthand notes
BSBADM302A	Produce texts from notes
BSBADM303A	Produce texts from audio transcription
BSBADM304A	Design and develop text documents
BSBADM305A	Create and use databases
BSBADM306A	Create electronic presentations
BSBADM307A	Organise schedules
BSBADM308A	Process payroll
BSBADM309A	Process accounts payable and receivable
BSBADM310A	Maintain a general ledger

The Common Business units at Certificate III are:

BSBCM301A	Exercise initiative in a business environment
BSBCM302A	Organise personal work priorities and development
BSBFLM303B	Contribute to effective workplace relationships

BSBCM304A	Contribute to personal skill development and learning
BSBCM305A	Organise workplace information
BSBCM306A	Produce business documents
BSBCM307A	Maintain business resources
BSBCM308A	Maintain financial records
BSBCM309A	Recommend products and services
BSBCM310A	Deliver and monitor a service to customers
BSBCM311A	Maintain workplace safety
BSBCM312A	Support innovation and change
BSBCM313A	Maintain environmental procedures
BSBCM314A	Utilise a knowledge management system
BSBCM315A	Work effectively with diversity
BSBCM316A	Process customer complaints
BSBCM317A	Meet customer needs and expectations
BSBCM318A	Write simple documents
BSBCM319A	Apply advanced first aid
BSBCM320A	Maintain first aid equipment and resources

BSB30301 Certificate III in Business (Sales)

Requiring 12 units for the qualification.

- A minimum of 5 units from the Sales domain listed below.
- A minimum of 3 units from the Common Business units at Certificate III listed below, including BSBCM311A Maintain workplace safety.
- And 4 units from the Business Services Training Package or any other endorsed Training Package, of which a minimum of 2 units must be from a Certificate III qualification and 2 units may be included from a Certificate II or Certificate IV qualification.
- Units from other Training Packages must not duplicate units selected from the Business Services Training Package.
- All units selected must contribute to and combine to form a work outcome.

The Sales units at Certificate III are:

BSBSLS301A	Develop product knowledge
BSBSLS302A	Identify sales prospects
BSBSLS303A	Present a sales solution
BSBSLS304A	Secure prospect commitment
BSBSLS305A	Support post sale activities
BSBSLS306A	Self-manage sales performance

The Common Business units at Certificate III are:

BSBCM301A	Exercise initiative in a business environment
BSBCM302A	Organise personal work priorities and development
BSBFLM303B	Contribute to effective workplace relationships
BSBCM304A	Contribute to personal skill development and learning
BSBCM305A	Organise workplace information
BSBCM306A	Produce business documents

BSBCM307A	Maintain business resources
BSBCM308A	Maintain financial records
BSBCM309A	Recommend products and services
BSBCM310A	Deliver and monitor a service to customers
BSBCM311A	Maintain workplace safety
BSBCM312A	Support innovation and change
BSBCM313A	Maintain environmental procedures
BSBCM314A	Utilise a knowledge management system
BSBCM315A	Work effectively with diversity
BSBCM316A	Process customer complaints
BSBCM317A	Meet customer needs and expectations
BSBCM318A	Write simple documents
BSBCM319A	Apply advanced first aid
BSBCM320A	Maintain first aid equipment and resources

BSB30401 Certificate III in Business (Recordkeeping)

Requiring 12 units for the qualification, consisting of:

- The 4 units from the Recordkeeping domain listed below.
- A minimum of 4 units from the Common Business units at Certificate III listed below, including BSBCM311A Maintain workplace safety.
- And 4 units from the Business Services Training Package or any other endorsed Training Package, of which a minimum of 2 units must be from a Certificate III qualification and 2 units may be included from a Certificate II or Certificate IV qualification.
- Units from other Training Packages must not duplicate units selected from the Business Services Training Package.
- All units selected must contribute to and combine to form a work outcome.

The Recordkeeping units at Certificate III are:

BSBRKG301A	Control records
BSBRKG302A	Undertake disposal
BSBRKG303A	Retrieve information from records
BSBRKG304A	Maintain business records

The Common Business units at Certificate III are:

BSBCM301A	Exercise initiative in a business environment
BSBCM302A	Organise personal work priorities and development
BSBFLM303B	Contribute to effective workplace relationships
BSBCM304A	Contribute to personal skill development and learning
BSBCM305A	Organise workplace information
BSBCM306A	Produce business documents
BSBCM307A	Maintain business resources
BSBCM308A	Maintain financial records
BSBCM309A	Recommend products and services
BSBCM310A	Deliver and monitor a service to customers
BSBCM311A	Maintain workplace safety
BSBCM312A	Support innovation and change

BSBCM313A	Maintain environmental procedures
BSBCM314A	Utilise a knowledge management system
BSBCM315A	Work effectively with diversity
BSBCM316A	Process customer complaints
BSBCM317A	Meet customer needs and expectations
BSBCM318A	Write simple documents
BSBCM319A	Apply advanced first aid
BSBCM320A	Maintain first aid equipment and resources

BSB30504 Certificate III in Business (Frontline Management)

Requiring 6 units for the qualification, consisting of 4 specialist units and 2 extra units from the lists below.

- Select 4 units from the following list.
2 of the units selected must be Frontline Management units (i.e. must include BSBFLM in the unit code) and BSBCM311A Maintain workplace safety must be included:
 - BSBFLM303B Contribute to effective workplace relationships
 - BSBFLM305B Support operational plan
 - BSBFLM312A Contribute to team effectiveness
 - BSBCM302A Organise personal work priorities and development
 - BSBCM311A Maintain workplace safety
- Select 2 units from the following list, of which 1 unit must be a Frontline Management unit (i.e. must include BSBFLM in the unit code):
 - BSBFLM306B Provide workplace information and resourcing plans
 - BSBFLM309B Support continuous improvement systems and processes
 - BSBFLM311B Support a workplace learning environment
 - BSBCM310A Deliver and monitor a service to customers
 - BSBCM312A Support innovation and change
 - BSBCM419A Manage Projects
 - BSBCM416A Identify risk and apply risk management processes
 - BSBEBUS403A Communicate electronically
 - BSBEBUS409A Lead and facilitate e-staff

NOTE: The rules of this qualification are different from the general pattern of qualifications in the Business Services Training Package. The reasons for this are explained in the section on Design of the Business Services Training Package Qualifications under the heading “Exceptions to the rules”.

BSA30200 Certificate III in Business (Legal Administration)

Requiring 12 units for the qualification, consisting of:

- 10 core units:

BSALPP301A	Apply knowledge of the legal system to complete tasks
BSALPP302A	Carry out search of the public record
BSACS301A	Apply the principles of confidentiality and security within the legal environment
BSBCM201A	Work effectively in a business environment
BSALR301A	Handle receipt and despatch of information
BSBCM306A	Produce business documents
BSALC301A	Use legal terminology in order to carry out tasks
BSALO301A	Assist in prioritising and planning activities in a legal practice
BSALF301A	Maintain records for time and disbursements in a legal practice
BSBFLM303B	Contribute to effective workplace relationships

Plus

- 2 elective units. These may include:

BSALPP303A	Deliver court documentation
THTSMA01A	Coordinate production of brochures and marketing materials

or any other units in the Business Services Training Package (including Legal Services) or any other endorsed Training Package.

Electives may be selected from units packaged at Certificates II, III or IV. However, only one elective unit may be selected from Certificate II and only one elective unit may be selected from Certificate IV.

BSB30601 Certificate III in E-business

Requiring 12 units for the qualification.

- A minimum of 5 units from the E-business field listed below.
- A minimum of 3 units from the Common Business units at Certificate III listed below, including BSBCM311A Maintain workplace safety.
- And 4 units from the Business Services Training Package or any other endorsed Training Package, of which a minimum of 2 units must be from a Certificate III qualification, and 2 units may be included from a Certificate II or Certificate IV qualification.
- Units from other Training Packages must not duplicate units selected from the Business Services Training Package.
- All units selected must contribute to and combine to form a work outcome.

The E-business units at Certificate III are:

BSBEBUS301A	Search and assess online business information
BSBEBUS302A	Use and maintain electronic mail system
BSBEBUS303A	Participate in a virtual community

BSBEBUS304A	Buy on line
BSBEBUS305A	Sell on line
BSBEBUS306A	Make payments on line
BSBEBUS307A	Bank on line
BSBEBUS308A	Maintain online business records
BSBEBUS309A	Undertake e-learning
BSBEBUS310A	Work effectively as an off-site e-worker

The Common Business units at Certificate III are:

BSBCMN301A	Exercise initiative in a business environment
BSBCMN302A	Organise personal work priorities and development
BSBFLM303B	Contribute to effective workplace relationships
BSBCMN304A	Contribute to personal skill development and learning
BSBCMN305A	Organise workplace information
BSBCMN306A	Produce business documents
BSBCMN307A	Maintain business resources
BSBCMN308A	Maintain financial records
BSBCMN309A	Recommend products and services
BSBCMN310A	Deliver and monitor a service to customers
BSBCMN311A	Maintain workplace safety
BSBCMN312A	Support innovation and change
BSBCMN313A	Maintain environmental procedures
BSBCMN314A	Utilise a knowledge management system
BSBCMN315A	Work effectively with diversity
BSBCMN316A	Process customer complaints
BSBCMN317A	Meet customer needs and expectations
BSBCMN318A	Write simple documents
BSBCMN319A	Apply advanced first aid
BSBCMN320A	Maintain first aid equipment and resources

During the course of the development of the E-business field within the Business Services Training Package it has been identified that a number of units from other training packages may be particularly useful for certain applications.

The following units may be useful:

ICT97 Telecommunications Training Package, Call Centre Stream

ICTTC210A	Process sales of limited product/service from incoming inquiries
ICTTC212A	Process sales which commit both customer and enterprise to considerable financial commitment
ICTTC211A	Process sales of complex product/service and where customer is unsure of available solutions
ICTTC222A	Process low risk credit applications
ICTTC223A	Process high risk credit applications
ICTTC224A	Provide basic assistance to customers in relation to account inquiries
ICTTC225A	Process complex billing/account inquiries from customers

ICTTC226A Handle to finality complex account matters, service severance and/or product return for default

In order to meet the requirement of maximising the employability of every candidate, the following pairs of units should not both be included in a single qualification. RTOs should exercise a choice regarding which of the pair is most suitable for their purposes.

Common Field	E-business field
BSBEUS309A Undertake e-learning	BSBCMN304A Contribute to Personal Skill Development and Learning
BSBEUS310A Work effectively as an off-site e-worker	BSBCMN302A Organise personal work priorities and development
Call Centre Training Package	E-business field
ICTTC214A Process general inquiries from customers and provide associated support and assistance.	BSBEUS408A Deliver quality customer service on line

- Please note that these units contain some components of work outcomes that are similar and some significant differences. They are, therefore, not equivalent to each other. However, competence in one unit is evidence that part of competence in the other has been achieved.

BSB30704 Certificate III in Business (Medical Administration)

Requiring 12 units for the qualification.

- The 5 units from the Medical Administration domain listed below.
- 3 units from the Common Business units at Certificate III listed below, including BSBCMN311A Maintain workplace safety
- And 4 units from the Business Services Training Package, or any other endorsed Training Package, of which a minimum of 2 units must be from a Certificate III qualification and 2 units may be included from a Certificate II or Certificate IV qualification.
- Units from other Training Packages must not duplicate units selected from the Business Services Training Package.
- All units selected must contribute to and combine to form a work outcome.

The Medical Administration units at Certificate III are:

BSBMED301A Use advanced medical terminology
 BSBMED302A Prepare and process medical accounts
 BSBMED303A Maintain patient records
 BSBMED304A Assist in controlling stocks and supplies
 BSBMED305A Apply the principles of confidentiality, privacy and security within the medical environment

The Common Business units at Certificate III are:

BSBCMN301A Exercise initiative in a business environment
 BSBCMN302A Organise personal work priorities and development
 BSBFLM303B Contribute to effective workplace relationships

BSBCM304A	Contribute to personal skill development and learning
BSBCM305A	Organise workplace information
BSBCM306A	Produce business documents
BSBCM307A	Maintain business resources
BSBCM308A	Maintain financial records
BSBCM309A	Recommend products and services
BSBCM310A	Deliver and monitor a service to customers
BSBCM311A	Maintain workplace safety
BSBCM312A	Support innovation and change
BSBCM313A	Maintain environmental procedures
BSBCM314A	Utilise a knowledge management system
BSBCM315A	Work effectively with diversity
BSBCM316A	Process customer complaints
BSBCM317A	Meet customer needs and expectations
BSBCM318A	Write simple documents
BSBCM319A	Apply advanced first aid
BSBCM320A	Maintain first aid equipment and resources

BSB30804 Certificate III in Business (International Trade)

Requiring 12 units for the qualification.

- A minimum of 5 units from the International Trade domain listed below.
- A minimum of 3 Common Business units at Certificate III, including BSBCM311A Maintain Workplace Safety.
- And 4 units from the Business Services Training Package, or any other endorsed Training Package, of which a minimum of 2 units must be included from a Certificate III qualification, and 2 units may be from a Certificate II or Certificate IV qualification.
- Units from other Training Packages must not duplicate units selected from the Business Services Training Package.
- All units selected must contribute to and combine to form a work outcome.

The International Trade units at Certificate III are:

BSBINT301A	Apply knowledge of the international trade environment to complete work
BSBINT302A	Apply knowledge of legislation relevant to international trade to complete work
BSBINT303A	Organise the importing and exporting of goods
BSBINT304A	Assist in the international transfer of services
BSBINT305A	Prepare business documents for the international trade of goods
BSBINT306A	Apply knowledge of international finance and insurance to complete work requirements

The Common Business units at Certificate III are:

BSBCM301A	Exercise initiative in a business environment
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BSBCM302A	Organise personal work priorities and development
BSBFLM303B	Contribute to effective workplace relationships
BSBCM304A	Contribute to personal skill development and learning
BSBCM305A	Organise workplace information
BSBCM306A	Produce business documents
BSBCM307A	Maintain business resources
BSBCM308A	Maintain financial records
BSBCM309A	Recommend products and services
BSBCM310A	Deliver and monitor a service to customers
BSBCM311A	Maintain workplace safety
BSBCM312A	Support innovation and change
BSBCM313A	Maintain environmental procedures
BSBCM314A	Utilise a knowledge management system
BSBCM315A	Work effectively with diversity
BSBCM316A	Process customer complaints
BSBCM317A	Meet customer needs and expectations
BSBCM318A	Write simple documents
BSBCM319A	Apply advanced first aid
BSBCM320A	Maintain first aid equipment and resources

BSB40101 Certificate IV in Business

Requiring 10 units for the qualification

- A minimum of 4 units from the Common Business units at Certificate IV, listed below.
- A minimum of 3 units from any field or domain of the Business Services Training Package at Certificate IV.
- And 3 units from the Business Services Training Package or any other endorsed Training Package, of which a minimum of 2 units must be from a Certificate IV qualification and 1 unit may be included from a Certificate III or Diploma qualification.
- Units from other Training Packages must not duplicate units selected from the Business Services Training Package.
- All units selected must contribute to and combine to form a work outcome.
- In order to meet the requirement of maximising the employability of every candidate, the following pairs of units should not both be included in a single qualification. RTOs should exercise a choice regarding which of the pair is most suitable for their purposes.

Common Domain	Frontline Management Domain
BSBCMN403A Establish business networks	BSBFLM403B Implement effective workplace relationships

- Please note that these units contain some components of work outcomes that are similar and some significant differences. They are, therefore, not equivalent to each other. However, competence in one unit is evidence that part of competence in the other has been achieved.

In any case where the packaging of this qualification meets the rules of a specialist qualification at this level, then the specialist qualification and not the generic qualification must be awarded.

NOTE 1: In accordance with the Exceptions to the Rules, a maximum of four units may be included from the Assessment and Workplace Training domain.

NOTE 2: Registered Training Organisations may market approaches to BSB40101 that address particular markets and occupational outcomes.

The Common Business Units at Certificate IV are:

BSBCMN402A	Develop work priorities
BSBCMN403A	Establish business networks
BSBCMN404A	Develop teams and individuals
BSBCMN405A	Analyse and present research information
BSBCMN406A	Maintain business technology
BSBCMN407A	Coordinate business resources
BSBCMN408A	Report on financial activity
BSBCMN409A	Promote products and services
BSBCMN410A	Coordinate implementation of customer service strategies
BSBCMN411A	Monitor a safe workplace
BSBCMN412A	Promote innovation and change

BSBCM413A	Implement and monitor environmental policies
BSBCM414A	Undertake marketing activities
BSBCM415A	Manage first aid policy
BSBCM416A	Identify risk and apply risk management processes
BSBCM417A	Coordinate customer service activities
BSBCM418A	Address customer needs
BSBCM419A	Manage projects
BSBCM420A	Write complex documents
BSBFLM412A	Promote team effectiveness
BSBCM421A	Assist with compliance with OHS and other relevant laws

BSB40201 Certificate IV in Business Administration

Requiring 10 units for the qualification.

- A minimum of 4 units from the Specialist Administration domain listed below.
- A minimum of 3 Common Business units at Certificate IV, listed below.
- And 3 units from the Business Services Training Package or any other endorsed Training Package, of which a minimum of 2 units must be from a Certificate IV qualification and 1 unit may be included from a Certificate III or Diploma qualification.
- Units from other Training Packages must not duplicate units selected from the Business Services Training Package.
- All units selected must contribute to and combine to form a work outcome.

The Specialist Administration units at Certificate IV are:

BSBADM401A	Produce complex texts from shorthand notes
BSBADM402A	Produce complex business documents
BSBADM403A	Develop and use complex databases
BSBADM404A	Develop and use complex spreadsheets
BSBADM405A	Organise meetings
BSBADM406A	Organise business travel
BSBADM407A	Administer projects
BSBADM408A	Prepare financial reports

The Common Business units at Certificate IV are:

BSBCM402A	Develop work priorities
BSBCM403A	Establish business networks
BSBCM404A	Develop teams and individuals
BSBCM405A	Analyse and present research information
BSBCM406A	Maintain business technology
BSBCM407A	Coordinate business resources
BSBCM408A	Report on financial activity
BSBCM409A	Promote products and services
BSBCM410A	Coordinate implementation of customer service strategies
BSBCM411A	Monitor a safe workplace

BSBCM412A	Promote innovation and change
BSBCM413A	Implement and monitor environmental policies
BSBCM414A	Undertake marketing activities
BSBCM415A	Manage first aid policy
BSBCM416A	Identify risk and apply risk management processes
BSBCM417A	Coordinate customer service activities
BSBCM418A	Address customer needs
BSBCM419A	Manage projects
BSBCM420A	Write complex documents
BSBFLM412A	Promote team effectiveness
BSBCM421A	Assist with compliance with OHS and other relevant laws

BSB40301 Certificate IV in Business (Recordkeeping)

Requiring 10 units for the qualification.

- The 4 units from the Recordkeeping domain listed below.
- A minimum of 3 Common Business units at Certificate IV, listed below
- And 3 units from the Business Services Training Package or any other endorsed Training Package, of which a minimum of 2 units must be from a Certificate IV qualification and 1 unit may be included from a Certificate III or Diploma qualification
- Units from other Training Packages must not duplicate units selected from the Business Services Training Package.
- All units selected must contribute to and combine to form a work outcome.

The Recordkeeping units at Certificate IV are:

BSBRKG401A	Review the status of a record
BSBRKG402A	Provide information from and about records
BSBRKG403A	Set up a business or records system for a small office
BSBEBUS406A	Monitor and maintain records in an online environment

The Common Business units at Certificate IV are:

BSBCM402A	Develop work priorities
BSBCM403A	Establish business networks
BSBCM404A	Develop teams and individuals
BSBCM405A	Analyse and present research information
BSBCM406A	Maintain business technology
BSBCM407A	Coordinate business resources
BSBCM408A	Report on financial activity
BSBCM409A	Promote products and services
BSBCM410A	Coordinate implementation of customer service strategies
BSBCM411A	Monitor a safe workplace
BSBCM412A	Promote innovation and change
BSBCM413A	Implement and monitor environmental policies
BSBCM414A	Undertake marketing activities

BSBCM415A	Manage first aid policy
BSBCM416A	Identify risk and apply risk management processes
BSBCM417A	Coordinate customer service activities
BSBCM418A	Address customer needs
BSBCM419A	Manage projects
BSBCM420A	Write complex documents
BSBFLM412A	Promote team effectiveness
BSBCM421A	Assist with compliance with OHS and other relevant laws

BSB40401 Certificate IV in Business (Small Business Management)

Requiring 10 units for the qualification.

- A minimum of 4 units from the Small Business Management domain listed below.
- A minimum of 3 Common Business units at Certificate IV, listed below.
- And 3 units from the Business Services Training Package or any other endorsed Training Package, of which a minimum of 2 units must be from a Certificate IV qualification and 1 unit may be included from a Certificate III or Diploma qualification
- Units from other Training Packages must not duplicate units selected from the Business Services Training Package.
- All units selected must contribute to and combine to form a work outcome.

The Small Business Management units are:

BSBSBM301A	Research business opportunities
BSBSBM401A	Establish business and legal requirements
BSBSBM402A	Undertake financial planning
BSBSBM403A	Promote the business
BSBSBM404A	Undertake business planning
BSBSBM405A	Monitor and manage business operations
BSBSBM406A	Manage finances
BSBSBM407A	Manage a small team

The Common Business Units at Certificate IV are:

BSBCM402A	Develop work priorities
BSBCM403A	Establish business networks
BSBCM404A	Develop teams and individuals
BSBCM405A	Analyse and present research information
BSBCM406A	Maintain business technology
BSBCM407A	Coordinate business resources
BSBCM408A	Report on financial activity
BSBCM409A	Promote products and services
BSBCM410A	Coordinate implementation of customer service strategies
BSBCM411A	Monitor a safe workplace
BSBCM412A	Promote innovation and change
BSBCM413A	Implement and monitor environmental policies

BSBCM414A	Undertake marketing activities
BSBCM415A	Manage first aid policy
BSBCM416A	Identify risk and apply risk management processes
BSBCM417A	Coordinate customer service activities
BSBCM418A	Address customer needs
BSBCM419A	Manage projects
BSBCM420A	Write complex documents
BSBFLM412A	Promote team effectiveness
BSBCM421A	Assist with compliance with OHS and other relevant laws

BSB40501 Certificate IV in Business Development

Requiring 10 units for the qualification.

- A minimum of 4 units from the Business Development field listed below.
- A minimum of 3 Common Business units at Certificate IV listed below.
- And 3 units from the Business Services Training Package or any other endorsed Training Package, of which a minimum of 2 units must be from a Certificate IV qualification and 1 unit may be included from a Certificate III or Diploma qualification
- Units from other Training Packages must not duplicate units selected from the Business Services Training Package.
- All units selected must contribute to and combine to form a work outcome.
- If the combination of units corresponds to the rules of either BSB40601 Certificate IV in Business (Advertising) or BSB40701 Certificate IV in Business (Marketing), then either of those specialised qualifications should be awarded in preference to BSB40501 Certificate IV in Business Development.

The Business Development units at Certificate IV are:

BSBADV401A	Profile a target audience
BSBADV402A	Conduct pre-campaign testing
BSBADV403A	Monitor advertising production
BSBADV404A	Schedule advertisements
BSBSLS401A	Lead a sales team
BSBMKG401A	Profile the market
BSBMKG402A	Analyse consumer behaviour for specific markets
BSBMKG403A	Analyse market data
BSBMKG404A	Forecast market and business needs
BSBMKG405A	Implement and monitor marketing activities
BSBMKG406A	Build client relationships
BSBMKG407A	Make a presentation
BSBMKG408A	Conduct market research

The Common Business units at Certificate IV are:

BSBCM402A	Develop work priorities
BSBCM403A	Establish business networks
BSBCM404A	Develop teams and individuals
BSBCM405A	Analyse and present research information
BSBCM406A	Maintain business technology
BSBCM407A	Coordinate business resources
BSBCM408A	Report on financial activity
BSBCM409A	Promote products and services
BSBCM410A	Coordinate implementation of customer service strategies
BSBCM411A	Monitor a safe workplace
BSBCM412A	Promote innovation and change
BSBCM413A	Implement and monitor environmental policies
BSBCM414A	Undertake marketing activities
BSBCM415A	Manage first aid policy
BSBCM416A	Identify risk and apply risk management processes
BSBCM417A	Coordinate customer service activities
BSBCM418A	Address customer needs
BSBCM419A	Manage projects
BSBCM420A	Write complex documents
BSBFLM412A	Promote team effectiveness
BSBCM421A	Assist with compliance with OHS and other relevant laws

BSB40601 Certificate IV in Business (Advertising)

Requiring 10 units for the qualification.

- The 4 units from the Advertising domain listed below.
- A minimum of 3 Common Business units at Certificate IV listed below.
- And 3 units from the Business Services Training Package or any other endorsed Training Package, of which a minimum of 2 units must be from a Certificate IV qualification and 1 unit may be included from a Certificate III or Diploma qualification
- Units from other Training Packages must not duplicate units selected from the Business Services Training Package.
- All units selected must contribute to and combine to form a work outcome.

The Advertising units at Certificate IV are:

BSBADV401A	Profile a target audience
BSBADV402A	Conduct pre-campaign testing
BSBADV403A	Monitor advertising production
BSBADV404A	Schedule advertisements

The Common Business units at Certificate IV are:

BSBCM402A	Develop work priorities
BSBCM403A	Establish business networks
BSBCM404A	Develop teams and individuals

BSBCM405A	Analyse and present research information
BSBCM406A	Maintain business technology
BSBCM407A	Coordinate business resources
BSBCM408A	Report on financial activity
BSBCM409A	Promote products and services
BSBCM410A	Coordinate implementation of customer service strategies
BSBCM411A	Monitor a safe workplace
BSBCM412A	Promote innovation and change
BSBCM413A	Implement and monitor environmental policies
BSBCM414A	Undertake marketing activities
BSBCM415A	Manage first aid policy
BSBCM416A	Identify risk and apply risk management processes
BSBCM417A	Coordinate customer service activities
BSBCM418A	Address customer needs
BSBCM419A	Manage projects
BSBCM420A	Write complex documents
BSBFLM412A	Promote team effectiveness
BSBCM421A	Assist with compliance with OHS and other relevant laws

BSB40701 Certificate IV in Business (Marketing)

Requiring 10 units for the qualification.

- A minimum of 4 units from the Marketing domain listed below.
- A minimum of 3 Common Business units at Certificate IV listed below.
- And 3 units from the Business Services Training Package or any other endorsed Training Package, of which a minimum of 2 units must be from a Certificate IV qualification and 1 unit may be included from a Certificate III or Diploma qualification
- Units from other Training Packages must not duplicate units selected from the Business Services Training Package.
- All units selected must contribute to and combine to form a work outcome.

The Marketing units are:

BSBMKG301A	Research the market
BSBMKG302A	Identify marketing opportunities
BSBMKG303A	Draft an elementary marketing audit report
BSBMKG304A	Assist with market research
BSBMKG401A	Profile the market
BSBMKG402A	Analyse consumer behaviour for specific markets
BSBMKG403A	Analyse market data
BSBMKG404A	Forecast market and business needs
BSBMKG405A	Implement and monitor marketing activities
BSBMKG406A	Build client relationships
BSBMKG407A	Make a presentation
BSBMKG408A	Conduct market research

The Common Business units at Certificate IV are:

BSBCM402A	Develop work priorities
BSBCM403A	Establish business networks
BSBCM404A	Develop teams and individuals
BSBCM405A	Analyse and present research information
BSBCM406A	Maintain business technology
BSBCM407A	Coordinate business resources
BSBCM408A	Report on financial activity
BSBCM409A	Promote products and services
BSBCM410A	Coordinate implementation of customer service strategies
BSBCM411A	Monitor a safe workplace
BSBCM412A	Promote innovation and change
BSBCM413A	Implement and monitor environmental policies
BSBCM414A	Undertake marketing activities
BSBCM415A	Manage first aid policy
BSBCM416A	Identify risk and apply risk management processes
BSBCM417A	Coordinate customer service activities
BSBCM418A	Address customer needs
BSBCM419A	Manage projects
BSBCM420A	Write complex documents
BSBFLM412A	Promote team effectiveness
BSBCM421A	Assist with compliance with OHS and other relevant laws

BSB40801 Certificate IV in Business (Human Resources)

Requiring 10 units for the qualification.

- A minimum of 4 units from the Human Resources Management domain listed below.
- A minimum of 3 Common business units at Certificate IV listed below.
- And 3 units from the Business Services Training Package or any other endorsed Training Package, of which a minimum of 2 units must be from a Certificate IV qualification and 1 unit may be included from a Certificate III or Diploma qualification
- Units from other Training Packages must not duplicate units selected from the Business Services Training Package.
- All units selected must contribute to and combine to form a work outcome.

NOTE: In accordance with the Exceptions to the Rules, a maximum of four units may be included from the Assessment and Workplace Training domain

The Human Resources units at Certificate IV are:

BSBHR401A	Administer Human Resource systems
BSBHR402A	Recruit and select personnel
BSBHR403A	Process Human Resource documents and inquiries
BSBHR404A	Co-ordinate Human Resource services
BSBHR405A	Implement industrial relations procedures

The Common Business units at Certificate IV are:

BSBCM402A	Develop work priorities
BSBCM403A	Establish business networks
BSBCM404A	Develop teams and individuals
BSBCM405A	Analyse and present research information
BSBCM406A	Maintain business technology
BSBCM407A	Coordinate business resources
BSBCM408A	Report on financial activity
BSBCM409A	Promote products and services
BSBCM410A	Coordinate implementation of customer service strategies
BSBCM411A	Monitor a safe workplace
BSBCM412A	Promote innovation and change
BSBCM413A	Implement and monitor environmental policies
BSBCM414A	Undertake marketing activities
BSBCM415A	Manage first aid policy
BSBCM416A	Identify risk and apply risk management processes
BSBCM417A	Coordinate customer service activities
BSBCM418A	Address customer needs
BSBCM419A	Manage projects
BSBCM420A	Write complex documents
BSBFLM412A	Promote team effectiveness
BSBCM421A	Assist with compliance with OHS and other relevant laws

BSB40901 Certificate IV in Business (Governance)

This qualification meets the needs of Boards of Management of Indigenous Community Organisations.

13 units are required for this qualification.

- 8 core units and 5 elective units as listed below.
Up to 2 elective units may be selected from elsewhere in the Business Services Training Package or any other endorsed Training Package provided they are relevant to the work of Indigenous Community Boards of Management.

The 8 core units are:

BSBATSIL401A	Meet the roles and responsibilities of a board member (1)
BSBATSIL402A	Use the constitution
BSBATSIC403A	Maintain and protect culture
BSBATSIM404A	Use the business plan
BSBATSIM405A	Monitor financial management and budgets
BSBATSIM406A	Manage assets
BSBATSIM407A	Plan for organisational needs
BSBATSIM504A	Develop and implement organisational policies

Select 5 from the following elective units:

BSBATSIL408A	Manage a board meeting
BSBATSIL409A	Manage time
BSBATSIL410A	Manage stress
BSBATSIC411A	Communicate with the community
BSBATSIM412A	Implement a business-like approach
BSBATSIM413A	Oversee business planning
BSBATSIM414A	Prepare the organisation's annual budget
BSBATSIM415A	Contribute to a positive and culturally appropriate workplace
BSBATSIW416A	Obtain and manage consultancy services
BSBATSIW417A	Select and utilise technology

NOTE: The rules of this qualification are different from the general pattern of qualifications in the Business Services Training Package. The reasons for this are explained in the section on Design of the Business Services Training Package Qualifications under the heading "Exceptions to the rules".

BSB41004 Certificate IV in Business (Frontline Management)

Requiring 8 units for the qualification, consisting of 5 specialist units and 3 extra units from the lists below.

- Competency is required in all 5 of the following specialist units:
 - BSBFML403B Implement effective workplace relationships
 - BSBFML405B Implement operational plan
 - BSBFML412A Promote team effectiveness
 - BSBCMN402A Develop work priorities
 - BSBCMN411A Monitor a safe workplace
- Select 3 units from the following list, of which at least 1 unit must be a Frontline Management unit (i.e. must include BSBFLM in the unit code):
 - BSBFML406B Implement workplace information system
 - BSBFML409B Implement continuous improvement
 - BSBCMN404A Develop teams and individuals
 - BSBCMN410A Coordinate implementation of customer service strategies
 - BSBCMN412A Promote innovation and change
 - BSBCMN413A Implement and monitor environmental policies
 - BSBCMN416A Identify risk and apply risk management processes
 - BSBCMN419A Manage Projects
 - BSBEBUS403A Communicate electronically
 - BSBEBUS409A Lead and facilitate e-staff

NOTE: The rules of this qualification are different from the general pattern of qualifications in the Business Services Training Package. The reasons for this are explained in the section on Design of the Business Services Training Package Qualifications under the heading "Exceptions to the rules".

BSB41101 Certificate IV in Business Management

Requiring 10 units for the qualification.

- A minimum of 4 units from the list below:
 - BSBCMN403A Establish business networks
 - BSBCMN404A Develop teams and individuals
 - BSBCMN407A Coordinate business resources
 - BSBCMN410A Coordinate implementation of customer service strategies
 - BSBCMN412A Promote innovation and change
 - BSBCMN413A Implement and monitor environmental policies
 - BSBFLM412A Promote team effectiveness
- A minimum of 3 units from any field or domain of the Business Services Training Package at Certificate IV.
- And 3 units from the Business Services Training Package or any other endorsed Training Package, of which a minimum of 2 units must be from a Certificate IV qualification and 1 unit may be included from a Certificate III or Diploma qualification.
- Units from other Training Packages must not duplicate units selected from the Business Services Training Package.
- All units selected must contribute to and combine to form a work outcome.
- In order to meet the requirement of maximising the employability of every candidate, the following pairs of units should not both be included in a single qualification. RTOs should exercise a choice regarding which of the pair is most suitable for their purposes.

Common Domain	Frontline Management Domain
BSBCMN403A Establish business networks	BSBFLM403B Implement effective workplace relationships

- Please note that these units contain some components of work outcomes that are similar and some significant differences. They are, therefore, not equivalent to each other. However, competence in one unit is evidence that part of competence in the other has been achieved.

NOTE: In accordance with the Exceptions to the Rules, a maximum of four units may be included from the Assessment and Workplace Training domain.

BSA40200 Certificate IV in Business (Legal Services)

General prerequisites

The following units from the Certificate III in Business (Legal Administration) are general pre-requisite units. If they have not been achieved in earlier training or work experience, they must be undertaken in addition to the core and elective requirements of the Certificate IV in Business (Legal Services).

General prerequisite units

BSALPP301A	Apply knowledge of the legal system to complete tasks
BSALPP302A	Carry out search of the public record
BSACS301A	Apply the principles of confidentiality and security within the legal environment
BSBCM201A	Work effectively in a business environment
BSALC301A	Use legal terminology in order to carry out tasks
BSALF301A	Maintain records for time and disbursements in a legal practice

Packaging

Requiring 9 units for the qualification, consisting of:

- 5 core units:

BSALPP401A	Prepare and produce complex legal documents
BSACS401A	Provide non-legal advice
BSALC401A	Interact with other parties
BSALC402A	Research, locate and provide legal and other information in response to requests
BSALF401A	Maintain trust accounts

Plus

- 2 elective units from the following:

Paralegal

BSALPL401A	Provide support in Property Law matters
BSALPL402A	Provide support in Family Law matters
BSALPL403A	Provide support in Criminal Law matters
BSALPL404A	Provide support in Commercial Law matters

Financial Services

FNAMERCO3B	Serve legal process
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Litigation

BSALLG401A	Arrange documents and list exhibits for litigation support
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Conveyancing

206/01	Take instructions in relation to a transaction
206/05	Prepare and execute documents

Community Services

CHCAD2A	Support the interests, rights and needs of clients within duty of care requirements
CHCCD7A	Support community resources
CHCCD3A	Meet information needs of the community
CHCCD1A	Support community participation
Plus	

- 2 additional electives from the Business Services Training Package (including those in the Legal Services field) or any other endorsed Training Package.

Electives may be selected from units packaged at Certificate III, IV or Diploma. However, only one elective unit may be selected from Certificate III and only one elective unit may be selected from a Diploma qualification .

NOTE: The rules of this qualification are different from the general pattern of qualifications in the Business Services Training Package. The reasons for this are explained in the section on Design of the Business Services Training Package Qualifications under the heading “Exceptions to the rules”.

BSB41201 Certificate IV in E-business

Requiring 10 units for the qualification.

- A minimum of 5 units from the E-business field listed below.
- A minimum of 2 units from any field or domain of the Business Services Training Package at Certificate IV.
- And 3 units from the Business Services Training Package or any other endorsed Training Package, of which a minimum of 2 units must be from a Certificate IV qualification, and 1 unit may be included from a Certificate III or Diploma qualification.
- Units from other Training Packages must not duplicate units selected from the Business Services Training Package.
- All units selected must contribute to and combine to form a work outcome.

The E-business units at Certificate IV are:

BSBEBUS401A	Conduct online research
BSBEBUS402A	Implement e-correspondence policies
BSBEBUS403A	Communicate electronically
BSBEBUS404A	Trade on line
BSBEBUS405A	Conduct online financial transactions
BSBEBUS406A	Monitor and maintain records in an online environment
BSBEBUS407A	Review and maintain the business aspects of a website
BSBEBUS408A	Implement and monitor delivery of quality customer service on line
BSBEBUS409A	Lead and facilitate e-staff

There are over 100 units available in the Business Services Training Package at Certificate IV, allowing exceptionally high levels of flexibility in responding to particular business needs. For practical purposes when choosing electives, those packaging the qualification may wish to consider the Common Business units first.

The Common Business units at Certificate IV are:

BSBCM402A	Develop work priorities
BSBCM403A	Establish business networks
BSBCM404A	Develop teams and individuals
BSBCM405A	Analyse and present research information
BSBCM406A	Maintain business technology
BSBCM407A	Coordinate business resources
BSBCM408A	Report on financial activity
BSBCM409A	Promote products and services
BSBCM410A	Coordinate implementation of customer service strategies
BSBCM411A	Monitor a safe workplace
BSBCM412A	Promote innovation and change
BSBCM413A	Implement and monitor environmental policies
BSBCM414A	Undertake marketing activities
BSBCM415A	Manage first aid policy
BSBCM416A	Identify risk and apply risk management processes
BSBCM417A	Coordinate customer service activities
BSBCM418A	Address customer needs
BSBCM419A	Manage projects
BSBCM420A	Write complex documents
BSBFLM412A	Promote team effectiveness
BSBCM421A	Assist with compliance with OHS and other relevant laws

During the course of the development of the E-business field within the Business Services Training Package it has been identified that a number of units from other Training Packages may be particularly useful for certain applications.

The following units may be useful:

ICT97 Telecommunications Training Package, Call Centre Stream

ICTTC210A	Process sales of limited product/service from incoming inquiries
ICTTC212A	Process sales which commit both customer and enterprise to considerable financial commitment
ICTTC211A	Process sales of complex product/service and where customer is unsure of available solutions
ICTTC222A	Process low risk credit applications
ICTTC223A	Process high risk credit applications
ICTTC224A	Provide basic assistance to customers in relation to account inquiries
ICTTC225A	Process complex billing/account inquiries from customers
ICTTC226A	Handle to finality complex account matters, service severance and/or product return for default

BSB41404 Certificate IV in Business (Purchasing)

Requiring 10 units for the qualification.

- A minimum of 4 units from the list below
 - BSBPUR401A Plan purchasing
 - BSBPUR402A Negotiate contracts
 - BSBPUR403A Conduct international purchasing
 - BSBEBUS404A Trade online
 - BSBEBUS405A Conduct online financial transactions
 - LGACOM409A Prepare tender documents
- A minimum of 3 Common Business units at Certificate IV listed below.
- And 3 units from the Business Services Training Package or any other endorsed Training Package of which a minimum of 2 units must be from a Certificate IV qualification and 1 unit may be included from a Certificate III or Diploma qualification.
- Units from other Training Packages must not duplicate units selected from the Business Services Training Package.
- All units selected must contribute to and combine to form a work outcome.

The Common Business units at Certificate IV are:

BSBCM402A	Develop work priorities
BSBCM403A	Establish business networks
BSBCM404A	Develop teams and individuals
BSBCM405A	Analyse and present research information
BSBCM406A	Maintain business technology
BSBCM407A	Coordinate business resources
BSBCM408A	Report on financial activity
BSBCM409A	Promote products and services
BSBCM410A	Coordinate implementation of customer service strategies
BSBCM411A	Monitor a safe workplace
BSBCM412A	Promote innovation and change
BSBCM413A	Implement and monitor environmental policies
BSBCM414A	Undertake marketing activities
BSBCM415A	Manage first aid policy
BSBCM416A	Identify risk and apply risk management processes
BSBCM417A	Coordinate customer service activities
BSBCM418A	Address customer needs
BSBCM419A	Manage projects
BSBCM420A	Write complex documents
BSBFLM412A	Promote team effectiveness
BSBCM421A	Assist with compliance with OHS and other relevant laws

BSB41504 Certificate IV in Project Management

All 8 units below are required for the qualification.

BSBPM401A	Apply scope management techniques
BSBPM402A	Apply time management techniques
BSBPM403A	Apply cost management techniques
BSBPM404A	Apply quality management techniques
BSBPM405A	Apply human resource management approaches
BSBPM406A	Apply communications management techniques
BSBPM407A	Apply risk management techniques
BSBPM408A	Apply contract and procurement techniques

BSB41704 Certificate IV in Business (Franchising)

Requiring 10 units for the qualification.

- 4 units which consist of 3 units from the Franchising domain and either 1 unit from the Small Business domain or the remaining unit from the Franchising domain listed below
- A minimum of 3 Common Business units at Certificate IV listed below
- And 3 units from the Business Services Training Package or any other endorsed Training Package of which a minimum of 2 units must be from a Certificate IV qualification and 1 unit may be included from a Certificate III or Diploma qualification.
(The Small Business units listed below may also be considered here for inclusion in the qualification).
- Units from other Training Packages must not duplicate units selected from the Business Services Training Package.
- All units selected must contribute to and combine to form a work outcome.

The Franchising units for the Certificate IV are:

BSBFRA401A	Manage compliance with franchisee obligations and legislative requirements
BSBFRA402A	Establish a franchise
BSBFRA403A	Manage relationship with franchisor
BSBFRA404A	Manage a multiple site franchise

The Small Business units for the Certificate IV are:

BSBSBM301A	Research business opportunities
BSBSBM401A	Establish business and legal requirements
BSBSBM402A	Undertake financial planning
BSBSBM403A	Promote the business
BSBSBM404A	Undertake business planning
BSBSBM405A	Monitor and manage business operations
BSBSBM406A	Manage finances
BSBSBM407A	Manage a small team

The Common Business units at Certificate IV are:

BSBCM402A	Develop work priorities
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BSBCM403A	Establish business networks
BSBCM404A	Develop teams and individuals
BSBCM405A	Analyse and present research information
BSBCM406A	Maintain business technology
BSBCM407A	Coordinate business resources
BSBCM408A	Report on financial activity
BSBCM409A	Promote products and services
BSBCM410A	Coordinate implementation of customer service strategies
BSBCM411A	Monitor a safe workplace
BSBCM412A	Promote innovation and change
BSBCM413A	Implement and monitor environmental policies
BSBCM414A	Undertake marketing activities
BSBCM415A	Manage first aid policy
BSBCM416A	Identify risk and apply risk management processes
BSBCM417A	Coordinate customer service activities
BSBCM418A	Address customer needs
BSBCM419A	Manage projects
BSBCM420A	Write complex documents
BSBFLM412A	Promote team effectiveness
BSBCM421A	Assist with compliance with OHS and other relevant laws

BSB41804 Certificate IV in Unionism

Requiring 10 units for this qualification.

- A minimum 4 units from the Unionism domain listed below. This must include the unit BSBUN405A Promote the values, principles and policies of the union.
- A minimum of 3 Common Business units at Certificate IV listed below.
- And 3 units from the Business Services Training Package or any other endorsed Training Package of which a minimum of 2 units must be from a Certificate IV qualification and 1 unit may be included from a Certificate III or Diploma qualification.
- Units from other Training Packages must not duplicate units selected from the Business Services Training Package.
- All units selected must contribute to and combine to form a work outcome.

The Unionism units at Certificate IV are:

BSBUN401A	Develop and implement an organising plan
BSBUN402A	Empower members
BSBUN403A	Communicate with workers
BSBUN404A	Promote equality of opportunity and fair treatment for all members
BSBUN405A	Promote the values, principles and policies of the union
BSBUN406A	Undertake bargaining

BSBUN407A	Provide advice to union members and undertake negotiations
BSBUN408A	Prepare cases for the union
BSBUN409A	Appear before tribunals and represent members

The Common Business units at Certificate IV are:

BSBCM402A	Develop work priorities
BSBCM403A	Establish business networks
BSBCM404A	Develop teams and individuals
BSBCM405A	Analyse and present research information
BSBCM406A	Maintain business technology
BSBCM407A	Coordinate business resources
BSBCM408A	Report on financial activity
BSBCM409A	Promote products and services
BSBCM410A	Coordinate implementation of customer service strategies
BSBCM411A	Monitor a safe workplace
BSBCM412A	Promote innovation and change
BSBCM413A	Implement and monitor environmental policies
BSBCM414A	Undertake marketing activities
BSBCM415A	Manage first aid policy
BSBCM416A	Identify risk and apply risk management processes
BSBCM417A	Coordinate customer service activities
BSBCM418A	Address customer needs
BSBCM419A	Manage projects
BSBCM420A	Write complex documents
BSBFLM412A	Promote team effectiveness
BSBCM421A	Assist with compliance with OHS and other relevant laws

BSB41904 Certificate IV in Business (Employment Services)

Requiring 10 units for the qualification.

- The 4 units from the Employment Services domain listed below.
- A minimum of 3 Common Business units at Certificate IV listed below.
- And 3 units from the Business Services Training Package or any other endorsed Training Package of which a minimum of 2 units must be from a Certificate IV qualification and 1 unit may be included from a Certificate III or Diploma qualification.
- Units from other Training Packages must not duplicate units selected from the Business Services Training Package.
- All units selected must contribute to and combine to form a work outcome.

The Employment Services units for the Certificate IV are:

BSBEMS401A	Develop and implement business development strategies to expand client base
BSBEMS402A	Develop and implement strategies to source and assess candidates

BSBEMS403A	Develop and provide employment management services to candidates
BSBEMS404A	Manage the recruitment process for client organisations

The Common Business units at Certificate IV are:

BSBCMN402A	Develop work priorities
BSBCMN403A	Establish business networks
BSBCMN404A	Develop teams and individuals
BSBCMN405A	Analyse and present research information
BSBCMN406A	Maintain business technology
BSBCMN407A	Coordinate business resources
BSBCMN408A	Report on financial activity
BSBCMN409A	Promote products and services
BSBCMN410A	Coordinate implementation of customer service strategies
BSBCMN411A	Monitor a safe workplace
BSBCMN412A	Promote innovation and change
BSBCMN413A	Implement and monitor environmental policies
BSBCMN414A	Undertake marketing activities
BSBCMN415A	Manage first aid policy
BSBCMN416A	Identify risk and apply risk management processes
BSBCMN417A	Coordinate customer service activities
BSBCMN418A	Address customer needs
BSBCMN419A	Manage projects
BSBCMN420A	Write complex documents
BSBFLM412A	Promote team effectiveness
BSBCMN421A	Assist with compliance with OHS and other relevant laws

NOTE: For further packaging options for this qualification, see the section on imported units.

BSB41604 Certificate IV in Occupational Health and Safety

Requiring 10 units for the qualification.

- The 4 units from the OHS units listed below:
 - BSBOHS401A Contribute to the implementation of a systematic approach to managing OHS
 - BSBOHS402A Contribute to the implementation of the OHS consultation process
 - BSBOHS403A Identify hazards and assess OHS risks
 - BSBOHS404A Contribute to the implementation of strategies to control OHS risk
- At least 1 of the following OHS units:
 - BSBOHS405A Contribute to the implementation of emergency procedures
 - BSBOHS406A Use equipment to conduct workplace monitoring
- A minimum of 3 Common Business units at Certificate IV listed below, of which 1 unit must be BSBCMN421A Assist with compliance with OHS and other relevant laws.

- And 2 units from the Business Services Training Package or any other endorsed Training Package of which at least 1 unit must be from a Certificate IV qualification and 1 unit may be included from a Certificate III or a Diploma qualification.
NOTE: 1 of these units may be the unit not chosen from either BSBOHS405A or BSBOHS406A.
- Units from other Training Packages must not duplicate units selected from the Business Services Training Package.
- All units selected must contribute to and combine to form a work outcome.

The Common Business Units at Certificate IV are:

NOTE: BSBCM411A Monitor a safe workplace cannot be undertaken for this qualification

BSBCM402A	Develop work priorities
BSBCM403A	Establish business networks
BSBCM404A	Develop teams and individuals
BSBCM405A	Analyse and present research information
BSBCM406A	Maintain business technology
BSBCM407A	Coordinate business resources
BSBCM408A	Report on financial activity
BSBCM409A	Promote products and services
BSBCM410A	Coordinate implementation of customer service strategies
BSBCM412A	Promote innovation and change
BSBCM413A	Implement and monitor environmental policies
BSBCM414A	Undertake marketing activities
BSBCM415A	Manage first aid policy
BSBCM416A	Identify risk and apply risk management processes
BSBCM417A	Coordinate customer service activities
BSBCM418A	Address customer needs
BSBCM419A	Manage projects
BSBCM420A	Write complex documents
BSBFLM412A	Promote team effectiveness
BSBCM421A	Assist with compliance with OHS and other relevant laws

BSB42004 Certificate IV in Business (International Trade)

Requiring 10 units for the qualification.

- A minimum of 4 units from the International Trade domain listed below.
- A minimum of 3 Common Business units at Certificate IV listed below.
- And 3 units from the Business Services Training Package or any other endorsed Training Package, of which a minimum of 2 units

must be from a Certificate IV qualification and 1 unit may be included from of a Certificate III or Diploma qualification.

- Units from other Training Packages must not duplicate units selected from the Business Services Training Package.
- All units selected must contribute to and combine to form a work outcome.

The International Trade units at Certificate IV are:

BSBINT401A	Research international business opportunities
BSBINT402A	Market goods and services internationally
BSBINT403A	Research international markets
BSBINT404A	Implement international client relationship strategies
BSBINT405A	Apply knowledge of import and export international conventions, laws and finance
BSBINT406A	Promote compliance with legislation
BSBINT407A	Prepare business advice on export Free on Board Value
BSBINT408A	Prepare business advice on the taxes and duties for international trade transactions
BSBINT409A	Plan for international trade

The Common Business Units at Certificate IV are:

BSBCMN402A	Develop work priorities
BSBCMN403A	Establish business networks
BSBCMN404A	Develop teams and individuals
BSBCMN405A	Analyse and present research information
BSBCMN406A	Maintain business technology
BSBCMN407A	Coordinate business resources
BSBCMN408A	Report on financial activity
BSBCMN409A	Promote products and services
BSBCMN410A	Coordinate implementation of customer service strategies
BSBCMN411A	Monitor a safe workplace
BSBCMN412A	Promote innovation and change
BSBCMN413A	Implement and monitor environmental policies
BSBCMN414A	Undertake marketing activities
BSBCMN415A	Manage first aid policy
BSBCMN416A	Identify risk and apply risk management processes
BSBCMN417A	Coordinate customer service activities
BSBCMN418A	Address customer needs
BSBCMN419A	Manage projects
BSBCMN420A	Write complex documents
BSBFLM412A	Promote team effectiveness
BSBCMN421A	Assist with compliance with OHS and other relevant laws

BSB50101 Diploma of Business

Requiring 8 units for the qualification.

- A minimum of 5 units from any field or domain of the Business Services Training Package from a Diploma qualification.
- And 3 units from the Business Services Training Package or any other endorsed Training Package, of which a minimum of 2 units must be from a Diploma qualification and 1 unit may be included from a Certificate IV or Advanced Diploma qualification
- Units from other Training Packages must not duplicate units selected from the Business Services Training Package.
- Units selected must contribute to and combine to form a work outcome.
- In any case where the packaging of this qualification meets the rules of a specialist qualification at this level, then the specialist qualification and not the generic qualification must be awarded.

NOTE 1: In accordance with the Exceptions to the Rules, a maximum of four units may be included from the Assessment and Workplace Training domain

NOTE 2: Registered Training Organisations may market approaches to BSB50101 that address particular markets and occupational outcomes.

BSB50201 Diploma of Business Administration

Requiring 8 units for the qualification.

- A minimum of 5 units from the Specialist Administration domain listed below.
- And 3 units from the Business Services Training Package or any other endorsed Training Package, of which a minimum of 2 units must be from a Diploma qualification and 1 unit may be included from a Certificate IV or Advanced Diploma qualification.
- Units from other Training Packages must not duplicate units selected from the Business Services Training Package.
- All units selected must contribute to and combine to form a work outcome.

The Specialist Administration units at Diploma are:

BSBADM501A	Manage the establishment and maintenance of a workgroup network
BSBADM502A	Manage meetings
BSBADM503A	Plan and manage conferences
BSBADM504A	Plan or review administration systems
BSBADM505A	Manage payroll
BSBADM506A	Manage business document design and development

BSB50301 Diploma of Business (Recordkeeping)

Requiring 8 units for the qualification.

- The 5 units from the Recordkeeping domain listed below.
- And 3 units from the Business Services Training Package or any other endorsed Training Package, of which a minimum of 2 units must be from a Diploma qualification and 1 unit may be included from a Certificate IV or Advanced Diploma qualification.
- Units from other Training Packages must not duplicate units selected from the Business Services Training Package.
- All units selected must contribute to and combine to form a work outcome.

The Recordkeeping units at Diploma are:

BSBRKG501A	Determine business or records system specifications
BSBRKG502A	Manage and monitor business or records systems
BSBRKG503A	Develop and maintain a classification scheme
BSBRKG504A	Develop terminology for activities and records
BSBRKG505A	Document or reconstruct a business or records system

BSB50401 Diploma of Business Management

Requiring 8 units for the qualification.

- A minimum of 5 units from the Strategic Management domain listed below.
- And 3 units from the Business Services Training Package or any other endorsed Training Package, of which a minimum of 2 units must be from a Diploma qualification and 1 unit may be included from a Certificate IV or Advanced Diploma qualification.
- Units from other Training Packages must not duplicate units selected from the Business Services Training Package.
- All units selected must contribute to and combine to form a work outcome.

The Strategic Management units at Diploma are:

BSBMGT501A	Market services and concepts to internal customers
BSBMGT502A	Manage people performance
BSBMGT503A	Prepare budgets and financial plans
BSBMGT504A	Manage budgets and financial plans
BSBMGT505A	Ensure a safe workplace
BSBMGT506A	Recruit, select and induct staff
BSBMGT507A	Manage environmental performance
BSBMGT508A	Manage risk management system
BSBMGT509A	Manage a knowledge management system
BSBMGT510A	Determine needs of customer populations
BSBMGT511A	Develop a business opportunity
BSBMGT512A	Manage relationships in a family business
BSBMGT513A	Plan for family business succession
BSBMGT514A	Plan and manage growth in a family business

- In order to meet the requirement of maximising the employability of every candidate, the following pairs of units should not both be

included in a single qualification. RTOs should exercise a choice regarding which of the pair is most suitable for their purposes.

Strategic Management Domain	Frontline Management Domain
BSBMGT502A Manage people performance	BSBFML514A Manage people

BSB50501 Diploma of Business Development

Requiring 8 units for the qualification.

- A minimum of 5 units from the Business Development field listed below.
- And 3 units from the Business Services Training Package or any other endorsed Training Package, of which a minimum of 2 units must be from a Diploma qualification and 1 unit may be included from a Certificate IV or Advanced Diploma qualification.
- Units from other Training Packages must not duplicate units selected from the Business Services Training Package.
- All units selected must contribute to and combine to form a work outcome.
- If the combination of units corresponds to the rules of either BSB50601 Diploma of Business (Advertising) or BSB50701 Diploma of Business (Marketing), then either of those specialised qualifications should be awarded in preference to BBS50501 Diploma of Business Development.

The Business Development units at Diploma are:

BSBADV501A	Develop a creative concept
BSBADV502A	Write persuasive copy
BSBADV503A	Coordinate advertising research
BSBADV504A	Create advertisements
BSBADV505A	Evaluate and recommend 'above the line' media options
BSBADV506A	Evaluate and recommend 'below the line' media options
BSBADV507A	Develop a media plan
BSBADV508A	Present an advertising campaign
BSBMKG501A	Evaluate marketing opportunities
BSBMKG502A	Establish and adjust the marketing mix
BSBMKG503A	Develop a marketing communications plan
BSBMKG504A	Implement a marketing solution
BSBMKG505A	Review marketing performance
BSBMKG506A	Plan market research

BSB50601 Diploma of Business (Advertising)

Requiring 8 units for the qualification.

- A minimum of 5 units from the Advertising domain listed below.
- And 3 units from the Business Services Training Package or any other endorsed Training Package, of which a minimum of 2 units must be from a Diploma qualification and 1 unit may be included from a Certificate IV qualification or Advanced Diploma qualification
- Units from other Training Packages must not duplicate units selected from the Business Services Training Package.
- All units selected must contribute to and combine to form a work outcome.

The Advertising units at Diploma are:

BSBADV501A	Develop a creative concept
BSBADV502A	Write persuasive copy
BSBADV503A	Coordinate advertising research
BSBADV504A	Create advertisements
BSBADV505A	Evaluate and recommend 'above the line' media options
BSBADV506A	Evaluate and recommend 'below the line' media options
BSBADV507A	Develop a media plan
BSBADV508A	Present an advertising campaign

BSB50701 Diploma of Business (Marketing)

Requiring 8 units for the qualification.

- A minimum of 5 units from the Marketing domain listed below.
- And 3 units from the Business Services Training Package or any other endorsed Training Package, of which a minimum of 2 units must be from a Diploma qualification and 1 unit may be included from a Certificate IV or Advanced Diploma qualification.
- Units from other Training Packages must not duplicate units selected from the Business Services Training Package.
- All units selected must contribute to and combine to form a work outcome.

The Marketing units at Diploma are:

BSBMKG501A	Evaluate marketing opportunities
BSBMKG502A	Establish and adjust the marketing mix
BSBMKG503A	Develop a marketing communications plan
BSBMKG504A	Implement a marketing solution
BSBMKG505A	Review marketing performance
BSBMKG506A	Plan market research

BSB50801 Diploma of Business (Human Resources)

Requiring 8 units for the qualifications.

- A minimum of 5 units from the Human Resources domain listed below.
- And 3 units from the Business Services Training Package or any other endorsed Training Package, of which a minimum of 2 units must be from a Diploma qualification and 1 unit may be included from a Certificate IV or Advanced Diploma qualification.
- Units from other Training Packages must not duplicate units selected from the Business Services Training Package.
- All units selected must contribute to and combine to form a work outcome.

The Human Resources units at Diploma are:

BSBHR501A	Manage Human Resource consultancy services
BSBHR502A	Manage Human Resource management information systems
BSBHR503A	Manage performance management systems
BSBHR504A	Manage industrial relations policies and processes
BSBHR505A	Manage remuneration and employee benefits
BSBHR506A	Manage recruitment selection and induction processes
BSBHR507A	Manage separation/termination
BSBHR508A	Manage work/life skills
BSBHR509A	Manage rehabilitation/return to work programs
BSBHR510A	Plan mediation processes
BSBHR511A	Implement mediation processes
BSBHR512A	Manage industrial relations initiatives
BSBHR513A	Manage industrial relations disputes

BSB50901 Diploma of Business (Governance)

This qualification meets the needs of Boards of Management of Indigenous Community Organisations

13 units are required.

- 8 core units and 5 elective units as defined below.
Up to 2 units may be selected from elsewhere in the Business Services Training Package or any other endorsed Training Package provided they are relevant to the work of Indigenous Community Boards of Management.

The 8 core units are:

BSBATSIC403A	Maintain and protect culture
BSBATSIL501A	Meet the roles and responsibilities of a board member (2)
BSBATSIL502A	Work with the manager
BSBATSIL503A	Manage conflict
BSBATSIM504A	Develop and implement organisational policies
BSBATSIM505A	Control organisation finances

- BSBATSIM506A Develop employment policies
 BSBATSIM507A Establish and maintain a strategic planning cycle

Select 5 elective units from the list below:

- BSBATSIL508A Be a community leader
 BSBATSIL509A Manage self as a board member
 BSBATSIC510A Conduct a community meeting
 BSBATSIM511A Develop enterprise opportunities
 BSBATSIM512A Manage board competencies
 BSBATSIM513A Oversee recruitment induction of staff
 BSBATSIW514A Represent your organisation
 BSBATSIW515A Secure funding

NOTE: The rules of this qualification are different from the general pattern of qualifications in the Business Services Training Package. The reasons for this are explained in the section on Design of the Business Services Training Package Qualifications under the heading “Exceptions to the rules”.

BSB51004 Diploma of Business (Frontline Management)

Requiring 11 units for the qualification, consisting of 8 specialist units and 3 extra units from the lists below.

- Select 8 specialist units from the following list, of which one must be BSBMGT505A Ensure a safe workplace:
 - BSBFLM501B Manage personal work priorities and professional development
 - BSBFLM503B Manage effective workplace relationships
 - BSBFLM505B Manage operational plan
 - BSBFLM506B Manage workplace information systems
 - BSBFLM507B Manage quality customer service
 - BSBFLM509B Facilitate continuous improvement
 - BSBFLM510B Facilitate and capitalise on change and innovation
 - BSBFLM511B Develop a workplace learning environment
 - BSBFLM512A Ensure team effectiveness
 - BSBMGT505A Ensure a safe workplace
- Select 3 units from the following list (which may include one or both of the units not yet chosen from the specialist group of units above):
 - BSBFLM513A Manage budgets and financial plans within the work team
 - BSBFLM514A Manage people
 - BSBMGT507A Manage environmental performance
 - BSBCMN419A Manage Projects
 - BSBCMN416A Identify risk and apply risk management processes
 - BSBEBUS403A Communicate electronically
 - BSBEBUS409A Lead and facilitate e-staff

NOTE: The rules of this qualification are different from the general pattern of qualifications in the Business Services Training Package. The reasons for this are explained in the section on Design of the Business

Services Training Package Qualifications under the heading “Exceptions to the rules”.

BSA50200 Diploma of Business (Legal Services)

General prerequisites

The following units from the Certificate III in Business (Legal Administration) are general pre-requisite units. If they have not been achieved in earlier training or work experience, they must be undertaken in addition to the core and elective requirements of the Diploma of Business (Legal Services).

General prerequisite units

BSALPP301A	Apply knowledge of the legal system to complete tasks
BSALPP302A	Carry out search of the public record
BSACS301A	Apply the principles of confidentiality and security within the legal environment
BSBCM201A	Work effectively in a business environment
BSALC301A	Use legal terminology in order to carry out tasks
BSALF301A	Maintain records for time and disbursements in a legal practice

Packaging

Requiring 8 units for the qualification, consisting of:

- 4 core units:

BSALPP501A	Obtain information from a client
BSALPP502A	Draft legally binding documents
BSALC501A	Run a file
BSALO501A	Perform legal research and prepare reports to meet identified needs

Plus

- 2 elective units from the following:

Litigation

BSALLG501A	Assist with the discovery process
BSALLG502A	Appear in court
BSALLG503A	Attend pre-trial negotiations

Paralegal

BSALPL501A	Cost complex files
BSALPL502A	Administer in-house mortgage practice

Conveyancing

206/04	Negotiate with others to achieve tasks and goals
206/09	Finalise transaction

Community Services

CHCCD8A	Support community action
CHCCD13A	Work within specific communities
CHCCD11A	Provide advocacy and representation

Plus

- 2 additional electives from the Business Services Training Package (including those in the Legal Services field) or any other endorsed Training Package.

Electives may be selected from units packaged at Certificate IV, Diploma or Advanced Diploma. However, only one elective unit may be selected from Certificate IV and only one elective unit may be selected from Advanced Diploma.

NOTE: The rules of this qualification are different from the general pattern of qualifications in the Business Services Training Package. The reasons for this are explained in the section on Design of the Business Services Training Package Qualifications under the heading “Exceptions to the rules”.

BSB51101 Diploma of E-business

Requiring 8 units for the qualification.

- A minimum of 5 units from the Business Services Training Package E-business field listed below.
- And 3 units from the Business Services Training Package or any other endorsed Training Package, of which a minimum of 2 units must be from a Diploma qualification and 1 unit may be included from a Certificate IV or Advanced Diploma qualification.
- Units from other Training Packages must not duplicate units selected from the Business Services Training Package.
- Units selected must contribute to and combine to form a work outcome.

The E-business units at Diploma are:

BSBEBUS501A	Evaluate e-business opportunities
BSBEBUS502A	Evaluate e-business models
BSBEBUS503A	Design an e-business
BSBEBUS504A	Implement an e-business strategy
BSBEBUS505A	Implement new technologies for business
BSBEBUS506A	Plan and develop a business website
BSBEBUS507A	Manage the business aspects of a website
BSBEBUS508A	Build a virtual community
BSBEBUS509A	Implement e-business outsourcing arrangements
BSBEBUS510A	Manage e-business outsourcing
BSBEBUS511A	Implement a knowledge management strategy for an e-business
BSBEBUS512A	Implement electronic communication policy
BSBEBUS513A	Plan e-learning
BSBEBUS514A	Implement e-learning

BSBEBUS515A	Facilitate e-learning
BSBEBUS516A	Manage online purchasing
BSBEBUS517A	Manage online inventory
BSBEBUS518A	Manage an e-business supply chain
BSBEBUS519A	Manage online sales
BSBEBUS520A	Manage online payments
BSBEBUS521A	Plan e-marketing
BSBEBUS522A	Conduct e-marketing
BSBEBUS523A	Investigate and plan e-work business solutions
BSBEBUS524A	Implement and manage e-working arrangements
BSBMGT505A	Ensure a safe workplace

BSB51404 Diploma of Business (Purchasing)

Requiring 8 units for the qualification.

- 5 units from the list of units below
 - BSBPUR501A Develop, implement and review purchasing strategies
 - BSBPUR502A Manage supplier relationships
 - BSBPUR503A Manage international purchasing
 - BSBPUR504A Manage a supply chain
 - PSPPROC602A Direct management of contracts
 - PSPPROC702A Establish the procurement context
 - BSBRKG502A Manage and monitor business or records systems
- And 3 units from the Business Services Training Package or any other endorsed Training Package, of which a minimum of 2 units must be from a Diploma qualification and 1 unit may be included from a Certificate IV or Advanced Diploma qualification.
- Units from other Training Packages must not duplicate units selected from the Business Services Training Package.
- All units selected must contribute to and combine to form a work outcome.

BSB51504 Diploma of Project Management

All 9 units below are required for the qualification.

BSBPM501A	Manage application of project integrative processes
BSBPM502A	Manage project scope
BSBPM503A	Manage project time
BSBPM504A	Manage project costs
BSBPM505A	Manage project quality
BSBPM506A	Manage project human resources
BSBPM507A	Manage project communications
BSBPM508A	Manage project risk
BSBPM509A	Manage project procurement

BSB51704 Diploma of Business (Franchising)

Requiring 8 units for the qualification.

- A minimum of 4 units from the Franchising domain listed below.
- And 4 units from the Business Services Training Package or any other endorsed Training Package of which a minimum of 2 units must be from a Diploma qualification and 1 unit may be included from a Certificate IV or Advanced Diploma qualification.
- Units from other Training Packages must not duplicate units selected from the Business Services Training Package.
- All units selected must contribute to and combine to form a work outcome.

The Franchising units at Diploma are:

BSBFRA501A	Establish a franchise operation
BSBFRA502A	Manage a franchise operation
BSBFRA503A	Manage establishment of new sites or regions
BSBFRA504A	Manage relationships with franchisees
BSBFRA505A	Manage closure of a franchise

BSB51804 Diploma of Unionism

Requiring 8 units for the qualification.

- A minimum of 5 units from the Unionism domain listed below.
(If BSBUN405A is not achieved at Certificate IV, this unit must be completed for the Diploma.)
- And 3 units from the Business Services Training Package or any other endorsed Training Package of which a minimum of 2 units must be from a Diploma qualification and 1 unit may be included from a Certificate IV or Advanced Diploma qualification.
- Units from other Training Packages must not duplicate units selected from the Business Services Training Package.
- All units selected must contribute to and combine to form a work outcome.

The Unionism units at Diploma are:

BSBUN501A	Develop, manage and review campaigns and projects
BSBUN502A	Represent the union in key forums
BSBUN503A	Coordinate case preparation and research
BSBUN504A	Advocate and present cases for members
BSBUN505A	Develop, implement and manage union policy
BSBUN506A	Coordinate research and analysis

BSB51904 Diploma of Business (Quality Auditing)

Requiring 8 units for the qualification.

- A minimum of 5 units from the list below

- BSBAUD501A Initiate a quality audit
- BSBAUD502A Prepare to lead a quality audit
- BSBAUD503A Lead a quality audit
- BSBAUD504A Report on a quality audit
- BSBMGT508A Manage risk management system
- BSBMGT509A Manage a knowledge management system
- And 3 units from the Business Services Training Package or any other endorsed Training Package of which a minimum of 2 units must be from a Diploma qualification and 1 unit may be included from a Certificate IV or Advanced Diploma qualification.
- Units from other Training Packages must not duplicate units selected from the Business Services Training Package.
- All units selected must contribute to and combine to form a work outcome.

BSB51604 Diploma of Occupational Health and Safety

Requiring 8 units for the qualification.

- 5 units from the OHS units listed below
 - BSBOHS501A Participate in the coordination and maintenance of a systematic approach to managing OHS
 - BSBOHS502A Participate in the management of the OHS information and data systems
 - BSBOHS503A Assist in the design and development of OHS participative arrangements
 - BSBOHS504A Apply principles of OHS risk management
 - BSBOHS505A Manage hazards in the work environment
 - BSBOHS508A Participate in the investigation of incidents
- And 3 units from the Business Services Training Package or any other endorsed Training Package of which a minimum of 2 units must be from a Diploma qualification and 1 unit may be included from a Certificate IV or Advanced Diploma qualification.
NOTE: These 3 units may include the 2 OHS units listed below and/or the unit not chosen from the OHS units listed above
 - BSBOHS506A Monitor and facilitate the management of hazards associated with plant
 - BSBOHS507A Facilitate the application of principles of occupational health to control OHS risk
- Units from other Training Packages must not duplicate units selected from the Business Services Training Package.
- All units selected must contribute to and combine to form a work outcome.

BSB52004 Diploma of International Business

Requiring 8 units for the qualification.

- A minimum of 5 units from the International Business domain listed below.
- And 3 units from the Business Services Training Package or any other endorsed Training Package, of which a minimum of 2 units

must be from a Diploma qualification, and 1 unit may be included from a Certificate IV or Advanced Diploma qualification.

- Units from other Training Packages must not duplicate units selected from the Business Services Training Package.
- All units selected must contribute to and combine to form a work outcome.

The International Business units for the Diploma are:

BSBINT501A	Profile international markets
BSBINT502A	Analyse consumer behaviour for specific international markets
BSBINT503A	Analyse data from international markets
BSBINT504A	Forecast international market and business needs
BSBINT505A	Build international client relationships
BSBINT506A	Build international business networks
BSBINT507A	Report on finances related to international business
BSBINT508A	Promote products and services to international markets

BSB60101 Advanced Diploma of Business (Recordkeeping)

Requiring 8 units for the qualification.

- A minimum of 5 units from the Recordkeeping domain listed below.
- And 3 units from the Business Service Training Package or any other endorsed Training Package of which a minimum 2 units must be from an Advanced Diploma qualification and 1 unit may be included from a Diploma qualification.
- Units from other Training Packages must not duplicate units selected from the Business Services Training Package.
- All units selected must contribute to and combine to form a work outcome.

The Recordkeeping units at Advanced Diploma are:

BSBRKG601A	Define recordkeeping framework
BSBRKG602A	Develop recordkeeping policy
BSBRKG603A	Prepare a functional analysis for an organisation
BSBRKG604A	Determine security and access rules and procedures
BSBRKG605A	Determine records requirements to document a function
BSBRKG606A	Design a records retention and disposal schedule
BSBRKG607A	Document and monitor the record-creating context
BSBRKG608A	Plan management of records over time

BSB60201 Advanced Diploma of Business Management

Requiring 8 units for the qualification.

- A minimum of 5 units from the Strategic Management domain listed below.
- And 3 units from the Business Services Training Package or any other endorsed Training Package, of which a minimum of 2 units must be from an Advanced Diploma qualification and 1 unit may be from a Diploma qualification.
- Units from other Training Packages must not duplicate units selected from the Business Services Training Package.
- All units selected must contribute to and combine to form a work outcome.

The Strategic Management units at Advanced Diploma are:

BSBMGT601A	Contribute to strategic direction
BSBMGT602A	Contribute to the development and implementation of strategic plans
BSBMGT603A	Review and develop business plans
BSBMGT604A	Manage business operations
BSBMGT605A	Provide leadership across the organisation
BSBMGT606A	Manage customer focus
BSBMGT607A	Manage knowledge and information
BSBMGT608A	Manage innovation and continuous improvement
BSBMGT609A	Manage risk
BSBMGT610A	Manage environmental management systems

BSBMGT611A	Develop risk management strategy
BSBMGT612A	Plan and implement a knowledge management system
BSBMGT613A	Review and improve a knowledge management system
BSBMGT614A	Develop and implement diversity policy

BSB60301 Advanced Diploma of Business (Human Resources)

Requiring 8 units for the qualification.

- The 5 units from the Human Resources Management domain listed below.
- And 3 units from the Business Services Training Package or any other endorsed Training Package, of which a minimum of 2 units must be from an Advanced Diploma qualification and 1 unit may be included from a Diploma qualification.
- Units from other Training Packages must not duplicate units selected from the Business Services Training Package.
- All units selected must contribute to and combine to form a work outcome.

The Human Resources units at Advanced Diploma are:

BSBHR601A	Manage change
BSBHR602A	Manage Human Resource strategic planning
BSBHR603A	Contribute to organisation development
BSBHR604A	Manage employee relations
BSBHR605A	Contribute to organisation design

BSB60401 Advanced Diploma of Business Development

Requiring 8 units for the qualification.

- A minimum of 5 units from the Business Development field listed below.
- And 3 units from the Business Services Training Package or any other endorsed Training Package, of which a minimum of 2 units must be from an Advanced Diploma qualification and 1 unit may be included from a Diploma qualification.
- Units from other Training Packages must not duplicate units selected from the Business Services Training Package.
- All units selected must contribute to and combine to form a work outcome.
- If the combination of units corresponds to the rules of either BSB60501 Advanced Diploma of Business (Advertising) or BSB60601 Advanced Diploma of Business (Marketing), then either of those specialised qualifications should be awarded in preference to BBS60401 Advanced Diploma of Business Development.

The Business Development units at Advanced Diploma are:

BSBADV601A	Create an advertising brief
BSBADV602A	Develop an advertising campaign
BSBADV603A	Manage advertising production
BSBADV604A	Execute an advertising campaign
BSBADV605A	Evaluate campaign effectiveness
BSBMKG601A	Develop marketing strategies
BSBMKG602A	Develop a marketing plan
BSBMKG603A	Manage the marketing process
BSBMKG604A	Develop and manage direct marketing campaigns
BSBMKG605A	Evaluate international marketing opportunities
BSBMKG606A	Manage international marketing programs
BSBMKG607A	Manage market research

BSB60501 Advanced Diploma of Business (Advertising)

Requiring 8 units for the qualification.

- The 5 units from the Advertising domain listed below.
- And 3 units from the Business Services Training Package or any other endorsed Training Package, of which a minimum of 2 units must be from an Advanced Diploma qualification and 1 unit may be included from a Diploma qualification.
- Units from other Training Packages must not duplicate units selected from the Business Services Training Package.
- All units selected must contribute to and combine to form a work outcome.

The Advertising units at Advanced Diploma are:

BSBADV601A	Create an advertising brief
BSBADV602A	Develop an advertising campaign
BSBADV603A	Manage advertising production
BSBADV604A	Execute an advertising campaign
BSBADV605A	Evaluate campaign effectiveness

BSB60601 Advanced Diploma of Business (Marketing)

Requiring 8 units for the qualification.

- A minimum of 5 units from the Marketing domain listed below.
- And 3 units from the Business Services Training Package or any other endorsed Training Package, of which a minimum of 2 units must be from an Advanced Diploma qualification and 1 unit may be included from a Diploma qualification.
- Units from other Training Packages must not duplicate units selected from the Business Services Training Package.
- All units selected must contribute to and combine to form a work outcome.

The Marketing units at Advanced Diploma are:

BSBMKG601A	Develop marketing strategies
BSBMKG602A	Develop a marketing plan
BSBMKG603A	Manage the marketing process
BSBMKG604A	Develop and manage direct marketing campaigns
BSBMKG605A	Evaluate international marketing opportunities
BSBMKG606A	Manage international marketing programs
BSBMKG607A	Manage market research

BSB60701 Advanced Diploma of E-business

Requiring 8 units for the qualification.

- A minimum of 5 units from the E-business field listed below.
- And 3 units from the Business Services Training Package or any other endorsed Training Package, of which a minimum of 2 units must be from an Advanced Diploma qualification and 1 unit may be included from a Diploma qualification.
- Units from other Training Packages must not duplicate units selected from the Business Services Training Package.
- All units selected must contribute to and combine to form a work outcome.

The E-business units at Advanced Diploma are:

BSBEBUS601A	Develop an e-business strategy
BSBEBUS602A	Develop an action plan for an e-business strategy
BSBEBUS603A	Evaluate new technologies for business
BSBEBUS604A	Develop a business website strategy
BSBEBUS605A	Identify and implement e-business innovation
BSBEBUS606A	Manage e-business risk
BSBEBUS607A	Develop e-business outsourcing policy and guidelines
BSBEBUS608A	Develop and implement online information policy
BSBEBUS609A	Develop a knowledge management strategy for an e-business
BSBEBUS610A	Develop electronic communication policy
BSBEBUS611A	Develop and implement e-business human resource management policy and practices
BSBEBUS612A	Develop and implement e-work policy and guidelines
BSBEBUS613A	Develop online customer service strategies
BSBEBUS614A	Build online customer loyalty
BSBEBUS615A	Use online systems to support managerial decision-making

BSB60904 Advanced Diploma of Project Management

All 9 units are required for the qualification.

BSBPM601A	Direct the integration of multiple projects/programs
BSBPM602A	Direct the scope of multiple projects/programs
BSBPM603A	Direct time management of multiple projects/programs
BSBPM604A	Direct cost management of multiple projects/programs
BSBPM605A	Direct quality management of multiple projects/programs
BSBPM606A	Direct human resources management of multiple projects/programs
BSBPM607A	Direct communications management of multiple projects/programs
BSBPM608A	Direct risk management of multiple projects/programs
BSBPM609A	Direct procurement and contracts of multiple projects/programs

BSB61004 Advanced Diploma of Occupational Health and Safety

Requiring 8 units for the qualification.

- A minimum of 5 units from the OHS domain listed below.
- And 3 units from the Business Services Training Package or any other endorsed Training Package of which a minimum of 2 units must be from an Advanced Diploma qualification and 1 unit may be included from a Diploma qualification.

NOTE: These 3 units may be the units not yet chosen from the list of OHS units listed below.

- Units from other Training Packages must not duplicate units selected from the Business Services Training Package.
- All units selected must contribute to and combine to form a work outcome.

The Occupational Health and Safety units at Advanced Diploma are:

BSBOHS601A	Develop a systematic approach to managing OHS
BSBOHS602A	Develop OHS information and data analysis and reporting and recording processes
BSBOHS603A	Analyse and evaluate OHS risk
BSBOHS604A	Apply ergonomic principles to control OHS risk
BSBOHS605A	Apply occupational hygiene principles to control OHS risk
BSBOHS606A	Develop and implement crisis management processes
BSBOHS607A	Advise on application of safe design principles to control OHS risk
BSBOHS608A	Conduct an OHS audit
BSBOHS609A	Evaluate an organisation's OHS performance

E-business Blended Qualifications

BSB41301 Certificate IV in E-business Development

Requiring 14 units for the qualification.

- 7 units from the Business Services Training Package which will include 4 units from the E-business specialist units listed below plus 3 electives from elsewhere in the Business Services Training Package
- 7 units from the Information Technology Training Package which will include 4 units from the suggested list of IT Core units, and 3 units from the suggested list of electives from the IT Package units
- Please note: 1 of the 14 units may be from a Certificate III or Diploma qualification
- All units selected must contribute to and combine to form a work outcome

Select a minimum of 4 of the following Business Services Training Package E-business Development specialist units at Certificate IV:

BSBEBUS407A	Review and maintain the business aspects of a website
BSBEBUS408A	Implement and monitor delivery of quality customer service on line
BSBEBUS406A	Monitor and maintain records in an online environment
BSBEBUS404A	Trade on line
BSBEBUS403A	Communicate electronically
BSBEBUS401A	Conduct online research

The remaining Business Services Training Package E-business units included at Certificate IV are:

BSBEBUS402A	Implement e-correspondence policies
BSBEBUS405A	Conduct online financial transactions
BSBEBUS409A	Lead and facilitate e-staff

Plus

Select 4 core units from the following Information Technology Training Package units:

ICAITT184A	Ensure site usability
ICAITS191A	Maintain web site performance
ICAITS200A	Monitor traffic and compile specified site traffic reports
ICAITT183A	Confirm accessibility of web site design
ICAITS119B	Monitor and administer system security

And

Select 3 elective units from the following Information Technology Training Package units:

ICAITD209A	Writing for the World Wide Web
ICAITU127B	Operate system software
ICAITS108B	Complete database backup and recovery
ICAITS194A	Ensure basic web site security

BSB51201 Diploma of Strategic E-business Development

Requiring 12 units for the qualification.

- 6 units from the Business Services Training Package which will include 4 units from the E-business specialist units listed below plus 2 electives from elsewhere in the Business Services Training Package
- 6 units from the Information Technology Training Package which will include 4 units from the suggested list of IT Core units, and 2 units from the suggested list of electives from the IT Package units
- Please note: 1 of the 12 units may be from a Certificate IV or Advanced Diploma qualification
- All units selected must contribute to and combine to form a work outcome

Select a minimum of 4 of the following Business Services Training Package E-business Development specialist units at Diploma:

BSBEBUS501A	Evaluate e-business opportunities
BSBEBUS506A	Plan and develop a business website
BSBEBUS503A	Design an e-business
BSBEBUS504A	Implement an e-business strategy
BSBEBUS509A	Implement e-business outsourcing arrangements
BSBEBUS521A	Plan e-marketing
BSBEBUS522A	Conduct e-marketing
BSBFLM510B	Facilitate and capitalise on change and innovation

The remaining Business Services Training Package E-business units included at Diploma are:

BSBEBUS502A	Evaluate e-business models
BSBEBUS505A	Implement new technologies for business
BSBEBUS507A	Manage the business aspects of a website
BSBEBUS508A	Build a virtual community
BSBEBUS510A	Manage e-business outsourcing
BSBEBUS511A	Implement a knowledge management strategy for an e-business
BSBEBUS512A	Implement electronic communication policy
BSBEBUS513A	Plan e-learning
BSBEBUS514A	Implement e-learning
BSBEBUS515A	Facilitate e-learning
BSBEBUS516A	Manage online purchasing
BSBEBUS517A	Manage online inventory
BSBEBUS518A	Manage an e-business supply chain
BSBEBUS519A	Manage online sales
BSBEBUS520A	Manage online payments
BSBEBUS523A	Investigate and plan e-work business solutions
BSBEBUS524A	Implement and manage e-working arrangements

BSBMGT505A Ensure a safe workplace

Plus

Select 4 core units from the following Information Technology Training Package units:

ICAITAD138A	Determine acceptable developers for e-business projects
ICAITAD148A	Identify new technology models for e-business
ICAITAD150A	Evaluate Vendor Products and Equipment
ICAITAD151A	Gather data to identify business requirements
ICAITAD152A	Implement risk management processes
ICAITW214A	Maintain ethical conduct

And

Select 2 elective units from the following Information Technology Training Package units:

ICAITS202A	Ensure privacy for users
ICAITAD156A	Review and plan for risk to e-commerce solution providers
ICAITAD147A	Determine that data base functionality and scalability suits business requirements
ICAITAD158A	Translate the business needs into technical requirements

BSB51301 Diploma of E-learning

Requiring 12 units for the qualification.

- 6 units from the Business Services Training Package which will include 4 units from the E-business specialist units listed below plus 2 electives from elsewhere in the Business Services Training Package
- 6 units from the Information Technology Training Package which will include 4 units from the suggested list of IT Core units, and 2 units from the suggested list of electives from the IT Package units
- Please note: 1 of the 12 units may be from a Certificate IV or Advanced Diploma qualification
- All units selected must contribute to and combine to form a work outcome

Select a minimum of 4 of the following Business Services Training Package E-business e-learning specialist units at Diploma:

BSBEBUS513A	Plan e-learning
BSBEBUS514A	Implement e-learning*
BSBEBUS515A	Facilitate e-learning*
BSBEBUS508A	Build a virtual community
BSBEBUS519A	Manage online sales
BSBEBUS520A	Manage online payments
BSBEBUS512A	Implement electronic communication policy

The remaining Business Services Training Package E-business units included at Diploma are:

BSBEBUS501A	Evaluate e-business opportunities
BSBEBUS502A	Evaluate e-business models
BSBEBUS503A	Design an e-business
BSBEBUS504A	Implement an e-business strategy
BSBEBUS505A	Implement new technologies for business
BSBEBUS506A	Plan and develop a business website
BSBEBUS507A	Manage the business aspects of a website
BSBEBUS509A	Implement e-business outsourcing arrangements
BSBEBUS510A	Manage e-business outsourcing
BSBEBUS511A	Implement a knowledge management strategy for an e-business
BSBEBUS516A	Manage online purchasing
BSBEBUS517A	Manage online inventory
BSBEBUS518A	Manage an e-business supply chain
BSBEBUS521A	Plan e-marketing
BSBEBUS522A	Conduct e-marketing
BSBEBUS523A	Investigate and plan e-work business solutions
BSBEBUS524A	Implement and manage e-working arrangements
BSBMGT505A	Ensure a safe workplace

Plus

Select 4 core units from the following Information Technology Training Package units:

IT Diploma of Knowledge Management

ICAITAD151A	Gather data to identify business requirements
ICAITS202A	Ensure privacy for users
CULLB412A	Undertake cataloguing activities
ICAITTW214A	Maintain ethical conduct

IT Advanced Diploma (E-Learning)

ICAITAD141A	Design dynamic websites to meet technical requirements
ICAITU205A	Select and employ Software and Hardware Multimedia Tools
ICAITAD149A	Implement quality assurance process for e-commerce solutions I
CUFMEM06A	Design a multimedia product
CUFMEM07A	Apply principles of visual design and communication to the development of a media product
CUFMEM08A	Apply principles of instructional design to a media product
CUFMEM10A	Design and create a multimedia interface

Note: the last four units are from the CREATE Training Package And

Select 2 electives from the following Information Technology Training Package units:

IT Diploma of Knowledge Management

ICAITAD150A	Evaluate Vendor Products and Equipment
ICAITAD152A	Implement risk management processes
ICAITAD157A	Develop technical requirements for an e-commerce solution
ICAITAD138A	Determine acceptable e-commerce developers for e-commerce project
ICAITAD146A	Develop web site information architecture
ICAITS199A	Manage E-business websites

IT Advanced Diploma (E-Learning)

CUFMEM11A	Design the navigation for a multimedia product
CUFIMA01A	Produce and manipulate digital images
CUFIMA04A	Create 3D digital animation
CUFIMA05A	Create 3D digital models and images
ICAITAD052B	Design IT Security Framework
ICAITAD053B	Design system security and controls
ICAITAD054B	Validate quality and completeness of design
ICAITAD051B	Develop client user interface
ICAITB073B	Pilot the developed system
ICAITB074B	Monitor the system pilot
ICAITAD156A	Review and plan for risk to e-commerce solution providers

Note: the first four units are from the CREATE Training Package

BSB60801 Advanced Diploma of Strategic E-business Development

Requiring 12 units for the qualification.

- 6 units from the Business Services Training Package which will include 4 units from the E-business specialist units listed below plus 2 electives from elsewhere in the Business Services Training Package
- 6 units from the Information Technology Training Package which will include 4 units from the suggested list of IT Core units, and 2 units from the suggested list of electives from the IT Package
- Please note: 1 of the 12 units may be from a Diploma qualification
- All units selected must contribute to and combine to form a work outcome

Select a minimum of 4 of the following Business Services Training Package E-business Development specialist units at Advanced Diploma:

BSBEBUS601A	Develop an e-business strategy
BSBEBUS602A	Develop an action plan for an e-business strategy
BSBEBUS609A	Develop a knowledge management strategy for an e-business
BSBEBUS603A	Evaluate new technologies for business
BSBEBUS605A	Identify and implement e-business innovation
BSBEBUS606A	Manage e-business risk

The remaining Business Services Training Package E-business units included at Advanced Diploma are:

BSBEBUS604A	Develop a business website strategy
BSBEBUS607A	Develop e-business outsourcing policy and guidelines
BSBEBUS608A	Develop and implement online information policy
BSBEBUS610A	Develop electronic communication policy
BSBEBUS611A	Develop and implement e-business human resource management policy and practices
BSBEBUS612A	Develop and implement e-work policy and guidelines
BSBEBUS613A	Develop online customer service strategies
BSBEBUS614A	Build online customer loyalty
BSBEBUS615A	Use online systems to support managerial decision-making
BSBEBUS616A	Plan an e-business supply chain

Plus**Select 4 core units from the following Information Technology Training Package units:**

ICAITAD148A	Identify new technology models for e-business
ICAITAD149A	Implement quality assurance process for e-commerce solutions
ICAITAD152A	Implement risk management processes
ICAITAD150A	Evaluate Vendor Products and Equipment
ICAITS203A	Choose a web hosting service
ICAITTW214A	Maintain ethical conduct
ICAITSP039B	Match the IT needs with the strategic direction of the enterprise

And**Select 2 elective units from the following Information Technology Training Package units:**

ICAITS116A	Undertake capacity planning
ICAITSP040A	Manage and review contracts
ICAITAD043A	Develop and present a feasibility report
ICAITB059A	Develop detailed technical design

Imported Units

The following units of competency are imported from the Information Technology Training Package (ICA99), the Film, TV, Radio and Multimedia Training Package (CUF01), and the Museum and Library/Information Services Training Packages (CUL99) for the E-business Blended Qualifications:

ICAITAD043A	Develop and present a feasibility report
ICAITAD051B	Develop client user interface
ICAITAD052B	Design IT Security Framework
ICAITAD053B	Design system security and controls
ICAITAD054B	Validate quality and completeness of design
ICAITAD138A	Determine acceptable solution providers for e-business projects
ICAITAD141A	Design dynamic websites to meet technical requirements
ICAITAD146A	Develop web site information architecture
ICAITAD147A	Determine that data base functionality and scalability suits business requirements
ICAITAD148A	Identify new technology models for e-business
ICAITAD149A	Implement quality assurance process for e-commerce solutions
ICAITAD150A	Evaluate Vendor Products and Equipment
ICAITAD151A	Gather data to identify business requirements
ICAITAD152A	Implement risk management processes
ICAITAD156A	Review and plan for risk to e-commerce solution providers
ICAITAD157A	Develop technical requirements for an e-commerce solution
ICAITAD158A	Translate the business needs into technical requirements
ICAITB059A	Develop detailed technical design
ICAITB073B	Pilot the developed system
ICAITB074B	Monitor the system pilot
ICAITD209A	Writing for the World Wide Web
ICAITS108B	Complete database backup and recovery
ICAITS116A	Undertake capacity planning
ICAITS119B	Monitor and administer system security
ICAITS191A	Maintain web site performance
ICAITS194A	Ensure basic web site security
ICAITS199A	Manage E-business websites
ICAITS200A	Monitor traffic and compile specified site traffic reports
ICAITS202A	Ensure privacy for users
ICAITS203A	Choose a web hosting service
ICAITSP039B	Match the IT needs with the strategic direction of the enterprise
ICAITSP040A	Manage and review contracts
ICAITT183A	Confirm accessibility of web site design
ICAITT184A	Ensure site usability
ICAITTW214A	Maintain ethical conduct
ICAITU127B	Support System Software
ICAITU205A	Select and employ Software and Hardware Multimedia Tools
CUFIMA01A	Produce and manipulate digital images
CUFIMA04A	Create 3D digital animation
CUFIMA05A	Create 3D digital models and images
CUFMEM06A	Design a multimedia product
CUFMEM07A	Apply principles of visual design and communication to the development of a multimedia product
CUFMEM08A	Apply principles of instructional design to a multimedia product
CUFMEM10A	Design and create a multimedia interface
CUFMEM11A	Design the navigation for a multimedia product

CULLB412A Undertake cataloguing activities

The following units of competency have been imported from the Community Services Training Package, Finance Training Package and the Tourism Training Package for the Legal Services qualifications:

CHCAD2A	Support the interests, rights and needs of clients within duty of care requirements
CHCCD1A	Support community participation
CHCCD3A	Meet information needs of the community
CHCCD7A	Support community resources
CHCCD8A	Support community action
CHCCD13A	Work within specific communities
CHCCD11A	Provide advocacy and representation
206/01	Take instruction in relation to a transaction
206/04	Negotiate with others to achieve tasks and goals
206/05	Prepare and execute documents
206/09	Finalise transaction
FNAMERC03B	Serve legal process
THTSMA01A	Coordinate the production of brochures and marketing materials

The following units of competency are from the CHC02 Community Services Training Package and have been identified as relevant units which may be included in packaging the Certificate IV in Business (Employment Services):

CHCAD1C	Advocate for clients
CHCCS1B	Deliver and monitor service to clients
CHCCS401A	Facilitate cooperative behaviour
CHCES302A	Work with government in a purchaser provider relationship
CHCES304A	Deliver recruitment services
CHCES305A	Monitor New Apprenticeships arrangements
CHCES402A	Deliver New Apprenticeship services
CHCES301A	Work in the Employment Services area
CHCCAR501A	Provide careers guidance
CHCES303A	Use labour market information
CHCCM2C	Establish and monitor a case plan
CHCES406A	Provide job search support
CHCCM4B	Promote high quality case management
CHCORG29A	Provide coaching and motivation
CHCCS2C	Deliver and develop client service
CHCCD12C	Apply a community development framework
CHCCS3C	Coordinate the provision of services and programs
CHCCS402A	Respond holistically to complex client issues
CHCCS5B	Identify and address specific client needs
CHCCS405A	Work effectively with culturally diverse clients and co-workers
CHCES405A	Monitor service performance in a purchaser provider relationship with government
CHCDIS8B	Support people with disabilities as workers
CHCCS6B	Assess and deliver services to clients with complex needs
CHCDIS9B	Maximise participation in work by people with disabilities
CHCDIS18A	Support students with special needs
CHCES502A	Research and report on labour market information
CHCES401A	Analyse and apply labour market information
CHCCS4C	Manage the delivery of quality client service
CHCES403A	Develop and monitor employment plans
CHCDIS11B	Coordinate disability work

CHCES404A	Promote clients to employers
CHCES501A	Manage service delivery in a purchaser-provider relationship with government
PSPGOV603A	Develop a tender submission

The following units of competency have been identified as relevant units which may be included in packaging BSB41404 Certificate IV in Business (Purchasing):

LGACOM409A	Prepare tender documents
PSPPROC602A	Direct management of contracts
PSPPROC702A	Establish the procurement context



BSB01

**Business Services Training Package
Phase Two**

Assessment Guidelines

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Introduction

These Assessment Guidelines provide the endorsed framework for assessment of units of competency in this Training Package. They are designed to ensure that assessment is consistent with the Australian Quality Training Framework (AQTF) *Standards for Registered Training Organisations*. Assessments against the units of competency in this Training Package *must* be carried out in accordance with these Assessment Guidelines.

Assessment System Overview

This section provides an overview of the requirements for assessment when using this Training Package, including a summary of the AQTF requirements; licensing/registration requirements; and assessment pathways.

Benchmarks for Assessment

Assessment within the National Training Framework is the process of collecting evidence and making judgements about whether competency has been achieved to confirm whether an individual can perform to the standards expected in the workplace, as expressed in the relevant endorsed unit of competency.

In the areas of work covered by this Training Package, the endorsed units of competency are the benchmarks for assessment. As such, they provide the basis for nationally recognised Australian Qualifications Framework (AQF) qualifications and Statements of Attainment issued by Registered Training Organisations (RTOs).

Assessment in the Business Services Industry

Assessment in the Business Services Industry is distinctive in the following ways:

- Development and assessment of the fundamental skills is essential for business employers. This means that careful attention must be paid to the language, literacy and numeracy requirements of the Units of Competency, the knowledge and skill requirements and the Key Competencies as they are expressed in the unit. The Key Competencies are required assessable components of units in the Business Services Training Package.
- Many of the Business Services Training Package competency units are broad in nature. They need to be interpreted through their expression in a particular context. In assessing these units, and in the development of programs to acquire competency, it is essential that the competencies are enlivened by placement in the context of particular businesses
- In order for people to develop lifelong learning attributes, and to support effective assessment strategies, individuals need to be given opportunities for self-assessment, and for the gathering of evidence to contribute to the overall assessment of their competency.

- Up-front assessment for the purposes of recognition, personal feedback and further learning, and efficient program planning is a feature of this Training Package. This is facilitated by the presence in the Business Services Training Package of units of competency designed expressly to assess skills against competency, plan learning programs and career development.
- The units in the Business Services Training Package reflect the values of business, and assessment should be based on the behaviours that are reflected in the unit documentation. Among these values are:
 - customer service and satisfaction
 - contributing to creative ideas and improvements
 - willingness to learn and keep on learning
 - working collaboratively in teams
 - financial probity
 - working with integrity, fairness and openness
 - showing respect for others and an understanding of and respect for diversity in culture, age, capacity and gender
 - extending the productive use of technology
 - reflecting positive strategies for health, safety and the environment

Assessment in a simulated environment

Units of Competency in the Business Services Training Package may be assessed in the workplace or in a simulated environment.

Simulated environments are required for competency assessments in business because:

- suitable employment and/or work experience is not always available
- some workplaces or work situations do not use or allow the expression of the competency required
- conducting assessments may be disruptive to work requirements
- it is sometimes appropriate to practice skills in live settings prior to the acquisition of competency, particularly in potentially dangerous situations or where valuable equipment may be at risk.

Given that simulations may be used and are often indicated, the Assessment Guidelines for the Business Services Training Package indicate the characteristics of a successful simulation.

In order to be valid and reliable, the simulation must closely represent what actually occurs in the workplace, and should seek to replicate an actual work setting. It is critical that the designer of the simulation is thoroughly familiar with the expression of the competency and is experienced in the current circumstances of the work. In deciding whether a simulation or an assessment environment has been adequately designed, the following questions should be asked: Are there opportunities to:

- test the full range of equipment?
- use up to date equipment and software?

- reflect time pressures and deadlines?
- show the complexity of dealing with multiple tasks?
- involve prioritising among competing tasks?
- deal with customers, including difficult ones?
- work with others in a team?
- communicate with diverse groups?
- find, discuss and test solutions to problems?
- explore health and safety issues?
- answer practically oriented, applied knowledge questions?
- show the level of written and verbal expression sufficient for, but not exceeding, the work requirements?

Australian Quality Training Framework Assessment Requirements

Assessment leading to nationally recognised AQF qualifications and Statements of Attainment in the vocational education and training sector must meet the requirements of the AQTF as expressed in the *Standards for Registered Training Organisations*.

The *Standards for Registered Training Organisations* can be downloaded from the ANTA website at www.anta.gov.au or can be obtained in hard copy from ANTA. The following points summarise the assessment requirements under the AQTF.

- **Registration of Training Organisations**
Assessment must be conducted by, or on behalf of, an RTO formally registered by a State or Territory Registering/Course Accrediting Body in accordance with the *Standards for Registered Training Organisations*. The RTO must have the specific units of competency and/or AQF qualifications on its scope of registration. See Section 1 of the *Standards for Registered Training Organisations*.
- **Quality Training and Assessment**
Each RTO must have systems in place to plan for and provide quality training and assessment across all its operations. See Standard 1 of the *Standards for Registered Training Organisations*.
- **Assessor Competency Requirements**
Each person involved in training, assessment or client service must be competent for the functions they perform. See Standard 7 of the *Standards for Registered Training Organisations* for assessor competency requirements. Standard 7 also specifies the competencies that must be held by trainers.
- **Assessment Requirements**
The RTO's assessments must meet the requirements of the endorsed components of Training Packages within its scope of registration. See Standard 8 of the *Standards for Registered Training Organisations*.

- **Assessment Strategies**
Each RTO must identify, negotiate, plan and implement appropriate learning and assessment strategies to meet the needs of each of its clients. See Standard 9 of the *Standards for Registered Training Organisations*.
- **Mutual Recognition**
Each RTO must recognise the AQF qualifications and Statements of Attainment issued by any other RTO. See Standard 5 of the *Standards for Registered Training Organisations*.
- **Access and Equity and Client Services**
Each RTO must apply access and equity principles, provide timely and appropriate information, advice and support services that assist clients to identify and achieve desired outcomes. This may include reasonable adjustment in assessment. See Standard 6 of the *Standards for Registered Training Organisations*.
- **Partnership Arrangements**
RTOs must have, and comply with, written agreements with each organisation providing training and/or assessment on its behalf. See Standard 1.6 of *Standards for Registered Training Organisations*.
- **Recording Assessment Outcomes**
Each RTO must have effective administration and records management procedures in place, and must record AQF qualifications and Statements of Attainment issued. See Standards 4 and 10.2 of the *Standards for Registered Training Organisations*.
- **Issuing AQF qualifications and Statement of Attainment**
Each RTO must issue AQF qualifications and Statements of Attainment that meet the requirements of the *AQF Implementation Handbook* and the endorsed Training Packages within the scope of its registration. An AQF qualification is issued once the full requirements for a qualification, as specified in the nationally endorsed Training Package are met. A Statement of Attainment is issued where the individual is assessed as competent against fewer units of competency than required for an AQF qualification. See Standard 10 and Section 2 of the *Standards for Registered Training Organisations*.

Licensing/Registration Requirements

This section provides information on licensing/registration requirements for this Training Package, with the following important disclaimer.

Licensing and registration requirements that apply to specific industries, and vocational education and training, vary between each State and Territory, and can regularly change. The developers of this Training Package, and ANTA, consider that the licensing/registration requirements described in this section apply to RTOs, assessors or candidates with respect to this Training Package. While reasonable care has been taken in its preparation, the developers of this Training

Package and ANTA cannot guarantee that the information is accurate at the time of reading; the information in this section is provided in good faith on that basis.

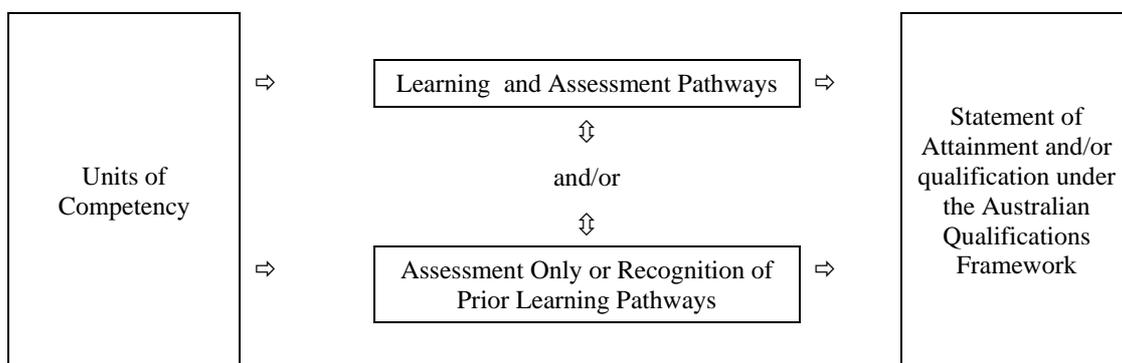
The developers of this Training Package, and ANTA, consider that no licensing or registration requirements apply to RTOs, assessors or candidates with respect to this Training Package. Contact the relevant State or Territory Department(s) to check if there are any licensing or registration requirements with which you must comply. For further information on this topic contact www.bsitab.org

Pathways

The competencies in this Training Package may be attained in a number of ways including through:

- formal or informal education and training
- experiences in the workplace
- general life experience, and/or
- any combination of the above.

Assessment under this Training Package leading to an AQF qualification or Statement of Attainment may follow a learning and assessment pathway, an assessment-only or recognition pathway, or a combination of the two as illustrated in the following diagram.



Each of these assessment pathways leads to full recognition of competencies held – the critical issue is that the candidate is competent, not how the competency was acquired.

Assessment, by any pathway, must comply with the assessment requirements set out in the *Standards for Registered Training Organisations*.

Learning and Assessment Pathways

Usually, learning and assessment are integrated, with assessment evidence being collected and feedback provided to the candidate at anytime throughout the learning and assessment process.

Learning and assessment pathways may include structured programs in a variety of contexts using a range of strategies to meet different learner needs. Structured learning and assessment programs could be: group-based, work-based, project-based, self-paced, action learning-based; conducted by distance or e-learning; and/or involve practice and experience in the workplace.

Learning and assessment pathways to suit New Apprenticeships have a mix of formal structured training and structured workplace experience with formative assessment activities through which candidates can acquire and demonstrate skills and knowledge from the relevant units of competency.

Assessment-Only or Recognition of Prior Learning Pathway

Competencies already held by individuals can be formally assessed against the units of competency in this Training Package, and should be recognised regardless of how, when or where they were achieved.

In an assessment-only or Recognition of Prior Learning (RPL) pathway, the candidate provides current, quality evidence of their competency against the relevant unit of competency. This process may be directed by the candidate and verified by the assessor, such as in the compilation of portfolios; or directed by the assessor, such as through observation of workplace performance and skills application, and oral and/or written assessment. Where the outcomes of this process indicate that the candidate is competent, structured training is not required. The RPL requirements of Standard 8.2 of the *Standards for Registered Training Organisations* must be met.

As with all assessment, the assessor must be confident that the evidence indicates that the candidate is currently competent against the endorsed unit of competency. This evidence may take a variety of forms and might include certification, references from past employers, testimonials from clients, and work samples. The onus is on candidates to provide sufficient evidence to satisfy assessors that they currently hold the relevant competencies. In judging evidence, the assessor must ensure that the evidence of prior learning is:

- authentic (the candidate's own work)
- valid (directly related to the current version of the relevant endorsed unit of competency)
- reliable (shows that the candidate consistently meets the endorsed unit of competency)
- current (reflects the candidate's current capacity to perform the aspect of the work covered by the endorsed unit of competency), and

- sufficient (covers the full range of elements in the relevant unit of competency and addresses the four dimensions of competency, namely task skills, task management skills, contingency management skills, and job/role environment skills).

The assessment only or recognition of prior learning pathway is likely to be most appropriate in the following scenarios:

- candidates enrolling in qualifications who want recognition for prior learning or current competencies
- existing workers
- individuals with overseas qualifications
- recent migrants with established work histories
- people returning to the workplace, and
- people with disabilities or injuries requiring a change in career.

Combination of Pathways

Where candidates for assessment have gained competencies through work and life experience and gaps in their competence are identified, or where they require training in new areas, a combination of pathways may be appropriate.

In such situations, the candidate may undertake an initial assessment to determine their current competency. Once current competency is identified, a structured learning and assessment program ensures that the candidate acquires the required additional competencies identified as gaps.

Assessor Requirements

This section identifies the mandatory competencies for assessors, and clarifies how others may contribute to the assessment process where one person alone does not hold all the required competencies.

Assessor Competencies

The *Standards for Registered Training Organisations* specify mandatory competency requirements for assessors. For information, Standard 7.3 from the *Standards for Registered Training Organisations* follows:

7.3	a	The RTO must ensure that assessments are conducted by a person who has:
	i	the following competencies from the Training Package for Assessment and Workplace Training, or demonstrated equivalent competencies:
	a	BSZ401A Plan Assessment;
	b	BSZ402A Conduct Assessment;
	c	BSZ403A Review Assessment; and
	ii	relevant vocational competencies, at least to the level being assessed.
	b	However, if a person does not have all of the competencies in Standards 7.3 a (i) and 7.3 a

(ii), one person with the competencies listed in Standard 7.3 a (i), and one or more persons who have the competencies listed in Standard 7.3 a (ii) may work together to conduct assessments.

Designing Assessment Tools

This section provides an overview on the use and development of assessment tools.

Use of assessment tools

Assessment tools provide a means of collecting the evidence that assessors use in making judgements about whether candidates have achieved competency.

There is no set format or process for the design, production or development of assessment tools. Assessors may use prepared assessment tools, such as those specifically developed to support this Training Package, or they may develop their own.

Using Prepared Assessment Tools

If using prepared assessment tools, assessors should ensure these are benchmarked, or mapped, against the current version of the relevant unit of competency. This can be done by checking that the materials are listed on the National Training Information Service (<http://www.ntis.gov.au>). Materials on the list have been noted by the National Training Quality Council as meeting their quality criteria for Training Package support materials.

Developing Assessment Tools

When developing their own assessment tools, assessors must ensure that the tools:

- are benchmarked against the relevant unit or units of competency
- are reviewed as part of the validation of assessment strategies as required under 9.2i of the *Standards for Registered Training Organisations*, and
- meet the assessment requirements expressed in the *Standards for Registered Training Organisations*, particularly Standards 8 and 9.

A key reference for assessors developing assessment tools is BSZ98 *Training Package for Assessment and Workplace Training* and the unit of competency BSZ507A *Develop Assessment Tools*.

Conducting Assessment

This section details the mandatory assessment requirements and provides information on equity in assessment including reasonable adjustment.

Mandatory Assessment Requirements

Assessments must meet the criteria set out in Standard 8 from the *Standards for Registered Training Organisations*. For information, Standard 8 from the *Standards for Registered Training Organisations* is reproduced below.

8	<p>RTO Assessments</p> <p>The RTO's assessments meet the requirements of the endorsed components of Training Packages and the outcomes specified in accredited courses within the scope of its registration.</p>
8.1	<p>The RTO must ensure that assessments, regardless of whether through a training and assessment pathway or an assessment-only pathway:</p> <ul style="list-style-type: none"> i comply with the Assessment Guidelines included in the applicable nationally endorsed Training Packages or the assessment requirements specified in accredited courses; ii lead to the issuing of a Statement of Attainment or qualification under the AQF when a person is assessed as competent against nationally endorsed unit(s) of competency in the applicable Training Package or modules specified in the applicable accredited course; iii comply with the principles of validity, reliability, fairness and flexibility; iv provide for applicants to be informed of the context and purpose of the assessment and the assessment process; v where relevant, focus on the application of knowledge and skill to the standard of performance required in the workplace and cover all aspects of workplace performance, including task skills, task management skills, contingency management skills and job role environment skills; vi involve the evaluation of sufficient evidence to enable judgements to be made about whether competency has been attained; vii provide for feedback to the applicant about the outcomes of the assessment process and guidance on future options;

	viii	are equitable for all persons, taking account of cultural and linguistic needs; and
	ix	provide for reassessment on appeal.
8.2	a	The RTO must ensure that RPL is offered to all applicants on enrolment.
	b	The RTO must have an RPL process that:
	i	is structured to minimise the time and cost to applicants; and
	ii	provides adequate information and support to enable applicants to gather reliable evidence to support their claim for recognition of competencies currently held, regardless of how, when or where the learning occurred.

Access & Equity

An individual's access to the assessment process should not be adversely affected by restrictions placed on the location or context of assessment beyond the requirements specified in this Training Package.

Reasonable adjustments can be made to ensure equity in assessment for people with disabilities. Adjustments include any changes to the assessment process or context that meet the individual needs of the person with a disability, but do not change competency outcomes. Such adjustments are considered 'reasonable' if they do not impose an unjustifiable hardship on a training provider or employer. When assessing people with disabilities, assessors are encouraged to apply good practice assessment methods with sensitivity and flexibility.

Integration of the Key Competencies within the Business Services Training Package

The Key Competencies are a set of generic capabilities prepared by the Mayer Committee in *Putting Education to Work: The Key Competencies Report* (Mayer 1992). The Key Competencies were described in the Mayer report as being fundamental to the transfer and application of learning and defined as a set of capabilities which enable people to transfer and apply knowledge and skills developed in classrooms and other learning situations to the workplace.

The Australian National Training Authority has recognised the critical role of the Key Competencies in ensuring that the Australian workforce is equipped with the necessary skills for effective participation in current and emerging forms of work organisation. It specifies that all Training Packages “require the effective integration of Key Competencies”.

The seven Key Competencies identified in the Mayer (1992) report are:

Collecting, analysing and organising information

The capacity to locate information, sift and sort information in order to select what is required and to present it in a useful way, and evaluate both the information itself and the sources and methods used to collect it.

Communicating ideas and information

The capacity to communicate effectively with others using the range of spoken, written, graphic and other non-verbal means of expression.

Planning and organising activities

The capacity to plan and organise one’s own work activities, including making good use of time and resources, sorting out priorities and monitoring one’s own performance.

Working with others and in teams

The capacity to interact effectively with other people both on a one-to-one basis and in groups, including understanding and responding to the needs of a client and working effectively as a member of a team to achieve a shared goal.

Solving problems

The capacity to apply problem solving strategies in purposeful ways both in situations where the problem and the solution are clearly evident and in situations requiring creative thinking and a creative approach to achieve an outcome.

Using mathematical ideas and techniques

The capacity to use mathematical ideas, such as number and space, and techniques such as estimation and approximation, for practical purposes.

Using technology

The capacity to apply technology, combining the physical and sensory skills needed to operate equipment with the understanding of scientific and technological principles needed to explore and adapt systems.

Key Competencies are competencies essential for effective participation in the emerging patterns of work and work organisation. They focus on the capacity to apply knowledge and skills in an integrated way in work situations. Key Competencies are generic in that they apply to work generally rather than being specific to work in particular occupations or industries.

(Mayer 1992, p.5)

Levels of performance

The Mayer committee (1992, p. 13) established three levels of performance in each of the seven Key Competencies. These are standalone levels and *do not* correspond to levels in the Australian Qualifications Framework (AQF).

Performance Levels

Performance Level 1 describes the competence needed to undertake activities efficiently and with sufficient self-management to meet the explicit requirements of the activity and to make judgements about the quality of outcome against established criteria.

Performance Level 2 describes the competence needed to manage activities requiring the selection, application and integration of a number of elements and to select from established criteria to judge quality of process and outcome.

Performance Level 3 describes the competence needed to evaluate and reshape processes, to establish and use principles in order to determine appropriate ways of approaching activities, and to establish criteria for judging quality of process and outcome.

In simple terms:

Level 1 is concerned with the level of competence needed to *undertake* tasks effectively,

Level 2 with the ability to *manage* tasks, and

Level 3 with concepts of *evaluating and reshaping* tasks.

Although the levels are designed and used within Competency Standards to indicate levels of complexity, the current definitions are problematic. The industry or workplace context is generally seen as far more indicative in determining the degree of difficulty of the application of the Key Competencies than the prescribed and abstracted performance levels above.

Where the Key Competencies are explicitly embedded within the Units of Competence then the level of performance for the group of Key Competencies involved will align to the AQF level of that Unit of Competency. Such a linkage will be more readily understood by those delivering training and/or assessment for that Unit rather than the performance levels outlined in the units themselves.

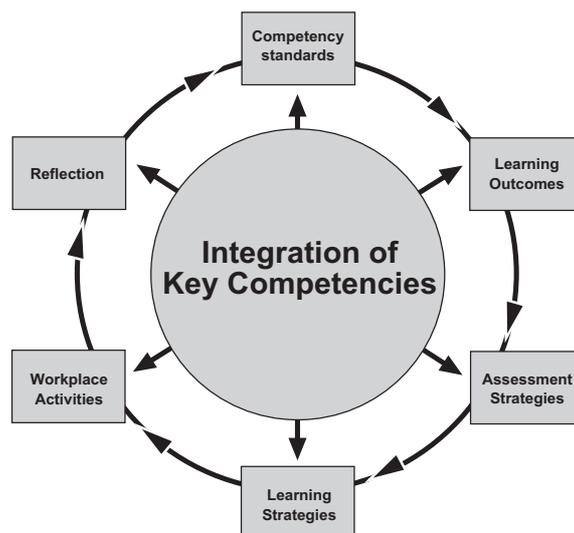
Implications of Key Competencies for vocational education and training

The skills identified by the Mayer committee describe capabilities which are commonly used as key selection criteria by employers and which underpin the ability of employees to adapt to technological, organisational, societal and functional change.

The Key Competencies need to be explicitly developed and applied in vocational education and training, in both delivery and assessment, in order to ensure the flexibility and adaptability of staff to respond effectively to current and future directions and challenges within Australian workplaces.

This means that the Key Competencies cannot be considered as supplementary to vocational competence but are integral to them. They are part of good learning and they are essential to good practice. It is, therefore, critical that Training Package developers, training program developers, teachers and trainers deliberately incorporate the Key Competencies into the design, customisation, delivery and assessment of vocational education and training programs.

A deliberate effort is required to incorporate the Key Competencies explicitly into every stage of the training cycle, represented in the figure below, through Competency Standard and Training Package development, delivery, learning, assessment and reflection.



The training cycle

Assessment for Indigenous Organisations

Development of the Aboriginal and Torres Strait Islander qualifications was undertaken because of a widespread concern within the Aboriginal and Torres Strait Islander community that training for Boards of Management was urgently needed and that training should be:

- relevant to the diverse needs of a wide range of Aboriginal and Torres Strait Islander organisations
- culturally appropriate in its form and content
- community-driven, and
- accredited

The Competency Standards and Assessment Guidelines were developed in consultation with Aboriginal and Torres Strait Islander organisations throughout the country. They reflect the broad spectrum of Aboriginal and Torres Strait Islander organisations and, equally importantly, address in both form and content the unique cultural context in which those organisations operate.

To effectively meet the needs of Aboriginal and Torres Strait Islander Boards of Management, it is important that assessment processes are developed along appropriate lines and Aboriginal and Torres Strait Islander people themselves have expressed concern for this.

There are four main areas of concern:

- diversity
- cultural appropriateness
- community control, and
- accreditation

Diversity

The term is used to emphasise the wide range of opinion, aspirations, community circumstances, cultural practices, geographic locations and social, economic and political conditions that exist throughout Australia and the need to guard against assumptions that all communities are the same.

One approach is to distinguish between remote, rural and urban settings. These sectors suggest differences that may be relevant to Aboriginal and Torres Strait Islander organisations, including:

- culture
- history
- social make up
- geography
- social and economic infrastructure
- economy, and
- political structure

These factors suggest that training and assessment, in order to be relevant to the needs of any particular organisation, should address each situation as unique.

Cultural appropriateness

The term 'culture' is used in a broad sense in this context. It refers to:

- values, social beliefs and customs, eg Aboriginal and Torres Strait Islander law, land and family and kinship systems
- protocols of behaviour and interaction, eg cultural authority, gender, kinship
- ways of thinking, eg learning styles
- language, both traditional and Aboriginal English
- lifestyles
- local history, and
- location, eg region and place

A particularly important aspect of cultural appropriateness is that of learning styles. There is evidence that Aboriginal and Torres Strait Islander people, both traditional and contemporary, approach learning differently from the Western intellectual tradition and this is relevant to effective training and assessment.

It is understood that Aboriginal and Torres Strait Islander people:

- learn better in groups than individually
- learn better in the surroundings of their community than in an institutional environment
- prefer oral communications to written forms
- learn on the basis of trial and error in the presence of an experienced person in preference to concept building approaches, and
- have a highly developed sense of spatial relations by which they learn. Hence stories, maps and pictures are preferable to verbal explanations.
- To be effective, it is necessary that training and assessment recognises, adopts and practises appropriate delivery and assessment approaches.

Non-Aboriginal and Torres Strait Islander trainers and assessors need information on aspects of Aboriginal and Torres Strait Islander culture. They need to work closely with Aboriginal and Torres Strait Islander people to adopt practices that reflect Aboriginal and Torres Strait Islander approaches. The community should be asked to identify 'experts' to provide information and assist with assessments of relevant protocols, for example, where required.

There are a number of ways an RTO can establish and maintain culturally appropriate training and assessment practices, including:

- ensuring a high proportion of Aboriginal and Torres Strait Islander participation in all aspects of planning, development, delivery and evaluation
- establishing and maintaining a collaborative relationship with local Aboriginal and Torres Strait Islander communities

- as a mainstream (non-Indigenous) RTO, establish ‘auspice relationships’ with Aboriginal and Torres Strait Islander organisations and individuals, including direct and indirect involvement of persons identified as appropriate by the local community
- ensure ongoing training of non-Aboriginal and Torres Strait Islander staff at all levels of organisation delivered by Aboriginal and Torres Strait Islander personnel.

Community control

The term ‘community control’ is synonymous with self-determination, self-management, etc, and underpins most community aspirations. It is of fundamental concern to people who see themselves as having been dispossessed by colonisation.

The essence of control is control of decision-making. In order to be able to do this, people need all relevant information, relevant competencies and recognition of their own structures and processes.

Among other things, Aboriginal and Torres Strait Islander people seek control over their training. It is necessary, therefore, that they participate in all stages of planning, development, delivery and evaluation, in meaningful ways. One way is for communities to have control of the contract for training initiatives.

It is important that training providers and assessors respect and conform to the practice of community control which underpins this field within the Business Services Training Package.

Accreditation

Aboriginal and Torres Strait Islander people have said for a long time that their involvement in training has not been formally recognised and that many of the skills they utilise in managing their organisations and delivering services to their communities have not been valued.

The first issue may have arisen because much of the training that has been delivered to communities has been customised to particular situations, has not been assessed on an individual basis if at all, and has been delivered by unregistered personnel.

Secondly, until this time, recognition of current competencies (RCC) has been underutilised.

The Governance (Indigenous Organisations) domain of the Business Services Training Package has been developed to meet the diverse needs of community organisations. Individuals may demonstrate complete Units of Competency through formal training, informal training or the recognition of current competencies, and qualifications be awarded as appropriate.

In the community group setting, an important feature of likely relevance for assessment is that participants may vary with respect to previous education and training experience and possess limited skills in literacy and/or numeracy.

However, limited numeracy and literacy skills are not a barrier to sophisticated thought, and care must be taken not to employ assessment strategies that rely on numeracy and literacy skills where they are not intrinsically required by the unit or elements being assessed.

A flexible approach to assessment and qualifications will be required by RTOs in order to meet the requirements of Aboriginal and Torres Strait Islander organisations and individuals under this domain within the Business Services Training Package.

Assessment in Aboriginal and Torres Strait Islander Communities

The assessment of the competencies of Board members of Aboriginal and Torres Strait Islander organisations needs to take account of a number of particular features. These include:

- a widely dispersed group of people, located in remote, rural, urban and metropolitan settings
- people who have not had relevant competencies formally recognised
- work involving a wide range of operational areas, eg. health, housing, employment, legal services
- Board membership on a voluntary basis
- work practices, including Board functions, that may operate largely or partially upon culturally prescribed values and behaviour (protocols) and consensus-style decision-making, and
- a strong commitment to community as the protector of culture, necessitating participation of the community at all times.

The guiding principles that underpin assessment include:

- assessment should be transparent, ie. clearly seen and understood by the assessee and others
- assessment should empower the assessee on the basis of consent, self-assessment and responsibility for the process
- any Board members or prospective Board members should have opportunities to demonstrate their competencies
- Board activities may be used as the context for assessment where possible (known as 'on-the-job assessment' or 'workplace assessment'); there may also be opportunities to include evidence from other relevant situations
- assessment should involve designated community 'experts' working in collaboration with RTO assessors in order to provide appropriate recognition of cultural and community knowledge and skills
- assessments must provide constructive feedback to assessees, and support for further competency development
- assessments must provide a Statement of Attainment listing the units of competency achieved or qualification achieved (including a statement of units demonstrated)
- records of assessee achievement maintained by Registered Training Organisations must record the qualifications achieved and/or the units of competency demonstrated as required by the ARF

- a record of demonstrated elements of competency will be needed to map individual progress and may also help in the workplace by encouraging use of the competencies, assisting with role clarification, performance appraisal and training needs analysis.

Given the importance of the assessment to the assessee and the Board, the assessor must make every effort to ensure that assessment is conducted with the highest level of professionalism and integrity.

Competencies having a cultural content, including the following of local protocols, will require knowledge of these cultural matters by the assessor. As these matters are often governed by local rules of access to such knowledge, only those people with the knowledge can genuinely assess these aspects of the competency or provide guidance on their assessment.

Discussion must take place with the community and agreement be reached on how these matters are assessed. For non-Aboriginal RTOs, this will usually mean the use of auspice arrangements with appropriate people, or knowledge experts, identified by the community.

It should also be noted that for Aboriginal and Torres Strait Islander people being assessed, these aspects of competency will almost invariably have been attained through life experience. This must also be taken into account in the assessment procedures relating to cultural matters.

Assessors may exercise limited discretion in response to organisation or individual requirements, but any changes must not alter the meaning of the unit of competency or the elements of competency.

Assesseees must be informed of the right to access grievance procedures.

Further Sources of Information

The section provides a listing of useful contacts and resources to assist assessors in planning, designing, conducting and reviewing of assessments against this Training Package.

Contacts

Innovation and Business Skills Australia
Web: <http://www.ibsa.org.au>

Australian Training Products Ltd
Level 25, 150 Lonsdale Street
MELBOURNE VIC 3000
PO Box 5347BB
MELBOURNE VIC 3001
Telephone: (03) 9655 0600
Fax: (03) 9639 4684
Web: <http://www.atpl.net.au>
Email: sales@atpl.net.au

General Resources

AQF Implementation Handbook, third Edition. Australian Qualifications Framework Advisory Board, 2002 <http://www.aqf.edu.au>

Australian Quality Training Framework (AQTF) – for general information go to:
<http://www.anta.gov.au/aqtfWhat.asp>

Australian Quality Training Framework (AQTF) – for resources and information go to:
<http://www.anta.gov.au/pubBundle.asp?qsID=10>

Australian Quality Training Framework *Standards for Registered Training Organisations*, Australian National Training Authority, Melbourne, 2001. Available in hard copy from ANTA or can be downloaded from <http://www.anta.gov.au/pubBundle.asp?qsID=10>

BSZ98 Training Package for Assessment and Workplace Training. This is available from the following organisations and can be viewed, and components downloaded, from the National Training Information Service (NTIS).

National Training Information Service, an electronic database providing comprehensive information about RTOs, Training Packages and accredited courses. (<http://www.ntis.gov.au/>)

Training Package Development Handbook, Australian National Training Authority, Melbourne, 2001. Available in hard copy from ANTA or can be downloaded from <http://www.anta.gov.au/publication.asp?qsID=213>

Style Guide for Training Package Support Materials, Australian National Training Authority, Melbourne, 2003. Available in hard copy from ANTA or can be downloaded from <http://www.anta.gov.au>

Assessment Resources

Training Package Assessment Guides - a range of resources to assist RTOs in developing Training Package assessment materials developed by ANTA with funding from the Department of Education, Training and Youth Affairs. It is made up of 10 separate titles, as described at

<http://www.anta.gov.au/project/tpAssessment/>. Go to
<http://www.resourcegenerator.gov.au/loadpage.asp?TPAG.htm>

Printed and/or CD ROM versions of the Guides can be purchased from Australian Training Products (ATP). The resource includes the following guides:

- 1 Training Package Assessment Materials Kit
- 2 Assessing Competencies in Higher Qualifications
- 3 Recognition Resource
- 4 Kit to Support Assessor Training
- 5 Candidate's Kit: Guide to Assessment in New Apprenticeships
- 6 Assessment Approaches for Small Workplaces
- 7 Assessment Using Partnership Arrangements
- 8 Strategies for ensuring Consistency in Assessment
- 9 Networking for Assessors
- 10 Quality Assurance Guide for Assessment

Assessment Tool Design and Conducting Assessment

VETASSESS & Western Australian Department of Training and Employment 2000, *Designing Tests – Guidelines for designing knowledge based tests for Training Packages*.

Vocational Education and Assessment Centre 1997, *Designing Workplace Assessment Tools, A self-directed learning program*, NSW TAFE.

Manufacturing Learning Australia 2000, *Assessment Solutions*, Australian Training Products, Melbourne.
Rumsey, David 1994, *Assessment practical guide*, Australian Government Publishing Service, Canberra.

Assessor Training

Australian Committee on Training Curriculum (ACTRAC) 1994, *Assessor training program – learning materials*, Australian Training Products, Melbourne.

Australian National Training Authority, *A Guide for Professional Development*, ANTA, Brisbane.

Australian National Training Authority, *Facilitator Packs for Certificate IV in Assessment and Workplace Training*.

Australian National Training Authority, *Learners Packs for Certificate IV in Assessment and Workplace Training*.

Australian Training Products Ltd *Assessment and Workplace Training, Training Package – Toolbox*, ATPL Melbourne.

Green, M, et al. 1997, *Key competencies professional development Package*, Department for Education and Children's Services, South Australia.

Victorian TAFE Association 2000, *The professional development CD: A learning tool*, VTA, Melbourne.

Assessment System Design and Management

Office of Training and Further Education 1998, *Demonstrating best practice in VET project – assessment systems and processes*, OTFE Victoria.

Toop, L., Gibb, J. & Worsnop, P. *Assessment system designs*, Australian Government Publishing Service, Canberra.

Western Australia Department of Training and VETASSESS 1998, *Kit for Skills Recognition Organisations*, WADOT, Perth.

Competency Standards

The broad concept of industry competency concerns the ability to perform particular tasks and duties to the standard of performance expected in the workplace. Competency requires the application of specified skills, knowledge and attitudes relevant to effective participation in an industry, industry sector or enterprise.

Competency covers all aspects of workplace performance and involves performing individual tasks; managing a range of different tasks; responding to contingencies or breakdowns; and, dealing with the responsibilities of the workplace, including working with others. Workplace competency requires the ability to apply relevant skills, knowledge and attitudes consistently over time and in the required workplace situations and environments. In line with this concept of competency Training Packages focus on what is expected of a competent individual in the workplace as an outcome of learning, rather than focussing on the learning process itself.

Competency standards in industry Training Packages are determined by industry to meet identified industry skill needs. Competency standards are made up of a number of units of competency each of which describes a key function or role in a particular job function or occupation. Each unit of competency within a Training Package is linked to one or more AQF qualifications.

Contextualisation of Units of Competency by RTOs

Registered Training Organisation (RTOs) may contextualise units of competency to reflect local outcomes required. Contextualisation could involve additions or amendments to the unit of competency to suit particular delivery methods, learner profiles, specific enterprise equipment requirements, or to otherwise meet local needs. However, the integrity of the overall intended outcome of the unit of competency must be maintained.

Any contextualisation of units of competency in this endorsed Training Package must be within the bounds of the following advice. In contextualising units of competency, RTOs:

- must not remove or add to the number and content of elements and performance criteria
- may add specific industry terminology to performance criteria where this does not distort or narrow the competency outcomes
- may make amendments and additions to the range statement as long as such changes do not diminish the breadth of application of the competency and reduce its portability, and/or
- may add detail to the evidence guide in areas such as the critical aspects of evidence or resources and infrastructure required where these expand the breadth of the competency but do not limit its use.

Components of Units of Competency

The components of units of competency are summarised below, in the order in which they appear in each unit of competency.

Unit Title

The unit title is a succinct statement of the outcome of the specific unit of competency. Each unit of competency title is unique, both within and across Training Packages.

Unit Descriptor

The unit descriptor broadly communicates the purpose of the unit of competency and the skill area it addresses. Where units of competency have been contextualised from units of competency from other endorsed Training Packages, summary information about the relationship of the units of competency is provided in the unit descriptor.

Competency Field (Optional)

The competency field either reflects the way the units of competency are categorised in the Training Package or denotes the industry sector, specialisation or function. It is an optional component of the unit of competency.

Application of the Competency

The application of the competency fleshes out the scope, purpose and operation of the unit of competency in different contexts, for example its application in the workplace.

Elements of Competency

The elements of competency are the basic building blocks of the unit of competency. They describe in terms of outcomes the significant functions and tasks that make up the competency.

Performance Criteria

The performance criteria specify the required performance in relevant tasks, roles, skills and in the applied knowledge that enables competent performance.

Range Statement

The range statement provides a context for the unit of competency, describing any variables that may apply in workplace situations.

Evidence Guide

The evidence guide is critical in assessment as it provides information to the Registered Training Organisation (RTO) and assessor about how the described competency may be demonstrated. The evidence guide does this by providing a range of evidence for the assessor to make determinations, and by providing the assessment context. The evidence guide describes:

- conditions under which competency must be assessed including variables such as the assessment environment or necessary equipment
- relationships with the assessment of any other units of competency
- suitable methodologies for conducting assessment including the potential for workplace simulation
- resource implications, for example access to particular equipment, infrastructure or situations

- how consistency in performance can be assessed over time, various contexts and with a range of evidence, and
- the required underpinning knowledge and skills

Key Competencies

All Training Packages require the integration of Key Competencies either in each unit of competency, or across a qualification, depending on industry needs and preferences.

The Key Competencies were first defined in 1992 in the project report, *Putting General Education to Work: The Key Competencies Report* (Mayer Committee 1992). The skills and knowledge they describe are essential for effective workplace participation and involve the sorts of capabilities commonly used by employers as selection criteria. They underpin the ability of employees to adapt to technological, organisational, societal and functional change.

The Key Competencies are generic, in that they apply to work in general, rather than to particular occupations or industries. They focus on the application of knowledge and skills in an integrated way in workplace situations. The seven Key Competencies are:

- 1 Collecting, analysing and organising information**
The capacity to locate, sift and sort information in order to select what is required and to present it in a useful way, and evaluate both the information itself and the sources and methods used to collect it.
- 2 Communicating ideas and information**
The capacity to communicate effectively with others using the range of spoken, written, graphic and other non-verbal means of expression.
- 3 Planning and organising activities**
The capacity to plan and organise one's own work activities, including making good use of time and resources, sorting out priorities and monitoring one's performance.
- 4 Working with others in teams**
The capacity to interact effectively with other people both on a one-to-one basis and in groups, including understanding and responding to the needs of a client and working effectively as a member of a team to achieve a shared goal.
- 5 Solving problems**
The capacity to apply problem-solving strategies in purposeful ways, both in situations where the problem and the solution are clearly evident and in situations requiring creative thinking and a creative approach to achieve a desired outcome.
- 6 Using mathematical ideas and techniques**
The capacity to use mathematical ideas, such as number and space, and techniques such as estimation and approximation, for practical purposes.
- 7 Using technology**
The capacity to apply technology, combining the physical and sensory skills needed to operate equipment with the understanding of scientific and technological principles needed to explore and adapt systems.

Performance Levels

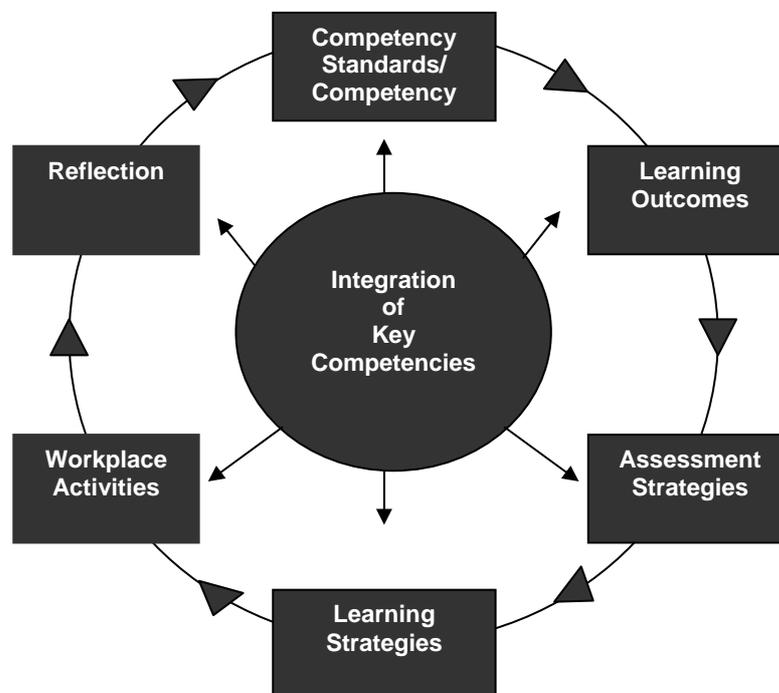
There are three levels of performance defined within the Key Competencies. These are stand-alone levels and do not correspond to the AQF qualification levels.

- **Performance Level 1** is concerned with the level of competence needed to *undertake* activities efficiently with sufficient self-management to meet the explicit requirements of the activity, and to make judgements about the quality of outcomes against established criteria.
- **Performance Level 2** describes the competence needed to *manage* activities requiring the selection, application and integration of a number of elements, and to select from established criteria to judge quality of process and outcome.
- **Performance Level 3** describes the competence needed to *evaluate and reshape* processes, to establish and use principles in order to determine appropriate ways of approaching activities, and to establish criteria for judging quality of process and outcome.

However, relating performance to the specific industry or workplace context may be more useful than interpreting the somewhat abstracted performance levels provided above. Where the Key Competencies are defined in the unit of competency, you will find them in a table, together with examples of their application, to help with assessment of their performance. Also, in evaluating the level of performance for the Key Competencies, consider the performance expectations at the AQF qualification level involved.

Delivery and Assessment of Key Competencies

The Key Competencies are integral to workplace competency, and, as such must be explicitly considered in the design, customisation, delivery and assessment of vocational education and training programs as represented diagrammatically below.





BSB01 Business Services Training Package

Common Business Competency Standards

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BSBCM101A Prepare for work

Unit Descriptor

This unit covers the skills and knowledge required to prepare a person to perform effectively in a work environment. It includes identifying the rights and responsibilities of employees and employers and assisting in the business while under direct supervision.

This unit is related to BSBCM201A Work effectively in a business environment.

Competency Field

Common

Element

Performance Criteria

- | | |
|----------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Identify organisational/work requirements | 1.1 Work requirements and responsibilities are identified with advice from appropriate persons
1.2 Roles and responsibilities of colleagues and immediate superiors are identified
1.3 Employee's/employer's rights are identified and knowledge applied where appropriate
1.4 Duty of care, legal responsibilities and any relevant <i>organisational goals and objectives</i> are identified and applied where appropriate
1.5 Behaviour which contributes to a safe work environment is identified and followed |
| 2. Work in a team | 2.1 Courteous and helpful manner is displayed at all times
2.2 Allocated tasks are completed as required
2.3 Assistance is sought when difficulties arise
2.4 Questioning is used to clarify instructions or responsibilities
2.5 <i>Non discriminatory</i> attitude is identified and displayed |
| 3. Develop effective work habits | 3.1 <i>Work and personal priorities</i> are identified and a balance achieved between competing priorities
3.2 Time management strategies are applied to work duties
3.3 <i>Appropriate dress and behaviour</i> are observed in the workplace |

Range Statement

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. In addition, the following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may include:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government which affect business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations, anti-discrimination and diversity
- relevant industry codes of practice

Organisation's requirements may be included in:

- organisational policies and guidelines
- common organisational practice
- performance plans
- Occupational Health and Safety policies, procedures and programs

Appropriate persons may include:

- supervisors, mentors or trainers
- colleagues

Rights and responsibilities of employees may relate to:

- attendance
- punctuality
- obeying lawful orders
- confidentiality and privacy of enterprise, client and colleague's information
- safety and care with respect to Occupational Health and Safety
- knowing the terms and conditions of own employment
- the right to union representation
- protection from discrimination and sexual harassment

Range Statement

Rights and responsibilities of employers include:

- the right to dismiss an employee if they:
 - commit a criminal offence
 - are negligent, careless or cause an accident
 - commit acts of disloyalty such as revealing confidential information (see the Commonwealth *Workplace Relations Act 1996*)
- responsibility of providing a safe environment free from discrimination and sexual harassment (see relevant State and Commonwealth anti-discrimination legislation)

The organisation's goals and objectives may be:

- stated or implied by the way the organisation conducts its business including:
 - organisational values and behaviours
 - flexibility, responsiveness, financial performance
 - work procedures and/or procedures manuals
 - people management, interpersonal communication
 - business planning, marketing and customer service

Behaviour which contributes to a safe work environment may include:

- discussing and negotiating problems and tasks with other team members
- sharing knowledge and skills
- identifying and reporting any risks or hazards
- using business equipment according to instructions

Non discriminatory attitudes may include:

- all contacts with other staff, clients or management
- verbal or non verbal communication

Work and personal priorities relate to a work/life balance and may include work and other commitments including:

- school/homework
- home/family/parties/friends
- other jobs
- culture
- disability

Appropriate dress and behaviour may relate to:

- personal dress, presentation and hygiene
- demeanour in the workplace and attitude displayed to customers and other team members

Range Statement

and may vary according to:

- organisation requirements
- type of work
- degree of client/customer contact

Additional skills may be acquired by:

- on-the-job coaching or mentoring
- presentations/demonstrations
- formal course participation
- work experience

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence

- Ability to express the organisation's requirements including goals and values,
- To identify workplace procedures for maintaining employee and employer rights and to
- To develop strategies for effective work practices

Underpinning Knowledge*

* At this level the learner must demonstrate knowledge by recall in a narrow range of areas.

- Relevant features of legislation from all levels of government which affect business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations, anti-discrimination and diversity
- Award and enterprise agreements and relevant industrial instruments
- Knowledge of place of work in society, for self
- Basic rules and expectations for workers and employees
- Basic principles of time management

Underpinning Skills

- Literacy skills to identify work requirements and process basic, relevant workplace documentation
- Communication skills to request advice, receive feedback and work with a team
- Problem solving skills to solve routine problems related to the workplace under direct supervision
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Evidence Guide

Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace.

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations.

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated work environment
- Assessment should reinforce the integration of the key competencies and the Business Services Common Competencies for the particular AQF Level. Refer to the Key Competency Levels at the end of this unit

Key Competency Levels

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

Collect, analyse and organise information	Communicate ideas and information	Plan and organise activities	Work with others and in teams	Use mathematical ideas and techniques	Solve problems	Use technology
Level 1	Level 1	Level 1	Level 1	Level 1	Level 1	Level 1

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

1. Perform 2. Administer 3. Design

- Collecting, analysing and organising information – to identify work requirements
- **Communicating ideas and information** – to relate to individuals and members of the work team
- **Planning and organising activities** – to develop work schedules under direct supervision
- **Working with teams and others** – to implement work plans under direct supervision
- **Using mathematical ideas and techniques** – as an aid to completing tasks
- **Solving problems** – to complete tasks under direct supervision
- **Using technology** – as an aid to complete tasks under direct supervision

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

BSBCM102A Complete daily work activities

Unit Descriptor

The unit covers the skills and knowledge required to complete own work activities under direct supervision, and request assistance and feedback on work performance.

This unit is related to BSBCM202A Organise and complete daily work activities.

Competency Field

Common

Element

Performance Criteria

- | | |
|------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Seek assistance to plan work schedule | <p>1.1 Assistance is sought from <i>appropriate persons</i> to identify work goals and plans</p> <p>1.2 Assistance is sought to plan and prioritise own workload</p> |
| 2. Follow instructions | <p>2.1 Instructions are acted upon within acceptable timeframe</p> <p>2.2 Effective questioning is used as required to prevent misunderstandings</p> <p>2.3 Progress of task is communicated to supervisor or colleagues as required and <i>feedback</i> sought on work performance</p> |
| 3. Complete work tasks | <p>3.1 Tasks are completed within designated timelines, to the required <i>standard</i></p> <p>3.2 Assistance is sought as required from supervisors and/or colleagues</p> <p>3.3 <i>Business technology</i> is used as required according to instructions given</p> <p>3.4 Personal presentation is appropriate to business context</p> |

Range Statement

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may include:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government which affect business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations, anti-discrimination and diversity
- relevant industry codes of practice

Appropriate people may include:

- supervisors, mentors or trainers
- colleagues
- other staff members

Organisation's requirements may be included in:

- goals, objectives, plans, systems and processes
- legal and organisation policy/guidelines and requirements
- business and performance plans
- access and equity principles and practice
- anti-discrimination and related policy
- Occupational Health and Safety policies, procedures and programs
- ethical standards
- quality and continuous improvement processes and standards

Factors affecting work requirements may include:

- competing work demands
- technology/equipment breakdowns
- environmental factors such as time, weather, etc
- resource issues
- changes to procedures

Feedback on performance may include:

- formal/informal performance appraisals
- feedback from supervisors and colleagues
- personal reflection

Range Statement

Standards may include:

- standards set by work group
- specified work standards set by organisational policy or government legislation

Opportunities for improvement may include:

- coaching, mentoring and/or supervision
- internal/external training provision
- personal study
- workplace skills assessment
- Recognition of Prior Learning/RCC/initial assessment

Business technology may include:

- computers
- computer applications
- electronic diaries
- scanners
- email, internet, intranet
- photocopiers
- facsimile machines
- printers

Evidence Guide

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence

- Seeks advice and acts on feedback from supervisors and colleagues to plan, organise and complete own work activities,
- Follows instructions given and
- Uses available business technology appropriate to the task, under direct instruction

Underpinning Knowledge*

* At this level the learner must demonstrate knowledge by recall in a narrow range of areas.

- Relevant legislation from all levels of government which affect business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations, anti-discrimination and diversity
- Knowledge of the purpose of work goals, plans and priorities
- Relevant organisational policies, plans and procedures
- Knowledge of how to seek, acknowledge and interpret feedback

Evidence Guide

Underpinning Skills

- Literacy skills to identify work requirements and process basic, relevant workplace documentation
- Communication skills to request advice, effectively question, follow instructions, and receive feedback
- Organising skills to arrange work priorities and arrangements with assistance and to complete a given task
- Problem solving skills to solve routine problems related to the workplace under direct supervision
- Technology skills to use business equipment under direction
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the Business Services Common Competencies for the particular AQF Level. Refer to the Key Competency Levels at the end of this unit

Key Competency Levels

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

Collect, analyse and organise information	Communicate ideas and information	Plan and organise activities	Work with others and in teams	Use mathematical ideas and techniques	Solve problems	Use technology
Level 1	Level 1	Level 1	Level 1	Level 1	Level 1	Level 1

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

1. Perform 2. Administer 3. Design

- **Collecting, analysing and organising information** – to plan work tasks under direction
- **Communicating ideas and information** – with members of the work team to complete tasks
- **Planning and organising activities** – for own work tasks
- **Working with teams and others** – in completing scheduled tasks
- **Using mathematical ideas and techniques** – as an aid to measure and schedule tasks under direction
- **Solving problems** – as an aid to completing tasks
- **Using technology** – to assist scheduling and completion of tasks

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

BSBCM103A Apply basic communication skills

Unit Descriptor

This unit covers the development of communication skills in the workplace. It covers the activities of gathering, conveying and receiving information, together with completing assigned written information under direct supervision.

This unit is related to BSBCM203A Communicate in the workplace.

Competency Field

Common

Element

Performance Criteria

- | | |
|------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Identify workplace communication procedures | <ul style="list-style-type: none"> 1.1 Workplace communication requirements are identified with assistance from <i>appropriate people</i> 1.2 Appropriate <i>lines of communication</i> with supervisors and colleagues are identified 1.3 Advice is sought on the <i>communication method/equipment</i> which is most appropriate for the task in hand 1.4 Effective questioning and active listening and speaking skills are used to gather and convey information 1.5 Instructions or inquiries are answered or followed promptly and appropriately 1.6 Appropriate non-verbal behaviour is used at all times 1.7 Constructive feedback is encouraged, acknowledged and acted upon |
| 2. Draft written information | <ul style="list-style-type: none"> 2.1 Relevant procedures and formats are identified 2.2 Assigned <i>written information</i> is drafted and presented for approval clearly and concisely within designated timelines 2.3 Written information meets required standards of style, format and detail 2.4 Assistance and/or feedback is sought to aid communication skills development |

Range Statement

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may include:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government which affect business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations, anti-discrimination and diversity
- relevant industry codes of practice

Organisational procedures may relate to:

- workplace procedures related to specific tasks
- following instructions
- answering telephone calls
- requests from colleagues
- use of voice mail
- use of internet and email
- informal discussions

Appropriate people may include:

- supervisors, mentors or trainers
- colleagues
- other staff members

Lines of communication may include:

- formal and informal means
- oral or written

Communication method/equipment may include but are not limited to:

- computer network systems
- personal computer equipment including hardware, keyboards, software and communication packages
- telephones
- facsimile machines

Organisational requirements may be included in:

- quality assurance and/or procedures manual
- goals, objectives, plans, systems and processes
- business and performance plans
- legal and organisation policy/guidelines and requirements
- access and equity principles and practice

- ethical standards
- Occupational Health and Safety policies, procedures and programs
- quality and continuous improvement processes and standards

Written information may include but is not limited to:

- handwritten and printed materials
- electronic mail
- facsimiles
- general correspondence or standard/form letters and memos
- telephone messages or general messages

Standards may include:

- standards set by work group
- organisational policies

Evidence Guide

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence

- Seeks advice on most appropriate workplace communication methods and lines of communication are established,
- Oral and written communication is clear, concise and correct and completed within designated timelines,
- Instructions are followed promptly and appropriately and
- Advice and feedback are actively sought, acknowledged and acted upon

Underpinning Knowledge*

* At this level the learner must demonstrate knowledge by recall in a narrow range of areas.

- Relevant legislation from all levels of government which affect business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations, anti-discrimination and diversity
- Organisational policies, plans and procedures
- Knowledge of a limited range of communication methods
- Principles of effective listening, questioning and non-verbal communication
- Writing techniques for basic workplace documents

Underpinning Skills

- Literacy skills to identify work requirements, to draft written information and process basic, relevant workplace documentation

Evidence Guide

- Communication skills to identify lines of communication, request advice, effectively question, follow instructions, and receive feedback and to convey messages clearly and concisely
- Problem solving skills to solve routine problems related to the workplace under direct supervision
- Technology skills to use business equipment under direction
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the Business Services Common Competencies for the particular AQF Level. Refer to the Key Competency Levels at the end of this unit

Key Competency Levels

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

Collect, analyse and organise information	Communicate ideas and information	Plan and organise activities	Work with others and in teams	Use mathematical ideas and techniques	Solve problems	Use technology
Level 1	Level 1	Level 1	Level 1	Level 1	Level 1	Level 1

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

1. Perform 2. Administer 3. Design

- **Collecting, analysing and organising information** – in drafting/preparing to draft written information
- **Communicating ideas and information** – to communicate workplace information
- **Planning and organising activities** – for own work area, under direction
- **Working with teams and others** – to communicate information and receive feedback on performance
- **Using mathematical ideas and techniques** – as an aid to solve problems
- **Solving problems** – to gather and convey information under direct supervision
- **Using technology** – to aid communication and the preparation of written information

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

BSBCM104A Plan skills development

Unit Descriptor

This unit has been adapted from the Competency Analysis module in the Victorian Business Skills Framework and customised to meet the needs of the Business Services Industry.

The unit covers the skills and knowledge necessary to identify and document current skills and plan future skills development under the guidance of an appropriate adviser.

Competency Field

Common

Element

Performance Criteria

- | | |
|------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Seek advice on future career directions | 1.1 Possible career directions in industry or organisation are identified
1.2 Personal work goals are identified and prioritised
1.3 Future work/career directions are discussed with appropriate persons and additional skills requirements are identified
1.4 Personal values and attitudes regarding work and business are taken into account when planning future work/career directions |
| 2. Conduct self-assessment of skills with assistance | 2.1 Work, life and study <i>experiences relating to business</i> are identified
2.2 Current skills, knowledge and attitudes are assessed against a checklist of target competencies
2.3 Results of self- assessment are discussed with trainer or assessor
2.4 Further skills development needs are identified |
| 3. Prepare portfolio of evidence | 3.1 <i>Types of evidence</i> required are identified and discussed.
3.2 <i>Purpose of evidence</i> is clearly understood
3.3 Examples of evidence are collected for portfolio
3.4 Application for recognition of current competency and/or personal resume is completed with assistance from assessor |

Range Statement

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may include:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government which affect business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations, anti-discrimination and diversity
- relevant industry codes of practice

Experiences relating to business may include:

- work experience
- volunteer or recreational experience
- family responsibilities
- study including formal or informal learning

Relevant competencies may include:

- practical skills directly related to a workplace
- academic results
- personal skills eg demonstrated leadership, team work
- personal attributes
- interpersonal skills
- organisation skills

Checklist may include:

- practical skills
- personal skills and attributes
- strengths and weaknesses

Advice may include:

- formal/informal performance appraisals
- feedback from supervisors and colleagues
- career counselling

Additional skills may be acquired by:

- on-the-job coaching or mentoring
- formal course participation
- attendance at workshop or demonstration
- work experience

Range Statement

- Types of evidence may include:**
- academic results including informal studies
 - work experience
 - previous employment
 - volunteer work
 - recreation experiences
 - personal interests and experiences
- Evidence may be provided to:**
- document competencies relevant to the workplace
 - build a picture of personal attributes
 - assess current competencies
 - identify areas for further skill development
 - identify strengths and weaknesses
- Personal resume may include:**
- contact details
 - education and extra curricular activities
 - work experience
 - past employment and/or volunteer work
 - professional development ie formal or informal courses undertaken
 - personal attributes, skills, strengths
 - work related or personal references
- Information on employment opportunities may be gained from:**
- trainer or mentor
 - newspapers or other media
 - libraries
 - job reference centre or employment centres
 - web based programs and information sites

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

- Critical Aspects of Evidence**
- Seeks to identify and document current competencies, personal strengths and weaknesses and areas for future skill development and career direction and prepares
 - Evidence of current competencies

Evidence Guide

Underpinning Knowledge*

* At this level the learner must demonstrate knowledge by recall in a narrow range of areas.

- Relevant legislation from all levels of government which affect business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations, anti-discrimination and diversity
- Knowledge of importance of skills development in career planning terms
- Knowledge of types of evidence and ways of creating portfolios of evidence
- Methods to identify and document relevant information

Underpinning Skills

- Literacy and communication skills to access information to identify career options and personal work goals, and to draft a portfolio of evidence
- Problem solving skills to solve routine problems related to the workplace under direct supervision
- Technology skills to use business equipment under direction
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Evidence Guide

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the Business Services Common Competencies for the particular AQF Level. Refer to the Key Competency Levels at the end of this unit

Key Competency Levels

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

Collect, analyse and organise information	Communicate ideas and information	Plan and organise activities	Work with others and in teams	Use mathematical ideas and techniques	Solve problems	Use technology
Level 1	Level 1	Level 1	Level 1	Level 1	Level 1	Level 1

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

1. Perform 2. Administer 3. Design

- **Collecting, analysing and organising information** – to identify and document personal competencies
- **Communicating ideas and information** – to assist in job application
- **Planning and organising activities** – to aid job search and application
- **Working with teams and others** – to obtain advice and support
- **Using mathematical ideas and techniques** – to aid planning and application
- **Solving problems** – to identify future career paths
- **Using technology** – to identify employment opportunities

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

BSBCM105A Use business equipment

Unit Descriptor

This unit covers the skills and knowledge required to choose resources to complete a variety of tasks under direct supervision and includes operating equipment, undertaking routine maintenance and reporting faults to the appropriate person.

This unit is related to BSBCM205A Use business technology.

Competency Field

Common

Element

Performance Criteria

- | | |
|---------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Select equipment/resources | <ul style="list-style-type: none"> 1.1 <i>Business equipment or resources</i> required to complete task are identified and accessed under direct instructions 1.2 Quantities and resources are correctly estimated to <i>complete</i> the task 1.3 Equipment is checked for serviceability in accordance with <i>equipment instructions</i> |
| 2. Operate equipment | <ul style="list-style-type: none"> 2.1 Equipment is operated in accordance with manufacturer's instructions and under direct instructions 2.2 Equipment faults are accurately identified and action taken to ensure equipment is repaired in accordance with manufacturer's instructions 2.3 Repairs outside area of operator's responsibility are reported to <i>appropriate persons</i> |
| 3. Maintain equipment/resources | <ul style="list-style-type: none"> 3.1 Equipment/resources to support completion of tasks are maintained under direct instructions 3.2 <i>Maintenance</i> is undertaken to ensure equipment meets manufacturer's specifications 3.3 <i>Records</i> concerning equipment/resources are maintained under direct instructions 3.4 Equipment and resources are stored under direct instructions |

Range Statement

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may include:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government which affect business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations, anti-discrimination and diversity
- relevant industry codes of practice

Business equipment may include:

- photocopier
- printer
- binder
- answering machine
- fax machine
- telephone

Business resources may include:

- facilities
- equipment
- human resources
- Occupational Health and Safety resources
- stock and supplies

Equipment instructions may include:

- manufacturers guidelines
- procedures manual
- Occupational Health and Safety guidelines and procedures
- training notes

Range Statement

Organisational requirements may be included in:

- goals, objectives, plans, systems and processes
- legal and organisation policy/guidelines and requirements
- business and performance plans
- confidentiality and security requirements
- access and equity principles and practice
- ethical standards
- Occupational Health and Safety policies, procedures and programs
- defined resource parameters

Appropriate persons may include:

- supervisor
- colleagues
- external organisations
- line management

Maintenance may include:

- adding toner
- cleaning equipment regularly
- replacing paper
- clearing paper jams
- organising service calls

Records may include:

- equipment service call forms
- service repair forms
- purchase orders
- warranties

Evidence Guide

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence

- Provides evidence of listening carefully and following instructions on how to select and operate equipment,
- Undertakes routine maintenance while following instructions in accordance with operating manual and
- Communicates faults and/or risks to appropriate people

Evidence Guide

Underpinning Knowledge*

* At this level the learner must demonstrate knowledge by recall in a narrow range of areas.

- Relevant legislation from all levels of government which affect business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations, anti-discrimination and diversity
- Relevant industry codes of practice
- Knowledge of the organisation's policies, plans and procedures that relate to the use of business equipment
- Understanding the functions of a range of business equipment
- Knowledge of the correct shut-down procedures for a range of business equipment
- Knowledge of common equipment faults
- Knowledge of routine maintenance procedures

Underpinning Skills

- Literacy skills to identify work requirements and process basic, relevant workplace documentation
- Communication skills to identify lines of communication, request advice, effectively question, follow instructions, receive feedback and report equipment faults
- Problem solving skills to solve routine problems related to business equipment and to determine appropriate fault repair actions while under direct supervision
- Technology skills to use business equipment under direction
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental

Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Evidence Guide

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the Business Services Common Competencies for the particular AQF Level. Refer to the Key Competency Levels at the end of this unit

Key Competency Levels

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

Collect, analyse and organise information	Communicate ideas and information	Plan and organise activities	Work with others and in teams	Use mathematical ideas and techniques	Solve problems	Use technology
Level 1	Level 1	Level 1	Level 1	Level 1	Level 1	Level 1

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

1. Perform 2. Administer 3. Design

- **Collecting, analysing and organising information** – to identify resource needs
- **Communicating ideas and information** – to collect information
- **Planning and organising activities** – to complete a task
- **Working with teams and others** – to complete scheduled tasks
- **Using mathematical ideas and techniques** – as an aid to measure and schedule tasks
- **Solving problems** – to identify equipment faults
- **Using technology** – to complete allocated tasks

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

BSBCMN106A Follow workplace safety procedures

Unit Descriptor

This unit covers general Occupational Health and Safety requirements in business organisations and is relevant for employees working under direct supervision with no responsibilities for other people. The unit is based on Generic Competency A in the *National Guidelines for Integrating Occupational Health and Safety Competencies into National Industry Competency Standards* [NOHSC:7025 (1998) 2nd edition].

This unit is related to BSBCMN211A Participate in workplace safety procedures.

Competency Field

Common

Element

Performance Criteria

- | | |
|----------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Follow workplace safety procedures | <ul style="list-style-type: none"> 1.1 Hazards in the work area are recognised, while under direct supervision and reported to appropriate people according to workplace procedures 1.2 Workplace procedures and work instructions for own area of responsibility, for assessing and controlling risks are followed accurately while under direct supervision 1.3 Workplace procedures for dealing with incidents (accidents), fire and other <i>emergencies</i> are followed under direct supervision, whenever necessary within the scope of responsibilities and competencies |
| 2. Contribute to Occupational Health & Safety in the workplace | <ul style="list-style-type: none"> 2.1 Occupational Health and Safety issues are raised with <i>appropriate people</i> in accordance with workplace procedures and relevant Occupational Health and Safety legislation 2.2 Contributions to <i>participative arrangements</i> for Occupational Health and Safety management in the workplace are made within organisational procedures and the scope of responsibilities and competencies |

Range Statement

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may include:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government which affect business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations, anti-discrimination and diversity
- relevant industry codes of practice

Relevant workplace procedures must be under direct supervision and may include:

- hazard reporting procedures
- job procedures and safe work instructions and allocation of responsibilities
- emergency procedures
- accident and near miss reporting and recording procedures
- consultation on Occupational Health and Safety issues
- correct selection, use, storage and maintenance procedures for use of personal protective equipment (PPE)
- control of risks under direct supervision

Hazards identification must be under direct supervision and may include:

- checking equipment or the work station and work area before work commences and during work
- workplace inspections
- on-job housekeeping checks

Range Statement

Appropriate people may include:

- supervisors
- managers
- team leaders
- designated Occupational Health and Safety officers
- health and safety representatives
- other persons authorised or nominated by the enterprise or industry to:
 - perform specified work
 - approve specified work
 - inspect specified work
 - direct specified work

Contributions may include:

- behaviour that contributes to a safe working environment
- identifying and reporting risks or hazards
- using business equipment according to guidelines
- listening to the ideas and opinions of others in the team
- sharing opinions, views, knowledge and skills

Emergencies may include:

- chemical spills
- bomb threats
- fire
- occupational violence

Participative arrangements may include:

- formal and informal health and safety meetings
- meetings called by health and safety representatives
- suggestions, requests, reports and concerns put forward to management

Evidence Guide

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence

- Ability to follow workplace safety directions/procedures,
- Recognise and report hazards and
- Raise OHS issues and contribute to participative arrangements for OHS management in the workplace

Evidence Guide

Underpinning Knowledge*

* At this level the learner must demonstrate knowledge by recall in a narrow range of areas.

- Relevant legislation from all levels of government which affect business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations, anti-discrimination and diversity
- Understanding ways in which OHS is managed in the workplace including procedures for fire, emergency, accident and near miss and control of risks
- Relevant knowledge of workplace hazards
- Relevant knowledge of designated personnel responsible for reporting OHS concerns
- Understanding of the meaning of Occupational Health and Safety signs and symbols relevant to area of work

Underpinning Skills

- Literacy skills to identify work requirements, hazard identification and reporting procedures; follow written instructions and to interpret Occupational Health and Safety signs and symbols
- Communication skills to identify lines of communication, request advice, effectively question, follow safety instructions, receive feedback and report hazards in the workplace
- Problem solving skills to solve routine problems related to hazards in the workplace, while under direct supervision
- Technology skills to use equipment safely while under direction
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement

Evidence Guide

- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the Business Services Common Competencies for the particular AQF Level. Refer to the Key Competency Levels at the end of this unit

Key Competency Levels

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

Collect, analyse and organise information	Communicate ideas and information	Plan and organise activities	Work with others and in teams	Use mathematical ideas and techniques	Solve problems	Use technology
Level 1	Level 1	Level 1	Level 1	Level 1	Level 1	Level 1

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

1. Perform 2. Administer 3. Design

- **Collecting, analysing and organising information** – to identify safety requirements
- **Communicating ideas and information** – to communicate and report Occupational Health and Safety issues
- **Planning and organising activities** – to organise own activities in line with Occupational Health and Safety procedures while under direct supervision
- **Working with teams and others** – to contribute to safe workplace practices
- **Using mathematical ideas and techniques** – to record workplace safety information
- **Solving problems** – to recognise and communicate hazards
- **Using technology** – to access relevant workplace safety information

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

BSBCM107A Operate a personal computer

Unit Descriptor

This unit covers the competencies required to start up a personal computer or business computer terminal, correctly navigate the desktop environment and use a range of basic functions.

This unit is related to BSBCM213A Produce simple wordprocessed documents and BSBCM214A Create and use simple spreadsheets. Consider co-assessment with BSBCM108A Develop keyboard skills.

Competency Field

Common

Element	Performance Criteria
1. Start computer and basic system information and features	1.1 Computer is started or user logged on according to user procedures 1.2 Basic functions and features are identified using system information 1.3 Desktop configuration is customised if necessary with assistance from appropriate persons 1.4 Disks are erased and formatted as necessary 1.5 Available help functions are used as required
2. Navigate and manipulate desktop environment	2.1 Desktop icons are correctly selected, opened and closed to access features (directories/folders, files, network devices, recycle bin and waste basket) 2.2 Different roles and parts of the desktop window are identified for particular functions 2.3 Desktop windows are opened, resized and closed for navigation purposes 2.4 Shortcuts from the desktop are created if necessary with assistance from appropriate persons
3. Organise basic directory and folder structures	3.1 Directories/folders with subdirectories/subfolders are created and suitably named 3.2 Directory/folder attributes (size, dates, etc) are identified 3.3 Subdirectories/folders are moved between directories/folders 3.4 Directories/folders are renamed as required 3.5 Directories/folders and subdirectories/folders are accessed via different paths
4. Organise files for use and/or organisational requirements	4.1 The most commonly used types of files in a directory/folder are identified 4.2 Files are created and suitably named when required

Element	Performance Criteria
	4.3 Groups of files are selected and opened and renamed as required
	4.4 Files are copied or cut and pasted across directories
	4.5 Files are copied to disk where necessary
	4.6 Deleted files are restored as necessary
	4.7 Software tools are used to locate files
5. Print information	5.1 Information printed from installed printer
	5.2 Progress of print jobs viewed and deleted as required
	5.3 Default printer is changed for installed list if available
6. Shutdown computer	6.1 All open applications are closed
	6.2 Computer is shutdown in accord with user procedures

Range Statement

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may include:	<ul style="list-style-type: none"> • award and enterprise agreements and relevant industrial instruments • relevant legislation from all levels of government which affect business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations, anti-discrimination and diversity • relevant industry codes of practice
Documents may include but are not limited to:	<ul style="list-style-type: none"> • help files • established files and applications
Operating systems may include	<ul style="list-style-type: none"> • command line and graphical user interface
Disks may include but are not limited to:	<ul style="list-style-type: none"> • diskettes • CDs • zip disks
IT components can include:	<ul style="list-style-type: none"> • hardware • software • communications packages

Range Statement

- OHS standards may include:**
- statutory requirements
 - OHS guidelines related to the use of the screen equipment, computing equipment and peripherals, and ergonomic work stations, security procedures, customisation requirements

Evidence Guide

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

- Critical Aspects of Evidence**
- Ability to perform start up and filing procedures, file name conventions and
 - To navigate and manipulate the desktop environment within the range of assigned workplace tasks

Underpinning Knowledge*

* At this level the learner must demonstrate knowledge by recall in a narrow range of areas.

- Relevant legislation from all levels of government which affect business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations, anti-discrimination and diversity
- Organisational benchmarks for keyboarding
- Basic ergonomics of keyboard and computer use
- Main types of computers and basic features of different operating system
- Main parts of a computer
- Storage devices and basic categories of memory
- Relevant types of software
- Suitable file naming conventions
- General security, viruses, privacy legislation and copyright

Evidence Guide

Underpinning Skills

- Literacy skills to identify work requirements and to comprehend basic workplace documents and interpret basic user manuals
- Communication skills to identify lines of communication, request advice, effectively question, follow instructions and receive feedback
- Problem solving skills to solve routine problems in the workplace, while under direct supervision
- Technology skills to use equipment safely while under direction, basic keyboard and mouse using skills and logging procedures relating to accessing a PC
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental

Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the Business Services Common Competencies for the particular AQF Level. Refer to the Key Competency Levels at the end of this unit

Key Competency Levels

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

Collect, analyse and organise information	Communicate ideas and information	Plan and organise activities	Work with others and in teams	Use mathematical ideas and techniques	Solve problems	Use technology
Level 1	Level 1	Level 1	Level 1	N/A	Level 1	Level 1

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

1. Perform 2. Administer 3. Design

- **Collecting, analyse and organise information** – to access equipment instructions
- **Communicating ideas and information** – to obtain advice
- **Planning and organising activities** – to plan own work
- **Working with teams and others** – to complete scheduled tasks
- **Using mathematical ideas and techniques** – not applicable for this unit
- **Solving problems** – to operate a computer
- **Using technology** – to operate equipment and complete a task

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

BSBCM108A Develop keyboard skills

Unit Descriptor

This covers the development of basic keyboard skills using touch typing techniques

This unit is related to BSBCM213A Produce simple wordprocessed documents and BSBCM214A Create and use simple spreadsheets. Consider co-assessment with BSBCM107A Operate a personal computer.

Competency Field

Common

Element

Performance Criteria

- | | |
|-----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Use safe work practices | 1.1 Workspace, furniture and equipment are adjusted to suit the <i>ergonomic requirements</i> of the user
1.2 <i>Work organisation</i> meets organisational and Occupational Health and Safety requirements for computer operation |
| 2. Identify and develop keyboard skills | 2.1 Keyboard functions identified and applied
2.2 Touch typing technique applied to complete a task
2.3 <i>Speed and accuracy</i> developed in accordance with workplace requirements for level of responsibility |
| 3. Check accuracy | 3.1 Document is proof read carefully to identify errors
3.2 Document is amended, errors corrected and final accuracy check completed |

Range Statement

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may include:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government which affect business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations, anti-discrimination and diversity
- relevant industry codes of practice

Range Statement

Ergonomic requirements may include:

- workstation height and layout
- chair height, seat and back adjustment
- footrest
- screen position
- keyboard and mouse position
- document holder
- posture
- avoiding radiation from computer screens
- lighting
- noise minimisation

Work organisation may include:

- mix of repetitive and other activities
- rest periods
- exercise breaks
- VDU eye testing

Keyboard skills may relate to:

- alpha or numeric keyboard functions
- word processing, spreadsheets or data entry

Touch typing technique may vary according to:

- workplace requirements
- level of competency of operator

Expectations of speed and accuracy must be:

- consistent with degree of experience of the operator
- relevant to the level of responsibility

Evidence Guide

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence

- Knowledge of organisational requirements for simple documents and
- Application of simple keyboard functions to produce documents with a degree of speed and accuracy relevant to the level of responsibility required

Evidence Guide

Underpinning Knowledge*

* At this level the learner must demonstrate knowledge by recall in a narrow range of areas.

- Relevant legislation from all levels of government which affect business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations, anti-discrimination and diversity
- Organisational benchmarks for keyboarding
- Ergonomic requirements for using keyboards
- Basic keyboard functions
- Basic touch typing techniques and strategies

Underpinning Skills

- Literacy skills to identify work requirements, to comprehend basic workplace documents and to produce and proof read simple documents
- Communication skills to identify lines of communication, request advice, effectively question, follow instructions and receive feedback
- Problem solving skills to solve routine problems in the workplace, while under direct supervision
- Technology skills to use equipment safely while under direction, basic keyboard, touch typing and mouse using skills to produce simple documents
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental

Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Evidence Guide

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the Business Services Common Competencies for the particular AQF Level. Refer to the Key Competency Levels at the end of this unit

Key Competency Levels

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

Collect, analyse and organise information	Communicate ideas and information	Plan and organise activities	Work with others and in teams	Use mathematical ideas and techniques	Solve problems	Use technology
Level 1	Level 1	Level 1	Level 1	N/A	Level 1	Level 1

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

1. Perform 2. Administer 3. Design

- **Collecting, analyse and organise information** – to identify workplace information
- **Communicating ideas and information** – to ascertain workplace requirements
- **Planning and organising activities** – to plan own work
- **Working with teams and others** – in completing scheduled tasks
- **Using mathematical ideas and techniques** – not applicable to this unit
- **Solving problems** – to complete tasks
- **Using technology** – to aid skill development

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

BSBCM109A Follow environmental work practices

Unit Descriptor

This unit covers the recognition of environmental policies and procedures in the workplace. Those who work directly under instruction would be advised to undertake this unit.

This unit is related to BSBCM215A Participate in environmental work procedures. Consider co-assessment with BSBCM106A Follow workplace safety procedures.

Competency Field

Common

Element

Performance Criteria

- | | |
|-----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Recognise workplace procedures | <p>1.1 <i>Workplace procedures and work instructions</i> for environmental work practices are recognised and followed, while under direct supervision, and <i>clarification</i> sought where necessary</p> <p>1.2 <i>Environmental hazards</i> in the workplace are recognised while under direct supervision and reported to designated personnel according to workplace procedures</p> <p>1.3 Changes to work practices and procedures are responded to positively and promptly in accordance with organisational requirements</p> |
| 2. Make suggestions | <p>2.1 <i>Environmental policies</i> are recognised and issues are discussed with designated personnel</p> <p>2.2 <i>Suggestions</i> are made for improvements to workplace practices where possible</p> |

Range Statement

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may include:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

Range Statement

Knowledge of legislation, codes, national standards, industry codes of practice and workplace policies and procedures must:

- be strictly relevant to the particular workplace role and is not intended to include detailed technical aspects of environmental science and
- details of legislation must be directly relevant to the workplace role, and would normally be delivered as a general awareness issue rather than a major part of the competencies
- be consistent with the concept that people at this level work under direct supervision and under instructions

N.B. at AQF 1

- There is an expectation that a person will be able to recognise in broad terms only, that environmental policies, hazards and risks exist. There is no requirement for a wide ranging knowledge of environmental issues or policies

Workplace procedures and work instructions may include:

- procedures for hazard and risk identification and for avoiding or minimising environmental risks
- written or verbal procedures and instructions
- signs e.g. toxic or hazardous chemicals
- hazard and incident reporting procedures
- procedures to be followed if spills or accidents occur
- environmental reporting procedures where applicable

Clarification may involve questioning or requesting information from:

- designated personnel (as described elsewhere)
- other team members

Environmental hazards or risks may include but are not restricted to:

- spills, leaks, storm water pollution
- unplanned emissions
- accidents
- environmentally sustainable work practices
- reduction of waste
- minimisation of risks and maximisation of opportunities

Environmental policies or procedures may address:

- reduction of waste
- minimisation of risks and maximisation of opportunities

Range Statement

Some workplace approaches to environmental policies or procedures could include:

- preventing and minimising the production of pollution (eg discharges to air, land and water, hazardous waste)
- improving housekeeping (eg using a broom instead of a hose, using old rags for cleaning instead of toxic cleaners or water)
- substituting materials (eg replacing toxic solvent based coatings with water based ones)
- changing processes (eg mechanical cleaning, re-design products to use materials more efficiently)

Designated personnel may include:

- people who are responsible for work area
- or who may be assigned to act as a mentor/trainer to a person under supervision

Suggestions may include ideas that help to:

- prevent and minimise risks and maximise opportunities
- reduce waste
- reduce use of non-renewable resources

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence

- Evidence must be provided of the ability to recognise and follow workplace procedures while under direct supervision, to recognise hazards, and report to designated personnel as instructed
- N.B. Particular note must be taken that evidence must be strictly relevant to the particular workplace role and is not intended to include detailed technical aspects of environmental science

Underpinning Knowledge*

* At this level the learner must demonstrate knowledge by recall in a narrow range of areas.

- Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Required knowledge is to be limited to that which is sufficient to perform the particular workplace competency and is intended to promote environmental awareness rather than technical environment competencies
- Awareness of environmental hazards/risks associated

Evidence Guide

with own workplace

- Knowledge of personal and collective responsibility for welfare of self, others, environment
- Relevant environmental systems and procedures for own work area
- Knowing people responsible for own work area for reporting to in regard to environmental issues and to clarify issues
- Reporting procedures

Underpinning Skills

- Ability to recognise procedures and follow instructions
- Communications skills to enable questions and clarifications relating to work requirements
- Literacy skills to interpret workplace information
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the Business Services Common Competencies for the particular AQF Level. Refer to the Key Competency Levels at the end of this unit

Key Competency Levels

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

Collect, analyse and organise information	Communicate ideas and information	Plan and organise activities	Work with others and in teams	Use mathematical ideas and techniques	Solve problems	Use technology
Level 1	Level 1	Level 1	Level 1	Level 1	Level 1	Level 1

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

1. Perform 2. Administer 3. Design

- **Collecting, analysing and organising information** – to recognise hazards and opportunities
- **Communicating ideas and information** – to recognise environmental issues and report as required
- **Planning and organising activities** – to participate in workplace procedures for own work area
- **Working with teams and others** – to contribute to responsible workplace practices
- **Using mathematical ideas and techniques** – to recognise workplace information
- **Solving problems** – to recognise and report risks/hazards
- **Using technology** – to access workplace information

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



BSB01 Business Services Training Package

Common Business Competency Standards

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BSBCM201A Work effectively in a business environment

Unit Descriptor

This unit covers the skills and knowledge required to work effectively within a commercial or business environment. It includes identifying the rights and responsibilities of employees and employers and conducting business in accordance with the organisational goals, values and standards.

This unit is related to BSBCM101A Prepare for work and BSBCM301A Exercise initiative in a business environment.

Competency Field

Common

Element

Performance Criteria

- | | |
|--------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Work within organisational requirements | <p>1.1 Documents outlining <i>organisational requirements</i> are located, read and any uncertainties are clarified with <i>appropriate persons</i></p> <p>1.2 All work reflects a current working knowledge and understanding of <i>employees and employers rights and responsibilities</i></p> <p>1.3 All work undertaken reflects understanding and compliance with relevant duty of care, legal responsibilities and <i>organisational goals and objectives</i></p> <p>1.4 Standards and values considered to be detrimental to the organisation are identified and questioned through established communication channels</p> <p>1.5 Self and other's <i>behaviour</i> which contribute to a safe work environment are identified and practised</p> |
| 2. Determine future work/career directions | <p>2.1 Personal work goals are identified and prioritised in accordance with organisational requirements and future personal career plans</p> <p>2.2 Personal values and attitudes regarding work and business are taken into account when planning future work/career directions</p> <p>2.3 <i>Advice</i> is obtained from appropriate persons on future work/career directions</p> <p>2.4 Additional <i>skills</i> required are identified and addressed</p> |

Range Statement

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may include:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

Organisation's requirements may be included in:

- goals, objectives, plans, systems and processes
- legal and organisation policy/guidelines and requirements
- business and performance plans
- access and equity principles and practice
- anti-discrimination and related policy
- ethical standards
- quality and continuous improvement processes and standards
- Occupational Health and Safety policies, procedures and programs

Appropriate persons may include:

- those who have the authority to adjust plans
- supervisor
- colleagues
- external organisations
- line management

Rights and responsibilities of employees may relate to:

- attendance
- punctuality
- obeying lawful orders
- confidentiality and privacy of enterprise, client and colleague's information
- safety and care with respect to Occupational Health and Safety
- knowing the terms and conditions of own employment
- the right to union representation
- protection from discrimination and sexual harassment

Range Statement

Rights and responsibilities of employers include:

- the right to dismiss you if you (see the Commonwealth *Workplace Relations Act 1996*):
 - commit a criminal offence
 - are negligent, careless or cause an accident
 - commit acts of disloyalty such as revealing confidential information
- the responsibility of providing a safe environment free from discrimination and sexual harassment (see relevant State and Commonwealth anti-discrimination legislation)

The organisation's goals and objectives may be:

- stated or implied by the way the organisation conducts its business including:
 - organisational values and behaviours
 - flexibility, responsiveness
 - financial performance
 - work procedures and/or procedures manuals
 - people management
 - interpersonal communication
 - business planning
 - marketing and customer service
- organisational values and behaviours
- work procedures and quality assurance manuals

Behaviour which contributes to a safe work environment may include:

- discussing and negotiating problems and tasks with other team members
- solving problems as a team
- sharing your knowledge and skills
- identifying and reporting any risks or hazards
- using business equipment according to guidelines
- listening to the ideas and opinions of others in your team

Advice may include:

- formal/informal performance appraisals
- obtaining feedback from supervisors and colleagues
- personal, reflective behaviour strategies
- career counselling

Range Statement

Additional skills may be acquired by:

- on-the-job coaching or mentoring
- additional responsibilities
- presentations/demonstrations
- formal course participation
- work experience
- involvement in professional networks

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence

- Able to identify, locate and express the organisation's requirements including goals and values
- Work reflects the relationship between own role and organisational requirements
- Own future career plans are developed
- Workplace procedures for upholding employee and employer rights and responsibilities can be identified and clearly explained

Underpinning Knowledge*

* At this level the learner must demonstrate basic operational knowledge in a moderate range of areas.

- The relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Knowledge of the organisation's policies, plans and procedures and how to access them
- Understanding of terms and conditions of employment
- Understanding of the types of actions which uphold the organisation's image
- Knowledge of how to use information systems to source and access new learning opportunities

Evidence Guide

Underpinning Skills

- Literacy skills to identify work requirements and process basic, relevant workplace documentation
- Communication skills to request advice, receive feedback and work with a team
- Planning skills to develop future career goals
- Problem solving skills to solve routine problems
- Technology skills including the ability to select and use technology appropriate to a task
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace.

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations.

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the Business Services Common Competencies for the particular AQF Level. Refer to the Key Competency Levels at the end of this unit

Key Competency Levels

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

Collect, analyse and organise information	Communicate ideas and information	Plan and organise activities	Work with others and in teams	Use mathematical ideas and techniques	Solve problems	Use technology
Level 1	Level 1	Level 1	Level 1	Level 1	Level 1	Level 1

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

1. Perform 2. Administer 3. Design

- **Collecting, analysing and organising information** – to develop understanding of organisation's requirements
- **Communicating ideas and information** – to individuals and members of the work team
- **Planning and organising activities** – to develop work schedules
- **Working with teams and others** – to implement work plans
- **Using mathematical ideas and techniques** – to solve routine problems
- **Solving problems** – to improve personal work performance
- **Using technology** – to aid access to organisational information

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

BSBCM202A Organise and complete daily work activities

Unit Descriptor

This unit covers the skills and knowledge required to organise and complete own work activities, and obtain feedback on work performance

This unit is related to BSBCM102A Complete daily work activities and BSBCM302A Organise personal work priorities and development.

Competency Field

Common

Element

Performance Criteria

- | | |
|----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Organise work schedule | <p>1.1 Work goals and plans are negotiated and agreed upon with <i>colleagues</i></p> <p>1.2 Work goals and plans reflect the organisation's and workgroup's plans, responsibilities and accountabilities</p> <p>1.3 Workload is assessed and prioritised within allocated timeframes</p> |
| 2. Complete work tasks | <p>2.1 Tasks are completed within designated timelines and in accordance with <i>organisational requirements</i></p> <p>2.2 Assistance is sought from supervisors and/or colleagues when difficulties arise in achieving allocated tasks</p> <p>2.3 <i>Factors affecting work requirements</i> are identified and appropriate action taken</p> <p>2.4 Business technology is used efficiently and effectively to complete work tasks</p> |
| 3. Review work performance | <p>3.1 Own work is monitored and adjusted according to <i>feedback</i> obtained through supervision and comparison with established team and organisational <i>standards</i></p> <p>3.2 <i>Opportunities for improvement</i> are identified and planned in liaison with colleagues</p> |

Range Statement

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace including:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

Colleagues may include:

- coach/mentor
- supervisor or manager
- peers/work colleagues/team
- other members of the organisation

Business technology may include:

- computers
- computer applications
- electronic diaries
- scanners
- email, internet, extranet, intranet
- photocopiers
- facsimile machines
- printers

Organisation's requirements may be included in:

- goals, objectives, plans, systems and processes
- legal and organisation policy/guidelines and requirements
- business and performance plans
- access and equity principles and practice
- anti-discrimination and related policy
- Occupational Health and Safety policies, procedures and programs
- ethical standards
- quality and continuous improvement processes and standards

Range Statement

Factors affecting work requirements may include:

- competing work demands
- technology/equipment breakdowns
- other work demands
- environmental factors such as time, weather, etc
- resource issues
- changes to procedures or new procedures

Feedback on performance may include:

- formal/informal performance appraisals
- obtaining feedback from supervisors and colleagues
- obtaining feedback from clients
- personal, reflective behaviour strategies
- routine organisational methods for monitoring service delivery

Standards may include:

- standards set by work group
- organisational policies and procedures
- specified work standards
- legislation
- legal and organisation policy/guidelines and requirements
- Australian Standards

Opportunities for improvement may include:

- coaching, mentoring and/or supervision
- internal/external training provision
- personal study
- workplace skills assessment
- Recognition of Prior Learning/RCC/initial assessment

Evidence Guide

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence

- Organises and completes own work activities
- Seeks and acts on feedback from clients and colleagues

Evidence Guide

Underpinning Knowledge*

* At this level the learner must demonstrate basic operational knowledge in a moderate range of areas.

- The relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Knowledge of the organisation's policies, plans and procedures
- Knowledge of how to elicit and interpret feedback
- Methods used to prepare personal plans and establish priorities
- Principles and techniques of:
 - goal setting
 - measuring performance
 - time management
 - personal assessment
- Understanding of technology and how it can be used to assist in scheduling of tasks

Underpinning Skills

- Literacy skills to use written and oral information about workplace requirements
- Organising skills to arrange work priorities and arrangements
- Problem solving skills to solve routine problems
- Technology skills including the ability to select and use technology appropriate to a task
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Evidence Guide

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the Business Services Common Competencies for the particular AQF Level. Refer to the Key Competency Levels at the end of this unit

Key Competency Levels

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

Collect, analyse and organise information	Communicate ideas and information	Plan and organise activities	Work with others and in teams	Use mathematical ideas and techniques	Solve problems	Use technology
Level 1	Level 1	Level 1	Level 1	Level 1	Level 1	Level 1

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

1. Perform 2. Administer 3. Design

- **Collecting, analysing and organising information** – to measure self-performance
- **Communicating ideas and information** – with members of the work team
- **Planning and organising activities** – for self
- **Working with teams and others** – in completing scheduled tasks
- **Using mathematical ideas and techniques** – as an aid to measure and schedule tasks
- **Solving problems** – as an aid to self-development
- **Using technology** – to manage scheduling and completion of tasks

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

BSBCM203A Communicate in the workplace

Unit Descriptor

This unit covers the skills and knowledge required to communicate in the workplace. It covers the activities of gathering, conveying and receiving information together with completing routine written correspondence.

This unit is related to BSBCM103A Apply basic communication skills and BSBFLM303A Contribute to effective workplace relationships

Competency Field

Common

Element

Performance Criteria

- | | |
|-----------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Gather, convey and receive information and ideas | <ul style="list-style-type: none"> 1.1 Information to achieve work responsibilities is collected from appropriate sources 1.2 The method(s)/<i>equipment</i> used to communicate ideas and information is appropriate to the audience 1.3 Effective listening and speaking skills are used in <i>oral communication</i> 1.4 Input from internal and external sources is sought, and used to develop and refine new ideas and approaches 1.5 Instructions or enquiries are responded to promptly and in accordance with <i>organisational requirements</i> |
| 2. Draft routine correspondence | <ul style="list-style-type: none"> 2.1 <i>Written information</i> and ideas are presented in clear and concise language and the intended meaning of correspondence is understood by recipient 2.2 <i>Correspondence</i> is drafted and presented within designated timelines 2.3 Presentation of written information meets organisational <i>standards</i> of style, format and accuracy |

Range Statement

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

They may use legislation, codes and national standards relevant to the workplace including:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

Communication equipment may include but is not limited to:

- network systems
- telephones
- keyboard equipment including mouse, touchpad, keyboard
- pens, pencils
- information technology components including hardware, software and communication packages
- facsimile machines

Oral communication may include but is not limited to:

- answering telephone calls
- requests from colleagues
- use of voice mail
- informal discussions
- answering enquiries from clients

Written information may include but is not limited to:

- handwritten and printed materials
- electronic mail
- internal memos
- briefing notes
- facsimiles
- general correspondence
- telephone messages

Range Statement

Organisational requirements may be included in:

- quality assurance and/or procedures manual
- goals, objectives, plans, systems and processes
- business and performance plans
- legal and organisation policy/guidelines and requirements
- access and equity principles and practice
- ethical standards
- Occupational Health and Safety policies, procedures and programs
- quality and continuous improvement processes and standards
- defined resource parameters

Correspondence may include but is not limited to:

- memorandums
- messages
- proformas
- emails
- standard/form letters

Standards may include:

- standards set by work group
- organisational policies and procedures
- specified work standards
- legislation
- Australian Standards

Evidence Guide

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence

- Communication methods used are appropriate to the audience
- Messages and written communication are clear, concise and correct
- Requests for information are responded to promptly
- Information is given to clients in a clear and concise format
- Correspondence produced is relevant to request

Evidence Guide

Underpinning Knowledge*

* At this level the learner must demonstrate basic operational knowledge in a moderate range of areas.

- The relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Knowledge of the organisation's policies, plans and procedures, especially style guide
- Knowledge of and attention to standard turnaround times
- Knowledge of spelling, grammar and punctuation
- Principles of effective communication in relation to listening, questioning and non-verbal communication

Underpinning Skills

- Literacy skills to identify work requirements and understand and process basic, relevant workplace documentation
- Communication skills to request advice, receive feedback and work with a team
- Planning skills to organise work priorities and arrangements
- Problem solving skills to solve routine problems
- Technology skills including the ability to select and use technology appropriate to a task
- Reading skills sufficient to understand basic workplace documentation
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Evidence Guide

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the Business Services Common Competencies for the particular AQF Level. Refer to the Key Competency Levels at the end of this unit

Key Competency Levels						
<i>NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</i>						
Collect, analyse and organise information	Communicate ideas and information	Plan and organise activities	Work with others and in teams	Use mathematical ideas and techniques	Solve problems	Use technology
Level 1	Level 1	Level 1	Level 1	Level 1	Level 1	Level 1
<p>Three levels of performance denote level of competency required to perform a task.</p> <p>1. Perform 2. Administer 3. Design</p> <ul style="list-style-type: none"> • Collecting, analysing and organising information – in gathering information; in drafting correspondence • Communicating ideas and information – with members of the work team • Planning and organising activities – for self • Working with teams and others – to communicate information • Using mathematical ideas and techniques – as an aid to communicate ideas • Solving problems – to gather and convey information • Using technology – to prepare written correspondence <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies</p>						

BSBCMN204A Work effectively with others

Unit Descriptor

This unit covers the skills and knowledge required to work in a group environment such as promoting team commitment and cooperation and supporting team members.

This unit is related to BSBCMN304A Contribute to personal skill development and learning.

Competency Field

Common

Element

Performance Criteria

- | | |
|----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Develop effective workplace relationships | <p>1.1 <i>Responsibilities and duties</i> are undertaken in a positive manner to promote cooperation and good relationships</p> <p>1.2 Assistance is sought from <i>workgroup</i> members when difficulties arise and addressed through discussions</p> <p>1.3 Constructive <i>feedback</i> provided by others in the workgroup is encouraged, acknowledged and acted upon</p> <p>1.4 Differences in personal values and beliefs are respected and their value acknowledged in the development of relationships</p> |
| 2. Contribute to workgroup activities | <p>2.1 <i>Support</i> is provided to team members to ensure workgroup goals are met</p> <p>2.2 Constructive contributions to workgroup goals and tasks are made according to organisational requirements</p> <p>2.3 <i>Information</i> relevant to work is shared with workgroup to ensure designated goals are met</p> <p>2.4 <i>Strategies/opportunities for improvement</i> of the workgroup are identified and planned in liaison with workgroup</p> |

Range Statement

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

They may use legislation, codes and national standards relevant to the workplace including:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

Organisational requirements may be included in:

- goals, objectives, plans, systems and processes
- legal and organisation policy/guidelines and requirements
- Occupational Health and Safety policies, procedures and programs
- business and performance plans
- anti-discrimination and related policy
- access and equity principles and practice
- ethical standards
- quality and continuous improvement processes and standards
- defined resource parameters

Responsibilities and duties may include:

- job description and employment arrangements
- organisation's policy relevant to work role
- team structures
- supervision and accountability requirements including Occupational Health and Safety
- skills, training and competencies
- Code of Conduct

Workgroup members may include but are not limited to:

- coach/mentor
- supervisor or manager
- peers/work colleagues/team/enterprise
- other members of the organisation

Range Statement

Feedback on performance may include:

- formal/informal performance appraisals
- obtaining feedback from supervisors and colleagues
- obtaining feedback from clients
- personal, reflective behaviour strategies
- routine organisational methods for monitoring service delivery

Providing support to team members may include:

- explaining/clarifying
- helping colleagues
- problem solving
- providing encouragement
- providing feedback to another team member
- undertaking extra tasks if necessary

Information to be shared may include:

- assisting a colleague
- clarifying the organisation's preferred task completion methods
- open communication channels
- encouraging colleagues
- acknowledging satisfactory performance
- workplace hazards, risks and controls
- acknowledging unsatisfactory performance

Strategies/opportunities for improvement may include:

- coaching, mentoring and/or supervision
- formal/informal learning programs
- internal/external training provision
- work experience/exchange/opportunities
- personal study
- career planning/development
- performance appraisals
- workplace skills assessment
- Recognition of Prior Learning/RCC/initial assessment

Evidence Guide

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence

- Provides support to team members to ensure goals are met
- Seeks and acts on feedback from clients and colleagues
- Accesses learning opportunities to extend own personal work competencies to enhance team goals and outcomes

Underpinning Knowledge*

* At this level the learner must demonstrate basic operational knowledge in a moderate range of areas.

- The relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Reasons why cooperation and good relationships are important
- Knowledge of the organisation's policies, plans and procedures
- Understanding how to elicit and interpret feedback
- Techniques to develop personal plans and establish priorities
- Understanding of how to identify and prioritise personal development opportunities and options
- Knowledge of workgroup member's responsibilities and duties
- Importance of demonstrating respect and empathy in dealings with colleagues

Underpinning Skills

- Literacy skills to read and understand the organisation's policies and work procedures; write simple instructions for particular routine tasks; interpret information gained from correspondence
- Communication skills to request advice, receive feedback and work with a team
- Planning skills to organise work priorities and arrangements
- Technology skills including the ability to select and use technology appropriate to a task
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Evidence Guide

Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the Business Services Common Competencies for the particular AQF Level. Refer to the Key Competency Levels at the end of this unit

Key Competency Levels

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

Collect, analyse and organise information	Communicate ideas and information	Plan and organise activities	Work with others and in teams	Use mathematical ideas and techniques	Solve problems	Use technology
Level 1	Level 2	Level 1	Level 2	Level 1	Level 1	Level 1

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

1. Perform 2. Administer 3. Design

- **Collecting, analysing and organising information** – to measure self-performance
- **Communicating ideas and information** – with members of the work team
- **Planning and organising activities** – for self
- **Working with teams and others** – in completing scheduled tasks
- **Using mathematical ideas and techniques** – as an aid to measure and schedule tasks
- **Solving problems** – as an aid to self-development
- **Using technology** – to manage scheduling of tasks

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

BSBCM205A Use business technology

Unit Descriptor

This unit covers the skills and knowledge required to select, use, and maintain business technology. This technology includes the effective use of computer software to organise information and data.

This unit is related to BSBCM307A Maintain business resources.

Competency Field

Common

Element

Performance Criteria

- | | |
|------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Select and use technology | <ul style="list-style-type: none"> 1.1 Appropriate <i>technology</i> and <i>software</i> applications are selected to achieve the requirements of the task 1.2 Workspace, furniture and equipment are adjusted to suit the ergonomic requirements of the user 1.3 Technology is used according to <i>organisational requirements</i> and in a way which promotes a safe work environment |
| 2. Process and organise data | <ul style="list-style-type: none"> 2.1 Files and records are identified, opened, generated or amended according to task and organisational requirements 2.2 <i>Input devices</i> are operated according to organisational requirements 2.3 <i>Data is stored</i> appropriately and applications are exited without damage to or loss of data 2.4 Manuals, training booklets and/or on-line help or help-desks are used to overcome basic difficulties with applications |
| 3. Maintain technology | <ul style="list-style-type: none"> 3.1 Used <i>technology consumables</i> are identified and replaced in accordance with manufacturer's instructions and organisational requirements 3.2 <i>Routine maintenance</i> is carried out and/or arranged in order to ensure that equipment is maintained in accordance with manufacturer's instructions and organisational requirements 3.3 <i>Equipment faults</i> are accurately identified and action taken in accordance with manufacturer's instructions or by reporting fault to designated person |

Range Statement

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may include:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

Technology may include:

- computer technology, such as laptops and PCs
- digital cameras
- zip drives
- modems
- scanners
- printers

Software applications may include:

- email, internet
- word processing, spreadsheet, database, accounting, or presentation packages

Organisational requirements may relate to procedures including:

- log-on procedures
- correctly identifying and opening files
- locating data
- saving and closing files
- Occupational Health and Safety policies, procedures and programs
- storing data
- manufacturer's guidelines
- legal and organisation policy/guidelines and requirements

Input devices may include:

- keyboard
- numerical key pad
- mouse
- scanner

Range Statement

- Storage of data may include:**
- storage in directories and sub-directories
 - storage on CD-ROMs, hard and floppy disk drives or back up systems
 - appropriate storage/filing of hard copies of computer generated documents
- Technology consumables may include:**
- printer ribbons and cartridges
 - CD-ROM
 - zip disks
 - print heads
 - floppy disks
 - toner cartridges
 - backup tapes
- Routine maintenance may include:**
- regular checking of equipment
 - replacing consumables
 - “in-house” cleaning and servicing of equipment according to manufacturer’s guidelines
 - periodic servicing by qualified or manufacturer approved technician
- Equipment faults or problems may be identified or anticipated by:**
- routine checking of equipment
 - preparation of a maintenance program
 - encouraging feedback from work colleagues
 - regular back-ups of data
 - keeping a log book of detected faults
 - regular Occupational Health and Safety inspections
 - checking that repairs have been carried out

Evidence Guide

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence

- Selection and application of functional software applications to produce workplace documents
- Application of Occupational Health and Safety procedures for set up of workstation, operation of computer, changing toner cartridges and other work with plant and substances
- Access, retrieval and storage of required data

Underpinning Knowledge*

* At this level the learner must demonstrate basic operational knowledge in a moderate range of areas.

- The relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- The organisation's policies, plans and procedures, especially in regard to file-naming and storage conventions
- The correct log-on and shut-down procedures for computer equipment
- Organisational IT procedures including back-up and virus protection procedures
- Basic technical terminology in relation to reading help-files and manuals
- Methods of detecting faults in and solving problems with business technology

Underpinning Skills

- Literacy skills to identify work requirements and understand and process basic, relevant workplace information; follow written instructions;
- Communication skills to request advice, receive feedback and work with a team
- Problem solving skills to solve routine problems
- Keyboarding skills to produce basic workplace documents
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Evidence Guide

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the Business Services Common Competencies for the particular AQF Level. Refer to the Key Competency Levels at the end of this unit

Key Competency Levels

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

Collect, analyse and organise information	Communicate ideas and information	Plan and organise activities	Work with others and in teams	Use mathematical ideas and techniques	Solve problems	Use technology
Level 1	Level 1	Level 1	Level 1	Level 1	Level 1	Level 2

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

1. Perform 2. Administer 3. Design

- **Collecting, analysing and organising information** – to identify application needs
- **Communicating ideas and information** – with members of the work team
- **Planning and organising activities** – for self
- **Working with teams and others** – in communicating equipment faults
- **Using mathematical ideas and techniques** – when preparing routine maintenance
- **Solving problems** – to identify application problems
- **Using technology** – to complete allocated tasks

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

BSBCM206A Process and maintain workplace information

Unit Descriptor

This unit covers the skills and knowledge required to collect, process, store and maintain workplace information and its systems. It includes the maintenance of filing and record systems.

This unit is related to BSBCM305A Organise workplace information.

Competency Field

Common

Element

Performance Criteria

- | | |
|----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Collect information | <p>1.1 Collection of <i>information</i> is timely and relevant to organisational needs</p> <p>1.2 <i>Business equipment/technology</i> available in the work area is used to obtain information effectively</p> <p>1.3 <i>Organisational requirements</i> relating to security and confidentiality are applied to information handling</p> |
| 2. Process workplace information | <p>2.1 Business equipment/technology is used to process information in accordance with <i>organisational requirements</i></p> <p>2.2 Information is processed in accordance with defined timeframes, guidelines and procedures</p> <p>2.3 <i>Information</i> is updated, modified and filed in accordance with organisational requirements</p> <p>2.4 Information is collated and despatched in accordance with specified timeframes and organisational requirements</p> |
| 3. Maintain information systems | <p>3.1 Information and filing systems are maintained in accordance with organisational requirements</p> <p>3.2 <i>Inactive or dead files</i> are identified, <i>removed</i> and/or <i>relocated</i> in accordance with organisational requirements</p> <p>3.3 New files are established and assembled in accordance with organisational requirements</p> <p>3.4 Reference and index systems are updated in accordance with organisational requirements</p> |

Range Statement

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may include:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

Information may include:

- correspondence (faxes, memos, letters, email)
- computer databases (library catalogue, customer records)
- computer files (letters, memos and other documents)
- sales records (monthly forecasts, targets achieved)
- forms (insurance forms, membership forms)
- invoices (from suppliers, to debtors)
- personnel records (personal details, salary rates)
- minutes of meetings

Business equipment/technology may include:

- photocopier
- computer
- printer
- binder
- filing systems (manual/computerised/electronic)
- answering machine
- fax machine
- telephone

Organisational requirements may include:

- procedures for deciding which records should be captured and filed
- security procedures
- legal and organisation policy/guidelines and requirements
- despatching and collecting procedures
- procedures for updating records
- Occupational Health and Safety policies, procedures and programs

Range Statement

Removing inactive or dead files may include:

- transferring records from the active filing system to secondary storage
- transferring files at regular intervals or routinely checking for dead or inactive files
- periodically archive or delete files
- compressing computer files prior to archiving

Relocation of information may include:

- electronic (email, internet access, diskette, tape, CD-ROM)
- microfilm
- printed material
- photographic material

Evidence Guide

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence

- Application of organisational policies and procedures for collecting and processing workplace information
- Maintains accuracy in recording and documenting information
- Correct storage and classification of documents
- Maintenance of information records

Underpinning Knowledge*

* At this level the learner must demonstrate basic operational knowledge in a moderate range of areas.

- The relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Understanding of organisation's business and structure
- Knowledge of the organisation's record keeping/filing systems and security procedures
- Understanding organisational policies and procedures relating to collecting and processing workplace information

Evidence Guide

Underpinning Skills

- Literacy skills to read and understand organisation's recordkeeping and information (including classification) systems; follow sequenced written instructions; to comprehend/interpret nature of record content
- Interpreting and applying relevant access and security rules and conditions
- Planning skills to organise work priorities and arrangements
- Problem solving skills to solve routine problems
- Technology skills including the ability to select and use technology appropriate to a task
- Communication skills including reporting of information
- Numeracy skills in relation to sequencing and indexing files
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the Business Services Common Competencies for the particular AQF Level. Refer to the Key Competency Levels at the end of this unit

Key Competency Levels

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

Collect, analyse and organise information	Communicate ideas and information	Plan and organise activities	Work with others and in teams	Use mathematical ideas and techniques	Solve problems	Use technology
Level 2	Level 1	Level 1	Level 1	Level 1	Level 1	Level 1

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

1. Perform 2. Administer 3. Design

- **Collecting, analysing and organising information** – to store and despatch information
- **Communicating ideas and information** – with members of the work team
- **Planning and organising activities** – for collating and filing information
- **Working with teams and others** – in completing scheduled tasks
- **Using mathematical ideas and techniques** – in filing information
- **Solving problems** – to store and despatch information
- **Using technology** – to complete allocated tasks

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

BSBCM207A Prepare and process financial/business documents

Unit Descriptor This unit covers the processing of financial transactions including petty cash, invoicing and banking in a business environment.
This unit is related to BSBCM308A Maintain financial records.

Competency Field Common

Element	Performance Criteria
1. Process petty cash transactions	<p>1.1 Petty cash claims and vouchers are <i>checked</i> for approval, accuracy and authenticity prior to processing</p> <p>1.2 <i>Petty cash transactions</i> are processed and recorded within designated time limits</p> <p>1.3 Irregularities are noted and referred to <i>nominated person</i> for resolution</p> <p>1.4 Transactions are checked and petty cash book balanced according to <i>organisational requirements</i></p>
2. Prepare and process banking documents	<p>2.1 Deposits and withdrawals are accurately entered and balanced according to organisational requirements</p> <p>2.2 Cheques and credit card vouchers are checked for validity (signatures, dates, amounts) before processing</p> <p>2.3 Cash, cheques and credit cards are listed on banking forms in accordance with the <i>banking institution's guidelines</i></p> <p>2.4 Pay-in documentation is reconciled with all money calculations</p>
3. Reconcile invoices for payment to creditors	<p>3.1 Discrepancies between invoices and <i>source documents</i> are identified and reported to nominated person for resolution</p> <p>3.2 Adjustments and errors are identified, reported and rectified in accordance with organisational requirements</p> <p>3.3 Creditor enquiries are answered and/or referred to nominated person for resolution</p>
4. Prepare invoices for debtors	<p>4.1 Invoices are prepared accurately in accordance with organisational requirements</p> <p>4.2 Invoices are distributed to nominated person for verification prior to despatch</p> <p>4.3 Adjustments are made as required in accordance with organisational requirements</p>

Element**Performance Criteria**

- 4.4 Invoices and other related documents are copied and filed for auditing purposes

Range Statement

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may include:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

Checking claims for accuracy and authenticity may include:

- requiring a receipt
- ensuring items purchased are business related
- accepting claims from authorised personnel only

Recording petty cash transactions may include:

- paper based
- electronic
- organisational accounting system

Nominated persons include:

- petty cash officer
- supervisor
- accounts department

Range Statement

Organisational requirements may include:

- totalling and balancing petty cash book procedures
- legal and organisation policy/guidelines and requirements
- all cash being accounted for at all times
- procedures for entering and balancing deposits
- procedures for checking validity of cheques and credit card vouchers
- security procedures
- Occupational Health and Safety policies, procedures and programs
- format of documents for reimbursement
- guidelines for updating receipts
- Australian Accounting and Auditing standards
- designated timelines for petty cash period/pay period

Banking institution's guidelines may include:

- deposit slips filled out accurately
- cash bundled
- banking summary provided
- banking electronically

Source documents may include:

- purchase orders
- invoices
- receipts
- delivery dockets/receipts
- credit notes
- statements
- remittance advices
- deposit books

Evidence Guide

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence

- Application of organisations policy and procedures for financial transactions in regard to petty cash, invoicing and bank processes
- Accurate processing of petty cash claims and vouchers including identification of irregularities or errors
- Accurate preparing and processing of banking documents including identification of irregularities or errors
- Accurate reconciliation and payment of invoices for creditors and debtors including identification of irregularities or errors
- The recording and reporting of transactions

Underpinning Knowledge*

* At this level the learner must demonstrate basic operational knowledge in a moderate range of areas.

- The relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Understanding procedures for cash and non-cash handling
- Knowledge of organisational policies and procedures relating to petty cash, banking, security, invoicing procedures relating to debtors and creditors
- Understanding banking institution's guidelines
- Knowledge of methods and techniques for simple calculations
- Methods of presenting financial data

Evidence Guide

Underpinning Skills

- Literacy skills to read and interpret financial information; maintain records and banking documents
- Numeracy skills for checking accuracy of calculations and reconciliations of accounts
- Proofreading skills for maintaining accuracy of information
- Communication skills including reporting of irregularities and errors
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the Business Services Common Competencies for the particular AQF Level. Refer to the Key Competency Levels at the end of this unit

Key Competency Levels

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

Collect, analyse and organise information	Communicate ideas and information	Plan and organise activities	Work with others and in teams	Use mathematical ideas and techniques	Solve problems	Use technology
Level 2	Level 1	Level 1	Level 1	Level 2	Level 1	Level 1

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

1. Perform 2. Administer 3. Design

- **Collecting, analysing and organising information** – to process financial documentation
- **Communicating ideas and information** – with members of the work team
- **Planning and organising activities** – for payment of invoices etc
- **Working with teams and others** – in completing scheduled tasks
- **Using mathematical ideas and techniques** – in processing business transactions
- **Solving problems** – to identify irregularities and errors
- **Using technology** – to complete allocated tasks

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

BSBCMN208A Deliver a service to customers

Unit Descriptor This unit covers the skills and knowledge required to identify customer needs and provide a service to customers within a prescribed framework.

This unit is related to BSBCMN310A Deliver and monitor a service to customers.

Competency Field Common

Element	Performance Criteria
1. Identify customer needs	<p>1.1 Appropriate <i>interpersonal skills</i> are employed to ensure that the <i>customer's needs</i> are accurately identified</p> <p>1.2 Customer needs are assessed for urgency so that priorities for service delivery can be identified</p> <p>1.3 Customers are provided with information about available options for meeting their needs and assisted to identify their preferred option</p> <p>1.4 Personal limitations in addressing customer needs are identified and where appropriate, assistance is sought from <i>designated person</i></p>
2. Deliver service to customers	<p>2.1 Prompt customer service is provided to meet identified needs in accordance with <i>organisational requirements</i></p> <p>2.2 Appropriate rapport is established with customers to enable high quality service delivery</p> <p>2.3 <i>Customers' complaints</i> are handled sensitively and courteously in accordance with organisational requirements</p> <p>2.4 <i>Opportunities</i> to enhance the quality of <i>service and products</i> are identified and taken whenever possible</p>

Range Statement

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may include:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

Interpersonal skills may include:

- using appropriate body language
- summarising and paraphrasing to check understanding of customer's message
- providing an opportunity for the customer to confirm their request
- seeking feedback from the customer to confirm understanding of needs
- questioning to clarify and confirm the customer's needs
- listening actively to what the customer is communicating

Customers can be:

- internal or external
- other agencies
- individual members of the organisation
- individual members of the public

Customer needs may relate to:

- advice or general information
- specific information
- further information
- making an appointment
- complaints
- purchasing organisation's products and services
- returning organisation's products and services

Service and products are:

- specific to the organisation

Designated individuals and groups are:

- those with sufficient knowledge and the level of responsibility to meet customer needs

Range Statement

Organisational requirements may include:

- quality assurance and/or procedures manual
- availability of information
- pricing and discount policies
- replacement and refund policy and procedures
- payment and delivery options
- goals, objectives, plans, systems and processes
- business and performance plans
- following Occupational Health and Safety procedures for dealing with customers
- anti-discrimination and related policy
- access and equity principles and practice
- quality and continuous improvement processes and standards
- legal and organisation policy/guidelines and requirements

Customer complaints may be about:

- damaged goods or goods not delivered
- administrative errors such as incorrect invoices or prices
- warehouse or store room errors such as incorrect product delivered
- service errors
- delivery errors
- customer dissatisfaction with service quality

Opportunities for enhancing quality of service or product may include:

- procedures for delivery of goods
- system for recording complaints
- packaging procedures
- training

Evidence Guide

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence

- Accurate identification of customer needs through the use of appropriate interpersonal skills
- Treating customers in a courteous and professional manner through all stages of service procedure
- Application of organisational policy and procedures for responding to customer needs

Underpinning Knowledge*

* At this level the learner must demonstrate basic operational knowledge in a moderate range of areas.

- The relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Understanding of organisation's business structure, products and services
- Knowledge of excellent customer service strategies
- Knowledge of the organisation's policy and procedures for customer service including handling customer complaints
- Understanding customer feedback mechanisms
- Understanding the special needs of customers

Underpinning Skills

- Literacy skills to access and use workplace information
- Technology skills including the ability to select and use technology appropriate to a task
- Communication skills to identify customer needs
- Problem solving skills to deal with customer enquiries or complaints
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Evidence Guide

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the Business Services Common Competencies for the particular AQF Level. Refer to the Key Competency Levels at the end of this unit

Key Competency Levels

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

Collect, analyse and organise information	Communicate ideas and information	Plan and organise activities	Work with others and in teams	Use mathematical ideas and techniques	Solve problems	Use technology
Level 1	Level 2	Level 1	Level 1	Level 1	Level 2	Level 1

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

1. Perform 2. Administer 3. Design

- **Collecting, analysing and organising information** – to monitor and report on customer services
- **Communicating ideas and information** – with customers on products and services
- **Planning and organising activities** – to meet customer needs
- **Working with teams and others** – in completing scheduled tasks
- **Using mathematical ideas and techniques** – to determine service or product costs
- **Solving problems** – to respond to customer enquiries or complaints
- **Using technology** – to complete allocated tasks

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

BSBCMN209A Provide information to clients

Unit Descriptor

This unit covers the skills and knowledge required to greet clients and determine their needs in accordance with the organisation's requirements.

This unit is related to BSBCMN309A Recommend products and services.

Competency Field

Common

Element

Performance Criteria

- | | |
|-----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Establish contact with clients | <p>1.1 Communication with <i>clients</i> is conducted in a professional and courteous manner according to <i>organisational requirements</i></p> <p>1.2 Personal dress and presentation is maintained in line with organisational requirements</p> <p>1.3 Appropriate <i>interpersonal skills</i> are used to facilitate accurate and relevant exchange of information</p> <p>1.4 All work reflects <i>sensitivity</i> to client's specific needs and any cultural, family and individual differences</p> |
| 2. Respond to client enquiry | <p>2.1 Client <i>enquiries</i> are responded to promptly and politely and in accordance with organisational requirements</p> <p>2.2 Appropriate questioning and active listening are used to determine client needs</p> <p>2.3 Telephone calls are answered and made in accordance with organisational requirements</p> <p>2.4 Information relevant to client needs is provided in line with organisational requirements</p> <p>2.5 Enquiries outside area of responsibility/knowledge are referred to <i>nominated person/s</i> for resolution</p> <p>2.6 Additional information or follow-up action is completed in line with client needs and organisational timelines</p> |

Range Statement

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may include:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

Clients may be:

- internal or external
- other agencies
- individual members of the organisation
- individual members of the public

Organisational requirements may be included in:

- goals, objectives, plans, systems and processes
- business plans
- Occupational Health and Safety policies, procedures and programs
- legal and organisation policy/guidelines and requirements
- access and equity principles and practice
- quality and continuous improvement processes and standards
- job description
- defined resource parameters

Interpersonal skills may include:

- using appropriate body language
- summarising and paraphrasing to check understanding of client's message
- providing an opportunity for the client to confirm their request
- questioning to clarify and confirm the client's needs
- listening actively to what the client is communicating

Sensitivity may include

- respect for diversity
- understanding how other people feel

Range Statement

Responding to enquiries may include:

- arranging appointments
- information about products or services
- general information
- referrals to other colleagues/departments
- clarifying or resolving problems

Enquiries may be made through:

- face-to-face, email, fax, telephone

Nominated persons may include:

- those who have the relevant knowledge and authority to exercise the responsibility

Evidence Guide

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence

- Application of organisational requirements for responding to client enquiries and promoting products and services
- Visitors or telephone enquiries are greeted promptly and politely
- Correct and current information about the organisation's products and services is provided

Underpinning Knowledge*

* At this level the learner must demonstrate basic operational knowledge in a moderate range of areas.

- The relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Understanding of organisation's business values, structure, products and services
- Types of resources available within the organisation and how to access them
- Organisational policies and procedures relating to client service
- Organisational structure and role of the members of the organisation
- Techniques of oral and written communication
- Telephone techniques

Evidence Guide

Underpinning Skills

- Questioning and active listening skills to identify client requests
- Communication skills for conveying meaning clearly, concisely and coherently
- Client service skills in relation to giving and receiving information
- Problem solving skills to deal with client enquiries or complaints
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the Business Services Common Competencies for the particular AQF Level. Refer to the Key Competency Levels at the end of this unit

Key Competency Levels

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

Collect, analyse and organise information	Communicate ideas and information	Plan and organise activities	Work with others and in teams	Use mathematical ideas and techniques	Solve problems	Use technology
Level 1	Level 1	Level 1	Level 1	Level 1	Level 1	Level 1

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

1. Perform 2. Administer 3. Design

- **Collecting, analysing and organising information** – to monitor and report on client services
- **Communicating ideas and information** – with clients on products and services
- **Planning and organising activities** – to meet client needs
- **Working with teams and others** – in completing scheduled tasks
- **Using mathematical ideas and techniques** – to respond to client enquiry
- **Solving problems** – to respond to client enquiries or complaints
- **Using technology** – to complete allocated tasks

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

BSBCMN210A Implement improved work practices

Unit Descriptor

This unit covers the skills and knowledge to solve routine work problems, to contribute ideas for improved work practices and to participate in the implementation of changes to work practices. This unit draws on the work of the Innovative Work Skills project of the Australian National Training Authority.

This unit is related to BSBCMN312A Support innovation and change.

Competency Field

Common

Element

Performance Criteria

- | | |
|-------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Clarify ideas for communication | 1.1 Advantages, disadvantages and consequences of ideas are identified
1.2 Options are considered and discussed with colleagues
1.3 Feedback results in reflection and improvement of ideas
1.4 Methods of communicating ideas are considered |
| 2. Solve routine work problems | 2.1 Creative and responsive solutions are discussed to solve routine work problems or to improve current work practices
2.2 Solutions are reported and discussed with <i>designated persons/groups</i>
2.3 Available resources and support are accessed to assist in formulating solutions |
| 3. Participate in planning the introduction of change | 3.1 Positive contributions are made to the planning processes to improve work practices
3.2 Plans to introduce <i>change</i> are discussed with designated persons/groups
3.3 The organisational objectives and plans to introduce change are clearly understood and supported |
| 4. Support the implementation of change | 4.1 Required changes to work practices and procedures are responded to positively and promptly in accordance with <i>organisational requirements</i>
4.2 Benefits of change are promoted and endorsed both within and outside the work group
4.3 The results of implemented change are reported to the designated persons/groups
4.4 Any skill or knowledge gaps are identified and acted upon in time to support the change |

Element**Performance Criteria**

- 4.5 Contributions to alternative approaches to managing workplace issues are identified

Range Statement

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may include:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

Designated persons/groups are:

- those who have the authority to adjust plans

Change may include:

- work processes and procedures
- implementation of new work practices and/or services
- organisational restructures
- introduction of new technology
- change in work location
- new client base
- staffing changes
- job role changes
- work priorities

Organisational requirements may be included in:

- goals, objectives, plans, systems and processes
- business and performance plans
- legal and organisation policy/guidelines and requirements
- access and equity principles and practice
- ethical standards
- Occupational Health and Safety policies, procedures and programs
- quality and continuous improvement processes and standards
- defined resource parameters

Evidence Guide

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence

- Willingness to contribute ideas and discuss and modify them
- Ability to adapt to changing situations experienced in the workplace
- Accesses learning opportunities to improve performance

Underpinning Knowledge*

* At this level the learner must demonstrate basic operational knowledge in a moderate range of areas.

- The relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Knowledge of the importance of contributing to improved work practices
- Understanding the organisation's processes and procedures to plan and implement change
- Knowledge of sources of change and their impact on the organisation
- Understanding how to respond positively to new situations and/or challenges

Underpinning Skills

- Literacy skills to write simple instructions for routine tasks and reading and understanding organisational procedures
- Communication skills including active listening, questioning and clarifying, presenting and reporting new ideas; accept positive and negative feedback
- Ability to listen to the ideas and opinions of others with an open mind
- Problem solving skills to solve routine work problems
- Team work skills to work effectively with individuals and teams/groups
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Evidence Guide

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the Business Services Common Competencies for the particular AQF Level. Refer to the Key Competency Levels at the end of this unit

Key Competency Levels

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

Collect, analyse and organise information	Communicate ideas and information	Plan and organise activities	Work with others and in teams	Use mathematical ideas and techniques	Solve problems	Use technology
Level 1	Level 2	Level 2	Level 1	Level 1	Level 2	Level 1

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

1. Perform 2. Administer 3. Design

- **Collecting, analysing and organising information** – to support implementation of change
- **Communicating ideas and information** – to suggest improvements to work practices
- **Planning and organising activities** – to implement change
- **Working with teams and others** – to contribute to discussion for planning implementation of change
- **Using mathematical ideas and techniques** – to make calculations associated with implementing change
- **Solving problems** – to address difficulties arising from change
- **Using technology** – to assist in the management of information

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

BSBCMN211A Participate in workplace safety procedures

Unit Descriptor

This unit covers general Occupational Health and Safety requirements in business organisations and is essential for employees without managerial or supervisory responsibilities. The unit is based on Generic Competency A in the *National Guidelines for Integrating Occupational Health and Safety Competencies into National Industry Competency Standards* [NOHSC:7025 (1998) 2nd edition].

This unit is related to BSBCMN106A Follow workplace safety procedures and BSBCMN311A Maintain workplace safety.

Competency Field

Common

Element

Performance Criteria

- | | |
|---------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Follow workplace procedures for hazard identification and risk control | <p>1.1 <i>Hazards</i> in the work area are recognised and reported to <i>designated personnel</i> according to <i>workplace procedures</i></p> <p>1.2 Workplace procedures and work instructions for assessing and controlling risks are followed accurately</p> <p>1.3 Workplace procedures for dealing with incidents (accidents), fire and other <i>emergencies</i> are followed whenever necessary within the scope of responsibilities and competencies</p> |
| 2. Contribute to Occupational Health & Safety in the workplace | <p>2.1 Occupational Health and Safety issues are raised with designated personnel in accordance with workplace procedures and relevant Occupational Health and Safety legislation</p> <p>2.2 Contributions to <i>participative arrangements</i> for Occupational Health and Safety management in the workplace are made within organisational procedures and the scope of responsibilities and competencies</p> |

Range Statement

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may include:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

Relevant workplace procedures may include:

- hazard reporting procedures
- job procedures and safe work instructions and allocation of responsibilities
- emergency procedures
- accident and near miss reporting and recording procedures
- consultation on Occupational Health and Safety issues
- correct selection, use, storage and maintenance procedures for use of personal protective equipment (PPE)
- control of risks

Hazards identification may include:

- checking equipment or the work station and work area before work commences and during work
- workplace inspections
- on-job housekeeping checks

Range Statement

Designated personnel may include:

- supervisors
- managers
- team leaders
- designated Occupational Health and Safety officers
- health and safety representatives
- other persons authorised or nominated by the enterprise or industry to:
 - perform specified work
 - approve specified work
 - inspect specified work
 - direct specified work

Contributions may include:

- behaviour that contributes to a safe working environment
- identifying and reporting risks or hazards
- using business equipment according to guidelines
- listening to the ideas and opinions of others in the team
- sharing opinions, views, knowledge and skills

Emergencies may include:

- chemical spills
- bomb threats
- fire
- occupational violence

Participative arrangements may include:

- formal and informal health and safety meetings
- health and safety committees
- other committees, for example, consultative planning and purchasing
- meetings called by health and safety representatives
- suggestions, requests, reports and concerns put forward to management

Evidence Guide

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence

- Hazards are recognised and reported to designated personnel
- All relevant workplace procedures are accurately followed
- Hazards and risks in the workplace are communicated
- Contribute to the management of Occupational Health and Safety of the workplace at level of own responsibility

Underpinning Knowledge*

* At this level the learner must demonstrate basic operational knowledge in a moderate range of areas.

- The relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Understanding ways in which OHS is managed in the workplace including procedures for fire, emergency, accident and near miss and control of risks
- Knowledge of workplace hazards
- Knowledge of designated personnel responsible for reporting OHS concerns
- Understanding of the meaning of Occupational Health and Safety signs and symbols relevant to area of work

Underpinning Skills

- Following safe work and emergency instructions
- Communicating skills relating to OHS reporting requirements
- Consultation skills for participating in group meetings
- Literacy skills to understand workplace procedures and work instructions for identifying and reporting hazards and interpreting Occupational Health and Safety signs and symbols
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Evidence Guide

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the Business Services Common Competencies for the particular AQF Level. Refer to the Key Competency Levels at the end of this unit

Key Competency Levels

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

Collect, analyse and organise information	Communicate ideas and information	Plan and organise activities	Work with others and in teams	Use mathematical ideas and techniques	Solve problems	Use technology
Level 1	Level 1	Level 1	Level 1	Level 1	Level 1	Level 1

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

1. Perform 2. Administer 3. Design

- **Collecting, analysing and organising information** – to recognise hazards
- **Communicating ideas and information** – to raise Occupational Health and Safety issues
- **Planning and organising activities** – to organise activities in line with Occupational Health and Safety procedures
- **Working with teams and others** – to contribute to safe workplace practices
- **Using mathematical ideas and techniques** – to interpret workplace information
- **Solving problems** – to recognise and report hazards
- **Using technology** – to access workplace information

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

BSBCM212A Handle mail

Unit Descriptor

The unit is based on and equivalent to BSAINF101A and BSAINF201A (together) from BSA97 Administration Training Package (enhanced).

The unit covers receiving and distributing incoming mail, collecting and despatching outgoing mail, and organising and sending electronic mail.

This unit is related to BSBCM305A Organise workplace information.

Competency Field

Common

Element

Performance Criteria

- | | |
|--------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Receive and distribute incoming mail | <p>1.1 <i>Incoming mail is checked</i> and registered in accordance with organisational policy and procedures</p> <p>1.2 Titles and locations of company personnel and departments are identified</p> <p>1.3 Urgent and confidential mail is identified and <i>distributed</i> in accordance with organisational requirements</p> <p>1.4 Mail is <i>sorted</i> and despatched to the <i>nominated person/location</i> in accordance with organisational requirements</p> <p>1.5 <i>Damaged, suspicious or missing items</i> are recorded and/or reported in accordance with organisational policy and procedures</p> |
| 2. Receive and despatch outgoing mail | <p>2.1 Outgoing mail is collected, checked and sorted to ensure all items are <i>correctly prepared for despatch</i> in accordance with organisational policy and procedures</p> <p>2.2 Outgoing mail is <i>recorded</i> and <i>processed</i> for <i>despatch</i> in accordance with organisational requirements</p> <p>2.3 Mail is <i>despatched</i> to meet designated timelines</p> |
| 3. Organise urgent and same day deliveries | <p>3.1 Items are prepared for urgent delivery in accordance with organisational requirements and the carrier's specifications</p> <p>3.2 <i>Delivery options</i> are evaluated and the <i>best option</i> for delivery is selected</p> <p>3.3 Lodgement or pick up of emergency deliveries is organised and followed up if necessary</p> |

Element	Performance Criteria
4. Organise and send electronic mail	<p>4.1 <i>Distribution lists</i> are prepared/<i>maintained</i> in accordance with organisational requirements</p> <p>4.2 Mail message/s are <i>checked for accuracy</i> and any attachments are identified and <i>prepared</i> in accordance with organisational and service provider requirements</p> <p>4.3 Outgoing mail is recorded/stored in accordance with organisational requirements</p> <p>4.4 Mail is <i>despatched</i> to meet designated timelines</p>

Range Statement

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace may include:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

Incoming mail may include:

- paper based
- electronic (eg faxes, emails to central address)
- internal
- external
- urgent
- confidential/personal
- letters
- journals/magazines
- other correspondence

Checking mail may include:

- mail marked 'confidential', 'urgent' or 'personal'
- mail sent "express post" or registered
- mail that has been damaged
- mail that looks suspicious
- enclosures

Range Statement

Registering of mail may include:

- the date received
- the sender
- the addressee
- the subject
- the contents eg cheque
- assigning a file number
- the condition of mail item (damaged, no return address)

Delivery of urgent and confidential mail may include:

- separating and prioritising urgent mail
- immediate, hand delivery, express post, registered

Sorting mail may include:

- separating urgent mail to be distributed first
- sorting by departments
- sorting by location
- sorting by seniority of personnel
- separating internal (organisational) mail and external mail
- separating by order of importance for each individual
- separating junk mail
- sorting invoices, cheques and accounts
- adding a circulation slip

Nominated person/location may include:

- department
- individual addressee
- administrative support person

Damaged, suspicious or missing items may include:

- mail exposed to the weather (water damage from rain)
- mail roughly handled (broken contents, torn address labels)
- pilfered mail (contents may be missing, parcels slit opened)
- mail that looks unusual
- mail that makes noises
- mail that smells strange
- mail that looks like it has been interfered with (re-sealed mail)

Range Statement

Action in relation to damaged, missing or suspicious items may include:

- contacting the sender to ensure everything sent was received
- negotiating the replacement of missing or damaged items with the sender
- filling out forms for the sender's insurance company
- not touching or moving suspicious mail
- calling the supervisor or security staff immediately

Correctly preparing mail items for despatch may include:

- checking the address details and layout are correct
- checking letter and envelope are addressed to same person
- checking that the letter has been signed
- checking enclosures
- checking that the address is not obscured
- checking that the return address is included
- determining the most appropriate carrier
- ensuring the correct requirements for the chosen carrier are being followed
- preparing bulk mailouts

Mail records may include:

- electronic (specialist software, database, spreadsheet systems)
- paper based (mail book, form, file)

Processing mail for despatch may include:

- calculating and paying for postage
- registering mail
- DX mail

Records of outgoing mail may include:

- date of despatch
- sender
- sender's department
- addressee/organisation
- appropriate carrier (courier, normal mail, express post)
- reference number
- receipts attached where appropriate

Delivery options may include:

- express mail
- overnight bag
- courier

Range Statement

Best option may be determined by:

- cost
- time constraints
- delivery location
- nature of contents (bulky, fragile, confidential)
- quantity of delivery items

Distribution lists may include:

- electronic address books
- database or spreadsheet records
- wordprocessing tables or data files

Maintenance of distribution lists may include:

- deleting records
- adding new records
- updating records or deleting returned mail addressees

Checking electronic mail for accuracy may include:

- spelling
- grammar
- punctuation
- intended meaning

Preparing attachments may include:

- checking that the file size will negotiate the Internet Service Provider gateway
- separating large documents into a number of files
- compressing files
- preparing self-executable files

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence

- Integrated demonstration of all elements of competency and their performance criteria
- Knowledge of the organisation's policies and procedures relating to mail and electronic mail
- Justification for choice of carrier for urgent and same day deliveries
- Knowledge of carriers' requirements (eg postal and courier)

Underpinning Knowledge*

* At this level the learner must demonstrate basic operational knowledge in a moderate range of areas.

- The relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Organisational structure
- Titles, roles and locations of the organisation's personnel
- Range of mail services available
- Procedural requirements for receiving/despaching and prioritising correspondence
- Organisational policies and procedures that are specific to handling electronic mail

Underpinning Skills

- Literacy skills to keep records, check accuracy of written material and follow policies and procedures
- Numeracy skills for checking weights and addresses, sorting and collating and estimating time for mail despatches and bulk mailouts
- Communication skills to receive instructions of several steps to complete task, give information to others and consult with or question supervisor and peers to clarify information
- Computer/technology skills related to using electronic mail
- Problem solving eg choosing appropriate delivery method for urgent documents
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Evidence Guide

Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the Business Services Common Competencies for the particular AQF Level. Refer to the Key Competency Levels at the end of this unit

Key Competency Levels

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

Collect, analyse and organise information	Communicate ideas and information	Plan and organise activities	Work with others and in teams	Use mathematical ideas and techniques	Solve problems	Use technology
Level 1	Level 1	Level 1	Level 1	Level 1	Level 1	Level 1

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

1. Perform 2. Administer 3. Design

- **Collecting, analysing and organising information** – to deal with incoming and outgoing mail
- **Communicating ideas and information** – when organising couriers or other carriers
- **Planning and organising activities** – to organise bulk mail despatch either electronically or paper-based
- **Working with teams and others** – to collect and distribute mail
- **Using mathematical ideas and techniques** – to estimate time and resources needed for bulk mailing
- **Solving problems** – to identify the most appropriate and cost efficient option for urgent delivery
- **Using technology** – to record incoming and outgoing mail if required

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

BSBCM213A Produce simple wordprocessed documents

Unit Descriptor

This unit covers preparation and production of short routine letters, notes, memos and records using word processing software.

This unit is related to BSBCM107A Operate a personal computer, BSBCM108A Develop keyboard skills and BSBCM306A Produce business documents.

Competency Field

Common

Element

Performance Criteria

- | | |
|----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Use safe work practices | <ul style="list-style-type: none"> 1.1 Workspace, furniture and equipment are adjusted to suit the <i>ergonomic requirements</i> of the user 1.2 <i>Work organisation</i> meets organisational and Occupational Health and Safety requirements for computer operation 1.3 Energy and resource <i>conservation techniques</i> are used to minimise wastage in accordance with organisational and statutory requirements |
| 2. Confirm document requirements | <ul style="list-style-type: none"> 2.1 Document purpose, audience and presentation requirements are clarified with relevant personnel in accordance with organisational policy and procedures 2.2 Organisational requirements in relation to <i>document</i> style, storage and security requirements are identified |
| 3. Produce documents | <ul style="list-style-type: none"> 3.1 Text is entered, checked and amended in accordance with organisational and task requirements 3.2 <i>Software functions</i> are utilised for consistency of design and layout and document is <i>formatted</i> in accordance with organisational style and presentation requirements 3.3 Manuals, user documentation and on-line help are used to overcome problems with document presentation and production 3.4 Mailable document is previewed, adjusted and printed in accordance with organisational and task requirements 3.5 Documents are prepared within designated timelines, organisational requirements and Australian standards for speed and accuracy 3.6 Document is named and stored, in accordance with organisational requirements and the application exited without information loss/damage |

Range Statement

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace may include:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

Organisational policy and procedures may include:

- log-on procedures
- password protection
- storage / location of data
- standard formats
- author's instructions
- use of templates

Ergonomic requirements may include:

- workstation height and layout
- chair height, seat and back adjustment
- footrest
- screen position
- keyboard and mouse position
- document holder
- posture
- avoiding radiation from computer screens
- lighting
- noise minimisation

Work organisation may include:

- mix of repetitive and other activities
- rest periods
- exercise breaks

Conservation techniques may include:

- double-sided paper use
- re-used paper for rough drafts (observing confidentiality requirements)
- disposing of non-confidential waste paper in recycling bins
- utilising power-save options for equipment

Range Statement

Documents may include:

- memos
- faxes
- letters
- standard form letters
- labels
- envelopes
- agendas
- minutes
- briefing papers
- short reports
- simple one-page flyers

Software functions may include:

- default settings
- page setup
- paragraph formatting
- text formatting
- tabs
- line spacing
- page numbers
- headers/footers
- spell check
- grammar check
- indent
- document protection

Formatting may include:

- page orientation
- margins
- company logo / letterhead
- columns
- enhancements to text – colour, size, orientation
- enhancements to format – borders, patterns and colours
- alignment on page
- headers/footers

Designated timelines may include:

- timeline agreed with supervisor/person requiring document/s
- timeline agreed with internal/external client
- organisation timeline eg deadline requirements

Range Statement

Printing may include:

- printer setup whole document
- specified pages
- odd or even pages
- multiple copies

Naming and storage of documents may include:

- file names which are easily identifiable in relation to the content
- file/directory names which identify the operator, author, section, date etc
- file names according to organisational procedure eg numbers rather than names
- storage in folders / sub-folders
- storage on hard/floppy disk drives, CD ROM, tape backup
- organisation policy for backing up files
- organisation policy for filing hard copies of documents
- filing locations
- security
- authorised access

Checking may include:

- proofreading
- accuracy of information
- spelling, electronically and manually
- grammar
- consistency of layout
- ensuring instructions with regard to content and format have been followed

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence

- Integrated demonstration of all elements of competency and their performance criteria
- Knowledge of simple word processing functions
- Knowledge of standard document layout
- Knowledge of simple document design principles
- Knowledge of organisational requirements for simple wordprocessed documents

Underpinning Knowledge*

* At this level the learner must demonstrate basic operational knowledge in a moderate range of areas.

- The relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Knowledge of the purposes of and the uses and function of wordprocessing software.
- Organisational requirements for ergonomics, work periods and breaks, and conservation techniques.
- Formatting styles and rules of the organisation's style guide
- Effect of formatting on readability and appearance of documents

Underpinning Skills

- Keyboarding and technology skills
- Literacy skills for reading and understanding the organisation's procedures; using basic models to produce a range of correspondence; using page layout to support text structure
- Proofreading and editing skills for checking own work and re-reading for accuracy against original
- Communication including questioning and clarifying
- Problem solving skills to solve routine problems
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Evidence Guide

Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace. These may include:

- workplace reference materials such as style guides
- computer equipment with wordprocessing software
- English dictionary

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the Business Services Common Competencies for the particular AQF Level. Refer to the Key Competency Levels at the end of this unit

Key Competency Levels

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

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

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

1. Perform 2. Administer 3. Design

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

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

BSBCMN214A Create and use simple spreadsheets

Unit Descriptor This unit covers creating and using simple spreadsheets and charts through the use of spreadsheet software.

This unit is related to BSBCMN107A Operate a personal computer and BSBCMN108A Develop keyboard skills.

Competency Field Common

Element	Performance Criteria
1. Use safe work practices	<p>1.1 Workspace, furniture and equipment are adjusted to suit the <i>ergonomic requirements</i> of the user</p> <p>1.2 <i>Work organisation</i> meets organisational and statutory requirements for computer operation</p> <p>1.3 Energy and resource <i>conservation techniques</i> are used to minimise wastage in accordance with organisational and statutory requirements</p>
2. Create simple spreadsheets	<p>2.1 Organisational and task requirements in relation to data entry, storage, output and presentation requirements are identified</p> <p>2.2 Spreadsheet utilises <i>routine software functions</i> and <i>simple formulae</i> to meet identified requirements</p> <p>2.3 Spreadsheet layout enables efficient data input and presentation</p> <p>2.4 Spreadsheet is <i>formatted</i> in accordance with organisational style and presentation requirements</p> <p>2.5 Formulae are tested to confirm output meets task requirements</p> <p>2.6 Adjustments are made as required</p> <p>2.7 Supervisor is consulted to confirm final formulae</p>
3. Produce spreadsheets	<p>3.1 <i>Data</i> is entered, <i>checked</i> and amended in accordance with organisational and task requirements</p> <p>3.2 Data input meets <i>designated timelines</i> and organisational requirements for speed and accuracy</p> <p>3.3 Manuals, user documentation and on-line help are used to overcome problems with spreadsheet design and production</p> <p>3.4 Spreadsheet is previewed, adjusted and <i>printed</i> in accordance with organisational and task requirements</p> <p>3.5 Spreadsheet is <i>named and stored</i>, in accordance with organisational requirements and the application exited without data loss/damage</p>

Element	Performance Criteria
4. Produce simple charts	<p>4.1 Organisational and task requirements are determined in relation to the <i>type of chart</i> and <i>chart features</i> to be included</p> <p>4.2 Choice and design of chart enables valid representation of numerical data and meets organisational and task requirements</p> <p>4.3 Chart is previewed, adjusted and printed in accordance with organisational and task requirements</p>

Range Statement

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace may include:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

Organisational policy and procedures may include:

- log-on procedures
- password protection
- storage / location of data
- standard formats
- author's instructions
- use of templates

Ergonomic requirements may include:

- workstation height and layout
- chair height, seat and back adjustment
- footrest
- screen position
- keyboard and mouse position
- document holder
- posture
- avoiding radiation from computer screens
- lighting
- noise minimisation

Range Statement

Work organisation may include:

- mix of repetitive and other activities
- rest periods
- exercise breaks

Conservation techniques may include:

- double-sided paper use
- re-used paper for rough drafts (observing confidentiality requirements)
- recycling used and shredded paper
- utilising power-save options for equipment

Routine software functions may include:

- formatting text
- formatting cells
- adding/deleting columns/rows
- sizing columns/rows
- headers/footers

Simple formulae may include:

- maximum
- minimum
- average
- sum
- subtraction
- multiplication
- division
- combinations of above

Formatting may include:

- enhancements to text
- enhancements to format – borders, patterns and colours
- alignment on page
- headers/footers
- use of absolute and relative cell addresses
- efficiency of formulae
- use of cell addresses in formulae

Data may include:

- numbers
- text

Range Statement

Checking may include:

- proofreading
- accuracy of data
- spelling, electronically and manually
- accuracy of formulae with calculator
- ensuring instructions with regard to content and format have been followed

Designated timelines may include:

- timeline agreed with supervisor/person requiring spreadsheet
- timeline agreed with internal/external client
- organisation timeline eg financial requirements

Printing may include:

- with values
- with formulae
- to fit specific number of pages
- to fit on one page

Storage of data may include:

- storage in electronic folders / sub-folders
- storage on hard/floppy disk drives, CD ROM, tape backup
- organisation policy for backing up files
- organisation policy for filing hard copies of spreadsheets
- filing locations
- security
- authorised access

Chart types may include:

- column
- stacked, 3-D column
- bar
- stacked / multiple bar
- line
- pie and 3-D pie
- exploded pie
- scatter / bubble
- area

Range Statement

- Chart features may include:**
- data labels
 - axis title
 - chart title
 - legend
 - gridlines
 - axes
 - data tables
 - colours
 - patterns
 - lines
 - fills
 - borders

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

- Critical Aspects of Evidence**
- Integrated demonstration of all elements of competency and their performance criteria
 - Design appropriate to type and use of spreadsheet
 - Use of cell-based formulae

Underpinning Knowledge*

* At this level the learner must demonstrate basic operational knowledge in a moderate range of areas.

- The relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Knowledge of the purpose and ranges of uses of spreadsheet's functions
- Organisational requirements for ergonomic standards, work periods and breaks, and conservations techniques
- Organisational guidelines on spreadsheet manipulation and processing
- Format of workplace documents

Evidence Guide

Underpinning Skills

- Computer literacy
- Keyboarding skills
- Literacy skills in relation to spelling correctly
- Numeracy skills in relation to creating and using spreadsheet formulae
- Communication skills to interpret instructions
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

- The learner and trainer should have access to appropriate documentation and resources normally used in the workplace
- These may include:
 - workplace reference materials such as style guides
 - computer equipment with spreadsheet software
 - English dictionary

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations:

Eg dealing with different office requirements, different types of data, different types of spreadsheets and over a period of time to ensure that situational variables are consistently achieved

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the Business Services Common Competencies for the particular AQF Level. Refer to the Key Competency Levels at the end of this unit

Key Competency Levels

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

Collect, analyse and organise information	Communicate ideas and information	Plan and organise activities	Work with others and in teams	Use mathematical ideas and techniques	Solve problems	Use technology
Level 1	Level 1	Level 1	Level 1	Level 2	Level 2	Level 2

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

1. Perform 2. Administer 3. Design

- **Collecting, analysing and organising information** – to determine the most appropriate spreadsheet format
- **Communicating ideas and information** – through the production of an effective spreadsheet
- **Planning and organising activities** – to determine formulae and input data
- **Working with teams and others** – to determine spreadsheet and printing requirements
- **Using mathematical ideas and techniques** – while using formulae in the spreadsheet
- **Solving problems** – using manuals and on-line help
- **Using technology** – to create and use spreadsheets

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

BSBCM215A Participate in environmental work practices

Unit Descriptor

This unit covers the identification and application of environmental policies and procedures in the workplace. Those who work under instruction but are not generally responsible for others would be advised to undertake this unit.

This unit is related to BSBCM313A Maintain environmental procedures. Consider co-assessment with BSBCM211A Participate in workplace safety procedures.

Competency Field

Common

Element

Performance Criteria

- | | |
|-------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Follow workplace procedures for environmental work practices | 1.1 <i>Workplace procedures and work instructions</i> for work practices with potential environmental impacts are recognised and followed accurately
1.2 <i>Environmental hazards</i> in the workplace are recognised and reported to designated personnel according to workplace procedures
1.3 Changes to work practices and procedures are responded to positively and promptly in accordance with organisational requirements |
| 2. Participate in the improvement of environmental work practices | 2.1 <i>Environmental issues</i> are raised with designated personnel in line with workplace policies and practices
2.2 <i>Suggestions</i> are made for improvements to workplace practices where applicable |
| 3. Maintain environmental records | 3.1 Environmental records are maintained as required according to organisational policies and procedures |

Range Statement

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may include:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

Knowledge of legislation, codes, national standards, industry codes of practice and workplace policies and procedures must:

- be strictly relevant to the particular workplace role and is not intended to include detailed technical aspects of environmental science and
- details of legislation must be directly relevant to the workplace role, and would normally be delivered as a general awareness issue rather than a major part of the competencies
- be consistent with the concept that people at this level work under supervision and according to workplace procedures

N.B. at AQF 2

- There is an expectation that a person will be able to recognise, that environmental policies, hazards and risks exist and respond as required. There is no requirement for a wide ranging knowledge of environmental issues or policies

Workplace procedures and work instructions may include:

- procedures for hazard and risk identification and for avoiding or minimising environmental risks
- signs e.g. toxic or hazardous chemicals
- procedures to be followed if spills or accidents occur
- written or verbal procedures and instructions
- hazard and incident reporting procedures
- environmental reporting procedures where applicable

Environmental hazards or risks may include but are not restricted to:

- spills, leaks, pollution
- planned and unplanned emissions
- accidents

Designated personnel may include:

- people who are responsible for work area
- or who may be assigned to act as a mentor/trainer to a person under instruction

Range Statement

Environmental issues may include:

- environmentally sustainable work practices
- reduction of waste
- minimisation of environmental risks and maximisation of opportunities to improve business environmental performance and to promote more efficient consumption of natural resources

Suggestions may include ideas that help to:

- prevent and minimise risks and maximise opportunities
- reduce waste
- reduce use of non-renewable resources
- make more efficient use of resources
- improve environmental performance

Some workplace approaches to environmental policies or procedures could include:

- preventing and minimising the production of pollution (eg discharges to air, land and water, hazardous waste)
- improving housekeeping (eg using a broom instead of a hose, using old rags for cleaning instead of toxic cleaners or water)
- substituting materials (eg replacing toxic solvent based coatings with water based ones)
- changing processes (eg mechanical cleaning, re-design products to use materials more efficiently)

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence

- Evidence must be provided of the ability to follow workplace procedures according to instructions given, to recognise hazards, and report to designated personnel as instructed and to participate in the improvement of environmental work practices at own level of responsibility
- N.B. Particular note must be taken that evidence must be strictly relevant to the particular workplace role and is not intended to include detailed technical aspects of environmental science

Evidence Guide

Underpinning Knowledge*

* At this level the learner must demonstrate basic operational knowledge in a moderate range of areas.

- Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Required knowledge is to be limited to that which is sufficient to perform the particular workplace competency and is intended to promote environmental awareness rather than technical environment competencies
- Knowledge of environmental hazards/risks associated with own workplace
- Relevant environmental systems and procedures for own work area
- Reporting procedures

Underpinning Skills

- Ability to recognise procedures, follow instructions and respond to change
- Communications skills to enable questions and clarifications relating to work requirements
- Literacy skills to interpret workplace information
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Evidence Guide

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the Business Services Common Competencies for the particular AQF Level. Refer to the Key Competency Levels at the end of this unit

Key Competency Levels

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

Collect, analyse and organise information	Communicate ideas and information	Plan and organise activities	Work with others and in teams	Use mathematical ideas and techniques	Solve problems	Use technology
Level 1	Level 1	Level 1	Level 1	Level 1	Level 1	Level 1

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

1. Perform 2. Administer 3. Design

- **Collecting, analysing and organising information** – to recognise hazards and opportunities
- **Communicating ideas and information** – to raise environmental issues and report as required
- **Planning and organising activities** – to participate in workplace procedures
- **Working with teams and others** – to contribute to responsible workplace practices
- **Using mathematical ideas and techniques** – to interpret workplace information
- **Solving problems** – to recognise and report risks/hazards
- **Using technology** – to access workplace information

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

BSBCMN216A Create customer relationship

Unit Descriptor

This unit specifies the outcomes required to deal with customer relationships at an introductory operational level. It covers the knowledge and skills required when meeting and greeting customers to create a positive impression and to establish rapport with the customer.

Competency Field

Common

Domain

Customer service

Application of the Competency

This competency applies to any initial customer encounter, which may be the only encounter in some settings (for example, retail) or could be part of repeated encounters.

It applies to a worker who has regular contact with customers, internal or external, and is providing routine, well-defined services/products to the customer; or who is a production worker providing a limited range of services/products to internal customers. These workers are expected to apply organisational procedures for dealing with customers and product knowledge.

The customer service units are based on the GCS01 Customer Service Generic Guideline Competencies, one of the sets of guideline competencies developed by ANTA.

Element

Elements define the critical outcomes of a unit of competency.

Performance Criteria

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Italicised terms are elaborated in the Range Statement.

1. Establish contact with customers

- 1.1 *Customers* are acknowledged and greeted courteously and politely according to enterprise policies and procedures
- 1.2 *Communications* with customers are clear, concise and courteous
- 1.3 *Appropriate communication channels* are used
- 1.4 Rapport/relationship with customer is established and a genuine interest in customer needs/requirements is expressed
- 1.5 Effective service environment is created through verbal and non-verbal presentation *according to organisational standards, policies and procedures*

2. Present a positive organisational image

- 2.1 Information is provided to the public and other actions taken to maintain the organisation's image and accountability

- 2.2 Professional ethics are maintained to enhance customer commitment and to build return customer base
- 3. Maintain personal presentation standards**
- 3.1 Self-confidence and appropriate communication are used to project a good image of the organisation
- 3.2 Impact of presentation on different types of customers is considered and made according to organisational policies
- 3.3 Specific presentation and representation requirements for particular work functions are satisfied according to organisational requirements

Range Statement

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. Some specific aspects which require elaboration are identified by the use of italics in the Performance Criteria.

Legislation, codes and national standards relevant to the workplace may include:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety and environmental issues, equal opportunity, industrial relations, anti-discrimination, privacy and consumer law
- relevant industry codes of practice

Customers may include:

- internal or external customers
- customers with routine or special requests
- regular and new customers
- people from a range of social, cultural or ethnic backgrounds
- people with varying physical and mental abilities
- people who may be unwell, drug affected or emotionally distressed

Communications may include:

- using active listening techniques
- using open and/or closed questions
- speaking clearly and concisely
- using appropriate language and tone of voice
- giving customers full attention
- maintaining eye-contact (for face-to-face interactions), except where eye contact may be culturally inappropriate
- using non-verbal communication e.g. body language, personal presentation (for face-to-face interactions)

Appropriate communication channels may include:

- using clear written information/communication
- face-to-face interactions
- answering the telephone
- interactions with team members

Organisational standards, policies and procedures may include:

- dress/uniform code
- organisational image
- code of ethics
- staff appearance and presentation
- quality systems, standards and guidelines

Evidence Guide

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of the assessment requirements followed by identification of specific aspects of evidence that will need to be addressed in determining competence. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

Assessment must reflect the endorsed Assessment Guidelines of the parent Training Package.

Overview of Assessment Requirements

A person who demonstrates competence in this standard must be able to provide evidence of the ability to meet and greet customers to create a positive impression and to establish rapport with them. They must also be able to identify the need(s) required by the customer and to:

- deliver that service to standard and in an appropriate time frame, or
- recommend an acceptable alternative to the customer, or
- explain to the customer why the need(s) cannot be met and any further actions which will be taken in a manner which is acceptable to the customer.

Specific Evidence Requirements

Required knowledge and understanding include:

- relevant legislation, regulations, standards and codes from all levels of government that affect business operation and customer relations, especially in regard to:
 - occupational health and safety and environmental issues
 - equal opportunity, anti-discrimination and diversity
 - industrial relations and consumer relations
 - privacy
- relevant product knowledge and organisation presentation standards
- an understanding and application of:

- the importance of customer service
- the importance of good communication
- the individual's role in delivering customer service

Required skills and attributes include:

- ability to relate to people from a range of social, cultural and ethnic backgrounds, and physical and mental abilities
- language, literacy and numeracy requirements:
 - language skills which allow for adequate communication with the customer
 - literacy skills to the level required to acquire the required product knowledge
 - numeracy skills to the level required to interpret the customer requirements and meet their needs

Key competencies or generic skills relevant to this unit

The seven key competencies represent generic skills considered essential for effective work participation. Innovation skills represent a further area of generic competence. The bracketed numbering indicates the performance level required in this unit:

Level (1) represents the competence to undertake tasks effectively

Level (2) represents the competence to manage tasks

Level (3) represents the competence to use concepts for evaluating and reshaping tasks

The bulleted points provide examples of how the key competencies can be applied for this unit.

Communicating ideas and information (1)

- establishing contact with customers
- communicating information to customers

Collecting, analysing and organising information (1)

- recording customer information where required

Planning and organising activities (1)

- following-up problems or delays

Working in a team (1)

- working with team members to promote customer relationships

Using mathematical ideas and techniques (1)

- producing customers records

Solving problems (1)

- reducing problems and delays

Using technology (1)

- recording customer information where required

Innovation skills (1)

- improving customer relationships

Products that could be used as evidence include:

- customer satisfaction surveys
- diaries or journals

- evidence from role-plays
 - reports from customers, colleagues or supervisors
- Processes that could be used as evidence include**
- completed written materials including customer record forms
 - direct observation of work performance
 - customer satisfaction survey reports
- Resource implications for assessment include:**
- where questions, case studies/scenarios form part of the assessment, a bank of relevant material will be required
 - access to workplace documents
 - access to opportunities to observe the individual in the workplace or in small group discussions and presentations
- Validity and sufficiency of evidence requires:**
- that where assessment is part of a learning experience, evidence will need to be collected over a period of time, involving both formative and summative assessment
 - at least two examples of the candidate applying communication skills to receive and record customer feedback
- Integrated competency assessment means:**
- that, where practical, this unit should be assessed in an integrated fashion with other appropriate units
 - that this unit is essentially skills-based and it is expected that assessment will be largely practical (that is, workplace-based or by simulation) in nature, supported by questioning to assess product knowledge
 - that practical assessment will frequently be in the workplace or a suitable similar environment. Access to such an environment will be required. Questioning may occur in the work environment, or another suitable room such as an office, classroom or lunchroom

BSBCMN217A Process customer feedback

Unit Descriptor	This unit specifies the outcomes required to deal with customer feedback at an introductory operational level.
Competency Field	<i>Common</i>
Domain	<i>Customer service</i>
Application of the Competency	<p>This unit covers the knowledge and skills required when receiving feedback from customers, generally within a single customer encounter. Feedback may be either positive or negative, or a combination of both. When handled appropriately, it could contribute to the development and maintenance of a long-term, productive relationship with customers.</p> <p>This standard applies to a worker who has regular contact with customers, internal or external, and is providing routine, well-defined services/products to the customer; or who is a production worker providing a limited range of services/products to internal customers. These workers are expected to know and be able to apply organisational procedures for dealing with customers and product knowledge.</p> <p>The customer service units are based on the GCS01 Customer Service Generic Guideline Competencies, one of the sets of guideline competencies developed by ANTA.</p>

Element

Performance Criteria

Elements define the critical outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. *Italicised* terms are elaborated in the Range Statement.

- | | |
|------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Handle customer feedback | <p>1.1 <i>Customer</i> feedback is promptly recognised</p> <p>1.2 <i>Customer feedback</i> is handled positively, sensitively and politely through <i>effective communication</i></p> <p>1.3 Information regarding problems and delays is promptly communicated to customers and followed up within an appropriate timeframe as necessary</p> |
| 2. Record customer feedback | <p>2.1 Description of communication between customers and the organisation is completed accurately and in simple language</p> <p>2.2 Any further <i>records</i> required to support feedback are prepared, monitored and stored according to <i>organisational standards, policies and procedures</i></p> |

3. Direct customers with unmet needs

- 3.1 Unmet customer needs are identified
- 3.2 The suitability of other products/services is discussed with the customer to minimise potential loss in areas of products/services
- 3.3 Recommendations and referrals are undertaken within the scope of the area of responsibility according to organisational policies and procedures
- 3.4 The customer is supported to make contact with other services according to organisational policies and procedures
- 3.5 All advice to customers about available services is consistent with the current relevant legislative and statutory framework

Range Statement

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. Some specific aspects which require elaboration are identified by the use of italics in the Performance Criteria.

Legislation, codes and national standards relevant to the workplace may include:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety and environmental issues, equal opportunity, industrial relations, anti-discrimination, privacy and consumer law
- relevant industry codes of practice

Customers may include:

- internal or external customers
- customers with routine or special requests
- regular and new customers
- people from a range of social, cultural or ethnic backgrounds
- people with varying physical and mental abilities
- people who may be unwell, drug affected or emotionally distressed

Customer feedback may be:

- positive, for example compliments, appreciations
- negative, for example formal or informal complaints

Effective communication includes:

- using active listening techniques
- using open and/or closed questions
- speaking clearly and concisely
- using appropriate language and tone of voice
- giving customers full attention

- maintaining eye-contact (for face-to-face interactions), except where eye contact may be culturally inappropriate
- using non-verbal communication e.g. body language, personal presentation (for face-to-face interactions)
- using clear written information/communication

Records may include:

- written records
- taped records
- simple computer based systems

Organisational standards, policies and procedures may include:

- procedural and policy manuals
- organisational standard report forms
- job descriptions
- code of ethics
- quality systems, standards and guidelines

Evidence Guide

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of the assessment requirements followed by identification of specific aspects of evidence that will need to be addressed in determining competence. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

Assessment must reflect the endorsed Assessment Guidelines of the parent Training Package.

Overview of Assessment Requirements

A person who demonstrates competence in this standard must be able to provide evidence that they have applied communication skills effectively in a range of customer situations and demonstrated the ability to:

- identify the customer feedback being given, and
- receive and process that feedback to a standard and in an appropriate timeframe, or
- recommend an acceptable alternative to the customer.

Specific Evidence Requirements

Required knowledge and understanding include:

- relevant legislation, regulations, standards and codes from all levels of government that affect business operation and customer relations, especially in regard to:
 - occupational health and safety and environmental issues
 - equal opportunity, anti-discrimination and diversity
 - industrial relations and consumer relations
 - privacy
- relevant product knowledge and organisation presentation standards

-
- an understanding and application of:
 - the importance of customer feedback
 - the importance of good communication
 - the individual's role in delivering customer feedback
- Required skills and attributes include:**
- ability to relate to people from a range of social, cultural and ethnic backgrounds, and physical and mental abilities
 - language, literacy and numeracy requirements:
 - language skills which allow for adequate communication with the customer
 - literacy skills to the level required to record feedback
 - numeracy skills to the level required to interpret the customer requirements and meet their needs

Key competencies or generic skills relevant to this unit

The seven key competencies represent generic skills considered essential for effective work participation. Innovation skills represent a further area of generic competence. The bracketed numbering indicates the performance level required in this unit:

Level (1) represents the competence to undertake tasks effectively

Level (2) represents the competence to manage tasks

Level (3) represents the competence to use concepts for evaluating and reshaping tasks

The bulleted points provide examples of how the key competencies can be applied for this unit.

Communicating ideas and information (1)

- receiving and recording customer feedback
- communicating information to customers

Collecting, analysing and organising information (1)

- recording customer feedback
- recording customer information including problems and delays

Planning and organising activities (1)

- following-up problems or delays

Working in a team (1)

- working with team members to promote customer relationships

Using mathematical ideas and techniques (1)

- producing customers records

Solving problems (1)

- reducing problems and delays

Using technology (1)

- recording customer service information

Innovation skills (1)

- improving customers relationships

- developing opportunities to provide appropriate responses to unmet needs
- Products that could be used as evidence include:**
- customer satisfaction surveys
 - diaries or journals
 - evidence from role-plays
 - reports from customers, colleagues or supervisors
- Processes that could be used as evidence include:**
- completed written materials including customer record forms
 - direct observation of work performance
 - customer satisfaction survey reports
- Resource implications for assessment include:**
- where questions, case studies/scenarios form part of the assessment, a bank of relevant material will be required
 - access to workplace documents
 - access to opportunities to observe the individual in the workplace or in small group discussions and presentations
- Validity and sufficiency of evidence requires:**
- that where assessment is part of a learning experience, evidence will need to be collected over a period of time, involving both formative and summative assessment
 - at least two examples of the candidate applying communication skills to receive and record customer feedback
- Integrated competency assessment means:**
- that, where practical, this unit should be assessed in an integrated fashion with other appropriate units
 - that this unit is essentially skills-based and it is expected that assessment will be largely practical (that is, workplace-based or by simulation) in nature, supported by questioning to assess product knowledge
 - that practical assessment will frequently be in the workplace or a suitable similar environment. Access to such an environment will be required. Questioning may occur in the work environment, or another suitable room such as an office, classroom or lunchroom

BSBCMN218A**Apply basic first aid****Unit Descriptor**

This unit specifies the outcomes required to recognise and respond to an emergency using basic life support measures.

Competency Field

Common

Domain

First aid

Application of the Competency

This unit covers the application of skills and knowledge in an emergency in the workplace. It is about assessing the situation, applying basic first aid techniques and communicating details of the incident.

The first aider is not expected to deal with complex casualties or incidents, but to provide an initial response where first aid is provided until paramedics, ambulance, medical staff or more advanced first aid is/are available. In this unit it is assumed the first aider is working under supervision and/or according to established workplace first aid procedures and policies.

The application of more advanced first aid is addressed in the unit BSBCMN319A Apply advanced first aid.

These first aid units are based on the (GFA1A) national guidelines for integrating first aid competencies into industry competency standards. The ANTA guideline competencies approach allows for flexibility of use and promotes effective and efficient importation by other training package developers.

Element**Performance Criteria**

Elements define the critical outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. *Italicised* terms are elaborated in the Range Statement.

1. Assess the situation

- 1.1 *Physical hazards* to own and others' health and safety are identified
- 1.2 Immediate *risk* to self and health and safety of the casualty are minimised by controlling the hazard in accordance with OHS requirements
- 1.3 *Casualty's vital signs and physical condition* are assessed in accordance with workplace procedures

2. Apply basic first aid techniques

- 2.1 *First aid management* is provided in accordance with established first aid procedures and available *medications, resources and equipment*
- 2.2 Casualty is reassured in a caring and calm manner and made comfortable using available resources
- 2.3 First aid assistance is sought from others in a timely manner and as appropriate

- 2.4 Casualty's condition is monitored and responded to in accordance with effective *first aid principles* and workplace procedures
 - 2.5 Details of casualty's physical condition, changes in conditions, management and response to management are accurately recorded in line with organisational procedures
 - 2.6 Casualty management is finalised according to casualty's needs and first aid principles
- 3. Communicate details of the incident**
- 3.1 Appropriate medical assistance is requested using relevant communication media and equipment
 - 3.2 Details of casualty's condition and management activities are accurately conveyed to emergency services or relieving personnel
 - 3.3 Reports to supervisors are prepared in a timely manner, presenting all relevant facts according to established company procedures

Range Statement

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the Performance Criteria.

Legislation, codes and national standards relevant to the workplace which may include:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

Physical hazards may include:

- workplace hazards
- environmental hazards
- proximity of other people
- hazards associated with the casualty management processes

Risk may include:

- worksite equipment, machinery and substances
- environmental risks
- bodily fluids
- risk of further injury to the casualty
- risks associated with the proximity of other workers and bystanders

Casualty's vital signs and physical condition are managed for:

- abdominal injuries
- allergic reactions
- bleeding
- burns – thermal, chemical, friction, electrical
- cardiac conditions
- chemical contamination
- cold injuries
- crush injuries
- dislocations
- drowning
- envenomation – snake, spider, insect and marine bites
- environmental conditions such as hypothermia, dehydration, heat stroke
- epilepsy, diabetes, asthma and other medical conditions
- eye injuries
- fractures
- head injuries
- minor skin injuries
- neck and spinal injuries
- needle stick injuries
- poisoning and toxic substances
- respiratory management of asthma and/or choking
- shock
- smoke inhalation
- soft tissue injuries, including sprains, strains, dislocations
- substance abuse, including drugs
- unconsciousness, including not breathing/no pulse

First aid management will need to account for:

- location and nature of the workplace
- environmental conditions e.g. electrical access/threats, biological risks, weather, motor vehicle accidents
- location of emergency services personnel
- use and availability of first aid equipment and resources
- infection control
- cultural and language mix of the workplace and need for interpreters to assist communication

Medications may include:

- asthma aerosol bronchodilators (casualty's own or from first aid kit in accordance with state and territory legislation)
- adrenaline (for severe allergic reactions subject to casualty's own regime)

Resources and equipment are used appropriate to the risk and may include:

- defibrillation units
- pressure bandages
- thermometers
- first aid kit
- eyewash
- thermal blankets
- pocket face masks
- rubber gloves
- dressings
- spacer device
- cervical collars

First aid principles include:

- checking the site for danger to self, casualty and others and minimising the danger
- checking and maintaining the casualty's airway, breathing and circulation

Evidence Guide

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of the assessment requirements followed by identification of specific aspects of evidence that will need to be addressed in determining competence. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

Assessment must reflect the endorsed Assessment Guidelines of the parent Training Package.

Overview of Assessment Requirements

A person who demonstrates competence in this unit must be able to provide evidence that knowledge and skills have been applied to the provision of basic first aid in an emergency situation over a variety of situations.

As the opportunities to apply first aid in real situations in the workplace may be limited, assessment of competence will usually involve the use of simulations, hypotheticals, scenarios and case studies.

Specific Evidence Requirements

Required knowledge and understanding include:

- basic anatomy and physiology
- company standard operating procedures (SOPs)
- dealing with confidentiality
- knowledge of the first aiders' skills and limitations

Required skills and attributes include:

- occupational health and safety (OHS) legislation and regulations
- how to gain access to and interpret material safety data sheets (MSDSs)
- Duty of care
- infection control
- legal requirements
- ability to relate to people from a range of social, cultural and ethnic backgrounds, and physical and mental abilities
- resuscitation
- demonstration of first aid casualty management principles: assessing and minimising danger, maintaining the casualty's airway, breathing and circulation
- safe manual handling of casualty
- consideration of the welfare of the casualty
- report preparation
- communication skills
- ability to interpret and use listed documents
- bleeding control
- care of unconscious
- state and territory regulatory requirements relating to currency of skill and knowledge
- decision making
- assertiveness skills
- communication skills
- airway management

Key competencies or generic skills relevant to this unit

The seven key competencies represent generic skills considered essential for effective work participation. Innovation skills represent a further area of generic competence. The bracketed numbering indicates the performance level required in this unit:

Level (1) represents the competence to undertake tasks effectively

Level (2) represents the competence to manage tasks

Level (3) represents the competence to use concepts for evaluating and reshaping tasks

The bulleted points provide examples of how the key competencies can be applied for this unit.

Communicating ideas and information (2)

- communicating verbally with casualty, bystanders, medical staff in emergency situation, including through use of interpreters where required
- completing required workplace records of incident

Collecting, analysing and organising information (2)	<ul style="list-style-type: none"> • applying knowledge and skills to treatment of casualty
Planning and organising activities (2)	<ul style="list-style-type: none"> • planning treatment options • organising for casualty's treatment to be taken over by more advanced first aiders, ambulance staff or medical staff
Working in a team (2)	<ul style="list-style-type: none"> • working with other first aid providers, ambulance staff, bystanders and medical staff
Using mathematical ideas and techniques (-)	<ul style="list-style-type: none"> • not applicable
Solving problems (2)	<ul style="list-style-type: none"> • solving problems associated with identification of cause of incident in responding to emergency
Using technology (1)	<ul style="list-style-type: none"> • using basic equipment in first aid kit
Innovation skills (-)	<ul style="list-style-type: none"> • not applicable
Products that could be used as evidence include:	<ul style="list-style-type: none"> • demonstrations of applying first aid treatment in simulated situations that replicate real situations as close as possible over a range of situations • reports and records made as a result of treatment provided in emergency situations
Processes that could be used as evidence include:	<ul style="list-style-type: none"> • how physical hazards to own health and others' safety were identified and allowed for • how treatment options were selected given symptoms displayed by casualty • how emergency situation was managed • how records and reports were made of emergency treatment
Resource implications for assessment include:	<ul style="list-style-type: none"> • access to simulations and hypothetical situations for assessment purposes • access to workplace records
Validity and sufficiency of evidence requires:	<ul style="list-style-type: none"> • that where assessment is part of a learning experience, evidence will need to be collected over a period of time, involving both formative and summative assessment

- that the following are provided:
 - at least three examples of treatment options, which are selected appropriately to symptoms exhibited and applied in real or simulated situations involving a range of techniques including EAR (Expired Air Resuscitation) and CPR (Cardio-Pulmonary Resuscitation)
 - demonstrations, and
 - an assessment (written or oral) of underpinning knowledge and skills
- that, as the opportunities to apply first aid in real situations in the workplace may be limited, assessment of competence will usually involve the use of simulations, hypotheticals, scenarios and case studies
- that this unit will usually be assessed alone. It is a pre-requisite to the unit, BSBCMN319A Apply advanced first aid

Integrated competency assessment requires:



BSB01 Business Services Training Package

Common Business Competency Standards

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BSBCM301A Exercise initiative in a business environment

Unit Descriptor

This unit covers the skills and knowledge required to exercise initiative and influence others in a business environment. It includes making decisions in accordance with organisational requirements.

This unit is related to BSBCM201A Work effectively in a business environment and BSBFLM404A Lead work teams.

Competency Field

Common

Element

Performance Criteria

- | | |
|------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Model high standards of business practices | <ul style="list-style-type: none"> 1.1 Own work practices are consistent with <i>organisational requirements</i> and with agreed <i>roles and responsibilities</i> 1.2 Personal work goals are identified, prioritised and pursued in accordance with organisation's <i>goals and objectives</i> 1.3 Own work practices and behaviour are amended to reflect <i>performance feedback</i> and promote continuous improvement 1.4 Practices detrimental to the organisation are identified and communicated within appropriate organisational requirements |
| 2. Influence individuals and groups positively | <ul style="list-style-type: none"> 2.1 <i>Initiative style</i> is consistent with organisational requirements and agreed roles and responsibilities 2.2 Opportunities are identified and used to raise awareness and commitment to the goals and values of the organisation 2.3 Appropriate <i>negotiation skills</i> are used to promote group consensus and a common understanding of organisational requirements 2.4 <i>Coaching and mentoring assistance</i> is provided to individuals and groups to support the achievement of work priorities 2.5 Encouragement is provided to others to develop <i>innovative practices</i> and strategies consistent with organisational requirements 2.6 Regular performance feedback is provided to individuals and groups in accordance with organisational requirements |
| 3. Make informed decisions | <ul style="list-style-type: none"> 3.1 Decision making processes are participative and used to review work of the group and to allocate appropriate responsibilities |

Element**Performance Criteria**

- 3.2 Parameters for decisions are clear and options are based on valid and reliable information
- 3.3 Decisions are consistent with applicable ethical and regulatory obligations and organisational requirements
- 3.4 Feedback is given to clarify the impact of decisions

Range Statement

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may include:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

Organisational requirements may be included in:

- quality assurance procedures manual
- code of conduct/code of ethics/statement of values
- performance appraisal system and personnel procedures
- goals, objectives, plans, systems and processes
- legal and organisational policy/guidelines and requirements
- business and performance plans
- access and equity principles and practice
- anti-discrimination and related policy
- quality and continuous improvement processes and organisational standards
- Occupational Health and Safety policies, procedures and programs

Range Statement

Roles and responsibilities may include:

- job description and employment arrangements
- organisation's policy relevant to work role
- team structures
- supervision and accountability requirements including Occupational Health and Safety
- skills, training and competencies
- Code of Conduct

Interpersonal skills may include:

- using appropriate body language
- summarising and paraphrasing
- consultation methods, techniques and protocols
- seeking feedback from group members to confirm understanding

The organisation's goals and objectives may be:

- stated or implied by the way the organisation conducts its business including:
 - organisational values and behaviours
 - flexibility, responsiveness
 - financial performance
 - work procedures and/or procedures manuals
 - people management
 - interpersonal communication
 - business planning
 - marketing and customer service
- organisational values and behaviours
- work procedures and quality assurance manuals

Feedback on performance may include:

- formal/informal performance appraisals
- obtaining comments from supervisors and colleagues
- obtaining comments from clients
- personal, reflective behaviour strategies
- routine organisational methods for monitoring service delivery

Range Statement

Initiative styles and methods may include:

- techniques for initiating action and directing decision making
- strategies for presenting a confident, assured and unhesitant manner in challenging situations
- strategies for not accepting unreasonable expectations
- maintaining ethical practice and beliefs in the face of opposition
- modelling behavioural and personal presentation standards
- time management
- strategies for acknowledging and respecting the attitudes and beliefs of others
- techniques for promoting active and genuine participation

Negotiation skills may include:

- assertiveness
- collaboration
- solution designing
- confidence building
- conflict reduction
- stress management
- empathising

Coaching and mentoring assistance may include:

- providing feedback to another team member
- fair and ethical practice
- non-discriminatory processes and activities
- respecting the contribution of all participants and giving credit for achievements
- presenting and promoting a positive image of the collective group
- problem solving
- providing encouragement

Opportunities to develop innovative work practices may include:

- obtaining feedback from supervisors and colleagues
- obtaining feedback from clients
- personal, reflective behaviour strategies
- routine organisational methods for monitoring service delivery
- networking within the organisation and the industry
- job rotation/exchanges

Evidence Guide

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence

- Giving constructive feedback
- Communicating priorities and goals and actions
- Facilitating achievement of personal goals and work objectives
- Working effectively in a team environment
- Consulting with colleagues to encourage a process of continuous improvement

Underpinning Knowledge*

* At this level the learner must demonstrate some relevant theoretical knowledge.

- The relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- The principles and techniques associated with influencing others, establishing effective consultative processes and making decisions
- Knowledge of the characteristics of a positive role model
- Knowledge of methods which can be used to monitor and introduce practices to improve work performance
- Understanding principles and techniques associated with the organisation of teams, team goal setting and devolving responsibility/accountability to teams
- Understanding the use of feedback to achieve positive outcomes
- Knowledge of the organisation's policies, plans and procedures
- Knowledge of information systems and their use
- Principles of effective negotiation

Evidence Guide

Underpinning Skills

- Literacy skills for reading and understanding the organisation's procedures, own work goals and objectives
- Proofreading and editing skills for checking own work
- Communication skills to request advice, receive feedback and work with a team
- Conflict management skills to maintain effective relationships
- Planning skills to organise work arrangements
- Evaluation skills for assessing outcomes
- Problem solving skills to solve routine difficulties
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace.

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations.

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the Business Services Common Competencies for the particular AQF Level. Refer to the Key Competency Levels at the end of this unit

Key Competency Levels

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

Collect, analyse and organise information	Communicate ideas and information	Plan and organise activities	Work with others and in teams	Use mathematical ideas and techniques	Solve problems	Use technology
Level 1	Level 2	Level 2	Level 2	Level 1	Level 2	Level 1

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

1. Perform 2. Administer 3. Design

- **Collecting, analysing and organising information** – to develop understanding of organisation's requirements
- Communicating ideas and information – to individuals and members of the work team
- **Planning and organising activities** – to develop work schedules
- **Working with teams and others** – to implement work plans
- **Using mathematical ideas and techniques** – to solve routine problems
- **Solving problems** – to improve personal work performance
- **Using technology** – to aid access to organisational information

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

BSBCMN302A Organise personal work priorities and development

Unit Descriptor This unit covers the skills and knowledge required to organise own work schedules, monitor and obtain feedback on work performance, and maintain required levels of competence.

This unit is related to BSBCMN202A Organise and complete daily work tasks and BSBCMN402A Develop work priorities.

Competency Field Common

Element	Performance Criteria
1. Organise and complete own work schedule	1.1 <i>Work goals and objectives</i> are understood, negotiated and agreed in accordance with <i>organisational requirements</i>
	1.2 Workload is assessed and prioritised to ensure completion within identified timeframes
	1.3 <i>Factors</i> affecting the achievement of work objectives are identified and incorporated into work plans
	1.4 <i>Business technology</i> is used efficiently and effectively to manage and monitor scheduling and completion of tasks
2. Monitor own work performance	2.1 Personal work performance is accurately monitored and adjusted to ensure maintenance of job quality and customer service
	2.2 <i>Feedback on performance</i> is actively sought from colleagues and clients and evaluated in the context of individual and group requirements
	2.3 Variations in the quality of service and products are routinely identified and reported in accordance with organisational requirements
3. Develop and maintain own competence level	3.1 Personal knowledge and skills are assessed against <i>competency standards</i> performance descriptions to determine development needs and priorities
	3.2 <i>Opportunities for improvement</i> are identified and planned in liaison with colleagues
	3.3 Feedback is used to identify and develop ways to improve competence within available opportunities
	3.4 New skills and opportunities to develop them are identified to achieve and maintain continuous learning

Element**Performance Criteria**

- 3.5 Records and documents relating to achievements and assessments are stored and maintained in accordance with own requirements

Range Statement

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

They may use legislation, codes and national standards relevant to the workplace including:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

Work goals and objectives may include:

- sales targets
- reporting deadlines
- production targets
- budgetary targets
- team participation
- team and individual learning goals

Organisational requirements may be included in:

- quality assurance and/or procedures manuals
- goals, objectives, plans, systems and processes
- legal and organisational policy/guidelines and requirements
- business and performance plans
- access and equity principles and practice
- ethical standards
- Occupational Health and Safety policies, procedures and programs
- quality and continuous improvement processes and standards
- defined resource parameters

Range Statement

Factors affecting the achievement of work objectives may include:

- competing work demands
- technology/equipment breakdowns
- unforeseen incidents
- workplace hazards, risks and controls
- environmental factors such as time, weather, etc
- resource and materials availability
- budget constraints

Business technology may include:

- computers
- computer applications
- modems
- personal schedulers
- email
- internet/extranet/intranet
- photocopiers
- scanners
- facsimile machines
- printers

Feedback on performance may include:

- formal/informal performance appraisals
- obtaining feedback from supervisors and colleagues
- obtaining feedback from clients
- personal, reflective behaviour strategies
- routine organisational methods for monitoring service delivery

Competency standards are standards which measure:

- all those personal and technical knowledge, skills and attitudinal aspects (competencies) required to effectively and efficiently undertake the day to day tasks and duties of the practitioner's work function

Range Statement

Opportunities for improvement may include:

- coaching, mentoring and/or supervision
- formal/informal learning programs
- internal/external training provision
- work experience/exchange/opportunities
- personal study
- career planning/development
- performance appraisals
- workplace skills assessment
- quality assurance assessments and recommendations
- Recognition of Prior Learning

Evidence Guide

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence

- Preparing work plans
- Prioritising and scheduling work objectives and tasks
- Seeking and acting on feedback from clients and colleagues
- Reviewing own work performance against achievements through self-assessment
- Accessing learning opportunities to extend own personal work competencies

Underpinning Knowledge*

* At this level the learner must demonstrate some relevant theoretical knowledge.

- The relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Understanding the organisation's policies, plans and procedures
- Knowledge of methods to elicit, analyse and interpret feedback
- Understanding techniques to prepare personal plans and establish priorities
- Knowledge of the principles and techniques of goal setting, measuring performance, time management and personal assessment
- Understanding processes to interpret competency standards and apply them to self
- Understanding methods to identify and prioritise personal learning needs

Evidence Guide

Underpinning Skills

- Literacy skills for reading and understanding the organisation's procedures, own work goals and objectives
- Proofreading and editing skills for checking own work
- Planning skills to organise work priorities and arrangements
- Problem solving skills to solve routine problems
- Communication skills including giving and receiving constructive feedback on development needs
- Technology skills including the ability to select and use technology appropriate to a task
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the Business Services Common Competencies for the particular AQF Level. Refer to the Key Competency Levels at the end of this unit

Key Competency Levels

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

Collect, analyse and organise information	Communicate ideas and information	Plan and organise activities	Work with others and in teams	Use mathematical ideas and techniques	Solve problems	Use technology
Level 2	Level 1	Level 2	Level 2	Level 1	Level 2	Level 2

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

1. Perform 2. Administer 3. Design

- **Collecting, analysing and organising information** – to measure self-performance
- Communicating ideas and information – with members of the work team
- **Planning and organising activities** – for self
- **Working with teams and others** – in completing scheduled tasks
- **Using mathematical ideas and techniques** – as an aid to measure and schedule tasks
- **Solving problems** – as an aid to self-development
- **Using technology** – to manage scheduling and completion of tasks

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

BSBCMN304A **Contribute to personal skill development and learning**

Unit Descriptor This unit covers the skills and knowledge required to support own learning and skill development needs in the context of an organisation's goals and objectives.

This unit is related to BSBCMN204A Work effectively with others and BSBCMN404A Develop teams and individuals.

Competency Field Common

Element	Performance Criteria
1. Identify own learning needs for skill development	1.1 Personal learning needs and skill gaps are self assessed 1.2 Advice on learning needs is provided to relevant personnel 1.3 Opportunities for undertaking <i>personal skill development activities</i> are identified and planned in liaison with <i>work groups and relevant personnel</i>
2. Undertake personal skill development	2.1 Appropriate opportunities provided by the workplace are identified 2.2 Opportunities are identified to use appropriate new skills in workplace activities 2.3 Coaching / mentoring advice is followed through in work activities
3. Monitor learning effectiveness	3.1 <i>Feedback</i> from individuals or colleagues is used to identify future learning opportunities 3.2 Where a final assessment process is carried out, the outcomes are reviewed and further learning needs are identified. 3.3 Suggestions for improving learning opportunities and assessment processes are provided to appropriate personnel

Range Statement

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

They may use legislation, codes and national standards relevant to the workplace including:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

Organisational and individual perform requirements may be included in:

- goals, objectives, plans, systems and processes
- legal and organisational policy/guidelines and requirements
- Occupational Health and Safety policies, procedures and programs
- confidentiality and security requirements
- business and performance plans
- anti-discrimination and related policy
- access and equity principles and practice
- quality and continuous improvement processes and standards
- defined resource parameters
- awards and contracts

Personal skill development activities may include:

- coaching, mentoring and/or supervision
- informal internal training provision
- formal internal/external training provision
- work experience/exchange/opportunities
- personal study
- career planning/development
- performance appraisals
- workplace skills assessment
- Recognition of Prior Learning
- induction
- job rotation / exchange

Range Statement

Workgroups and relevant personnel may include but are not limited to:

- coach/mentor
- training development of officer / assessor
- supervisor, training manager
- peers/work colleagues/team/enterprise
- other members of the organisation
- external consultants / teachers / trainers

Assessment may include:

- performance evidence
- knowledge evidence
- periodic assessments
- structured and unstructured simulations

Feedback on performance may include:

- formal/informal performance appraisals
- obtaining comments from supervisors and colleagues
- obtaining comments from clients
- workplace assessment
- receiving guidance, technical support and information to assist performance

Evidence Guide

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence

- Identifying and implementing learning opportunities for self
- Following learning plans to match skill needs
- Receiving feedback constructively

Underpinning Knowledge*

* At this level the learner must demonstrate some relevant theoretical knowledge.

- The relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Knowledge of the organisation's training policies, plans and procedures
- Knowledge of relevant competency standards and assessment processes
- Knowledge of the principles and techniques of measuring performance and self-assessment
- Understanding methods to identify and prioritise personal learning needs

Evidence Guide

- Understanding / knowledge of systems and processes to direct personal learning
- Knowledge of legislation and statutory requirements

Underpinning Skills

- Literacy skills to interpret written and oral information about training requirements, company policies and procedures
- Communication skills including giving, receiving and analysing feedback
- Planning skills to organise learning related activities
- Team work skills to work effectively with teams/groups
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the Business Services Common Competencies for the particular AQF Level. Refer to the Key Competency Levels at the end of this unit

Key Competency Levels

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

Collect, analyse and organise information	Communicate ideas and information	Plan and organise activities	Work with others and in teams	Use mathematical ideas and techniques	Solve problems	Use technology
Level 2	Level 1	Level 2	Level 2	Level 1	Level 2	Level 1

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

1. Perform 2. Administer 3. Design

- **Collecting, analysing and organising information** – to measure self-performance
- Communicating ideas and information – with members of the work team
- **Planning and organising activities** – for self
- **Working with teams and others** – in completing scheduled tasks
- **Using mathematical ideas and techniques** – as an aid to measure and schedule tasks
- **Solving problems** – as an aid to self-development
- **Using technology** – to manage scheduling of tasks

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

BSBCM305A Organise workplace information

Unit Descriptor

This unit covers the skills and knowledge required to gather, organise and apply workplace information in the context of an organisation's work processes and information management systems.

This unit is related to BSBCM206A Process and maintain workplace information, BSBCM212A Handle mail and BSBCM405A Analyse and present research information. Consider co-assessment with BSBCM306A Produce business documents.

Competency Field

Common

Element

Performance Criteria

- | | |
|-----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Collect and assess information | <p>1.1 <i>Information</i> held by the organisation on products and services is assessed for accuracy and relevance to <i>organisational requirements</i></p> <p>1.2 <i>Methods of collecting information</i> are reliable and make efficient use of available time and resources</p> <p>1.3 Information collected is suitable for analysis, decision making and the development of plans, strategies and options</p> <p>1.4 Information collection is participative and uses appropriate interpersonal skills to access relevant data from individuals and team members</p> <p>1.5 Appropriate <i>interpersonal skills</i> are used to access relevant information from individuals and teams</p> |
| 2. Organise information | <p>2.1 Information is organised in a <i>format</i> suitable for analysis, interpretation and dissemination in accordance with organisational requirements</p> <p>2.2 <i>Business equipment/technology</i> is used to maintain information in accordance with organisational requirements</p> <p>2.3 Information and materials are collated and communicated to relevant <i>designated persons</i></p> <p>2.4 Difficulties organising and accessing information are identified and solved collaboratively with individuals and team members</p> <p>2.5 Information is updated and stored in accordance with organisational requirements</p> |
| 3. Review information needs | <p>3.1 <i>Feedback</i> on sufficiency of information is actively sought to ensure relevance of information in accordance with organisational requirements</p> |

Element**Performance Criteria**

- 3.2 Contribution of information to decision-making is reviewed and appropriate modifications to collection processes are implemented
- 3.3 Future information needs are identified and incorporated in modifications to collection processes
- 3.4 Future information needs are documented and incorporated in modifications to reporting processes

Range Statement

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may include:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

Information held by the organisation may include:

- correspondence (faxes, memos, letters, email)
- computer databases (library catalogue, customer records)
- computer files (letters, memos and other documents)
- sales records (monthly forecasts, targets achieved)
- forms (insurance forms, membership forms)
- invoices (from suppliers, to debtors)
- personnel records (personal details, salary rates)
- financial figures
- production targets

Organisational requirements may include:

- quality assurance and/or procedures manuals
- security and confidentiality requirements
- legal and organisational policy/guidelines and requirements
- management and accountability channels
- Code of Conduct/Code of Ethics
- procedures for updating records
- Occupational Health and Safety policies, procedures and programs
- information protocols

Range Statement

Methods used to collect information may include:

- interviews with colleagues/customers
- recruitment applications and other forms
- classification tools
- information from other organisations
- previous file records
- observation and listening
- checking written material including referrals and client files
- questioning (in person or indirect)
- individual research
- checking research provided by others

Interpersonal skills may include:

- using appropriate body language
- summarising and paraphrasing
- networking
- consultation methods, techniques and protocols
- seeking feedback from group members to confirm understanding

Suitable format of information may include:

- using tables and charts
- using a particular software application
- incorporating graphics and pictures
- adding headers and footers
- use of legends
- inserting symbols

Business equipment/technology may include:

- photocopier
- computer
- email
- internet/extranet/intranet
- shredder
- answering machine
- fax machine
- telephone

Designated persons may include:

- supervisor
- clients
- colleagues
- external agencies
- committee

Range Statement

- line management
- statutory bodies

Feedback on sufficiency of information could be obtained from:

- customer satisfaction questionnaires
- audit documentation and reports
- quality assurance data
- returned goods
- comments from clients and colleagues

Evidence Guide

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence

- Providing accurate information for defined purposes
- Maintaining and handling data and documents systematically
- Checking and reviewing data for relevance and accuracy
- Presenting information and data clearly
- Identifying and complying with organisational requirements
- Using business technology to manage information

Evidence Guide

Underpinning Knowledge*

* At this level the learner must demonstrate some relevant theoretical knowledge.

- The relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Understanding of organisation's business and structure
- Knowledge of organisation's record keeping/filing systems and security procedures and safe recording practices
- Knowledge of organisational policies and procedures relating to distribution of workplace information and legal and ethical obligations
- Methods for checking that decisions are consistent with available information
- Knowledge of safe record keeping procedures
- Understanding methods for checking the validity of information and its sources
- Knowledge of preparing and planning documentation
- Principles of interpersonal communication

Underpinning Skills

- Literacy skills to read and understand a variety of texts; prepare general information and papers according to target audience; spell with accuracy; use grammar and punctuation effectively as an aid to understanding
- Proofreading and editing skills to ensure clarity of meaning and conformity to organisational requirements, check for accuracy and consistency of information
- Planning skills to organise work priorities and arrangements
- Problem solving skills to deal with information which is contradictory, ambiguous, inconsistent or inadequate
- Technology skills including the ability to select and use technology appropriate to a task; display information in a format suitable to the target audience
- Writing and speaking skills to communicate advice and information effectively
- Analytical skills to classify and report information
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Evidence Guide

Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the Business Services Common Competencies for the particular AQF Level. Refer to the Key Competency Levels at the end of this unit

Key Competency Levels

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

Collect, analyse and organise information	Communicate ideas and information	Plan and organise activities	Work with others and in teams	Use mathematical ideas and techniques	Solve problems	Use technology
Level 2	Level 2	Level 2	Level 1	Level 1	Level 1	Level 1

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

1. Perform 2. Administer 3. Design

- **Collecting, analysing and organising information** – to store and despatch information
- Communicating ideas and information – with members of the work team
- **Planning and organising activities** – for collating and filing information
- **Working with teams and others** – in completing scheduled tasks
- **Using mathematical ideas and techniques** – in filing information
- **Solving problems** – to store and despatch information
- **Using technology** – to complete allocated tasks

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

BSBCM306A Produce business documents

Unit Descriptor

This unit covers the skills and knowledge required to produce various business documents. It includes the skills and knowledge required to select and use a range of functions on a computer application.

This unit relates to BSBCM213A Produce simple wordprocessed documents and BSBCM405A Analyse and present research information. Consider co-assessment with BSBCM305A Organise workplace information.

Competency Field

Common

Element

Performance Criteria

- | | |
|---------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Select and prepare resources | <ul style="list-style-type: none"> 1.1 Appropriate <i>technology</i> and <i>software</i> applications are selected and utilised to produce required <i>business documents</i> 1.2 <i>Organisational requirements</i> for information entry, storage, output and quality of presentation are identified prior to design of documentation 1.3 Workspace, furniture and equipment are adjusted to suit the ergonomic requirements of the user |
| 2. Design document | <ul style="list-style-type: none"> 2.1 Document design is appropriate for the efficient entry of information and maximises the presentation and appearance of information 2.2 Files and records are identified, opened, generated and amended according to task and organisational requirements 2.3 A range of <i>functions</i> are used to ensure consistency of design and layout 2.4 <i>Input devices</i> are operated within designated speed and accuracy requirements |
| 3. Produce document | <ul style="list-style-type: none"> 3.1 Document production is completed within designated timelines according to organisational requirements 3.2 Documents produced are checked to ensure they meet task requirements for style and layout 3.3 <i>Storage of documents</i> is appropriate and applications are exited without damage to or loss of information 3.4 Manuals, training booklets and/or help-desks are used to overcome basic difficulties with document design and production |

Range Statement

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may include:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

Technology may include:

- computers
- scanners
- photocopiers
- printers

Software may include:

- word processing packages
- spreadsheet packages
- database packages
- accounting packages
- presentation packages

Business documents may include:

- newsletters
- client databases
- proposals
- reports
- accounts statements
- project reviews
- web pages

Range Statement

Organisational requirements may include:

- quality assurances and/or procedures manuals
- log-on procedures
- legal and organisational policy/guidelines and requirements
- correctly identifying and opening files
- locating data
- budgets
- Occupational Health and Safety policies, procedures and programs
- security
- saving and closing files
- storing data
- manufacturer's guidelines

Functions used when designing a document may include:

- using styles
- merging documents
- table formatting
- using columns
- spell checking
- editing
- alternating headers and footers

Input devices may include:

- keyboard
- numerical key pad
- mouse
- scanner

Storage of documents may include:

- storage in directories and sub-directories
- storage on CD-ROMs, disk drives or back up systems
- storage/filing of hard copies of computer generated documents
- storage/filing of hard copies of incoming and outgoing facsimiles
- storage/filing of incoming and outgoing correspondence

Evidence Guide

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence

- Selecting and applying appropriate technology and software
- Designing and producing business documents using a software application
- Using of a range of functions which enhance the presentation and readability of the document
- Applying OHS procedures for set up of workstation and operation of computer
- Using data storage options

Underpinning Knowledge*

* At this level the learner must demonstrate some relevant theoretical knowledge.

- The relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Understanding the organisation's policies, plans and procedures
- Understanding the functions and features of contemporary computer applications
- Techniques and methods used to check accuracy
- Understanding how to select appropriate technology for production requirements
- Knowledge of organisational requirements for document design eg. style guide

Underpinning Skills

- Literacy skills to read and understand a variety of texts; prepare general information and papers according to target audience; spell with accuracy; use grammar and punctuation effectively as an aid to understanding
- Proofreading and editing skills to ensure clarity of meaning and conformity to organisational requirements, check for accuracy and consistency of information
- Problem solving skills to determine document design and production processes
- Numeracy skills to access and retrieve data
- Keyboarding and computer skills to complete a range of formatting and layout tasks
- Ability to relate to people from a range of social,

Evidence Guide

cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the Business Services Common Competencies for the particular AQF Level. Refer to the Key Competency Levels at the end of this unit

Key Competency Levels

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

Collect, analyse and organise information	Communicate ideas and information	Plan and organise activities	Work with others and in teams	Use mathematical ideas and techniques	Solve problems	Use technology
Level 2	Level 2	Level 2	Level 1	Level 1	Level 1	Level 2

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

1. Perform 2. Administer 3. Design

- **Collecting, analysing and organising information** – to design document layout
- **Communicating ideas and information** – through appropriate presentation and format of documents
- **Planning and organising activities** – for self
- **Working with teams and others** – in completing scheduled tasks
- **Using mathematical ideas and techniques** – as an aid to checking accuracy
- **Solving problems** – to identify application problems
- **Using technology** – to complete allocated tasks

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

BSBCM307A Maintain business resources

Unit Descriptor

This unit covers the skills and knowledge required to determine, administer and maintain resources and equipment to complete a variety of tasks.

This unit is related to BSBCM205A Use business technology, BSBCM406A Maintain business technology and BSBCM407A Coordinate business resources.

Competency Field

Common

Element

Performance Criteria

- | | |
|-----------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Advise on resource requirements | <ul style="list-style-type: none"> 1.1 Estimates of future and present <i>business resources</i> are calculated in accordance with <i>organisational requirements</i> 1.2 Advice is clear, concise and relevant to achievement of organisational requirements 1.3 Information is provided on the most economical and effective choice of equipment, materials and suppliers 1.4 Resource shortages and possible impact on operations are identified |
| 2. Monitor equipment/resource usage and maintenance | <ul style="list-style-type: none"> 2.1 Resource handling is in accordance with established organisational requirements including <i>Occupational Health and Safety requirements</i> 2.2 <i>Business technology</i> is used to monitor and identify the effective use of equipment and resources 2.3 Consultation with individuals and teams is used to facilitate effective decision making on the appropriate allocation of resources 2.4 Relevant <i>policies regarding resource use</i> are identified and adhered to in the performance of operational tasks 2.5 Resource usage is routinely monitored and compared with estimate requirements in budget plans |
| 3. Acquire resources | <ul style="list-style-type: none"> 3.1 Acquisition and storage of resources is in accordance with organisational requirements 3.2 Acquisition of resources is cost effective and consistent with organisational timelines 3.3 Resources are acquired within available timelines to meet identified requirements 3.4 <i>Resource acquisition processes</i> are reviewed to identify improvements in future resource acquisitions |

Range Statement

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace including:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

Business resources may include:

- facilities
- software
- raw materials
- human resources
- stock and supplies

Organisational requirements may be included in:

- quality assurances and/or procedures manuals
- goals, objectives, plans, systems and processes
- legal and organisational policy/guidelines and requirements
- business and performance plans
- security and confidentiality requirements
- management and accountability channels
- access and equity principles and practice
- ethical standards
- Occupational Health and Safety policies, procedures and programs
- quality and continuous improvement processes and standards
- defined resource parameters
- manufacturer's and operational specifications

Occupational Health and Safety requirements may include:

- reporting requirements
- site access
- equipment use
- first-aid kit
- decision making delegations
- medical attention

Range Statement

Business technology may include:

- computers
- computer applications
- modems
- personal schedules
- email
- internet/extranet/intranet
- photocopiers

Policies regarding resource use may include:

- ordering procedures
- time management
- transport/travel policies
- purchasing authorities
- budgeting limits
- recruitment and personnel

Resource acquisition processes may include:

- tendered processes
- non-tendered processes
- contracted supplier ordering
- internal approvals
- periodic forecasts

Evidence Guide

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence

- Collecting and recording data on resource use
- Observing resource use over defined and operational timeframes
- Preparing reports to advise on resource needs
- Accessing resources to maintain operations in line with requirement outcomes
- Undertaking routine maintenance

Underpinning Knowledge*

* At this level the learner must demonstrate some relevant theoretical knowledge.

- The relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Knowledge of the organisation's resource acquisition policies, plans and procedures
- Understanding the functions of a range of business

Evidence Guide

equipment

- Understanding the organisational procedures for record keeping/filing systems, security and safe recording practices
- Knowledge of organisation's business structure
- Understanding procedures for routine maintenance

Underpinning Skills

- Literacy skills to read and understand organisation's policies and procedures; write simple instructions for a particular routine task
- Proofreading and editing skills to ensure conformity to organisational requirements, check for accuracy and consistency of information
- Evaluation skills to diagnose faults and to monitor resource usage
- Problem solving skills to determine appropriate fault repair actions
- Numeracy skills to calculate resource/equipment expenditure
- Technology skills including the ability to select and use technology appropriate to a task
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Evidence Guide

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the Business Services Common Competencies for the particular AQF Level. Refer to the Key Competency Levels at the end of this unit

Key Competency Levels

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

Collect, analyse and organise information	Communicate ideas and information	Plan and organise activities	Work with others and in teams	Use mathematical ideas and techniques	Solve problems	Use technology
Level 2	Level 1	Level 2	Level 1	Level 1	Level 2	Level 1

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

1. Perform 2. Administer 3. Design

- **Collecting, analysing and organising information** – to identify resource needs
- **Communicating ideas and information** – with members of the work team
- **Planning and organising activities** – for self
- **Working with teams and others** – in completing scheduled tasks
- **Using mathematical ideas and techniques** – as an aid to measure and schedule tasks
- **Solving problems** – to identify equipment faults
- **Using technology** – to complete allocated tasks

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

BSBCM308A Maintain financial records

Unit Descriptor

This unit covers the maintenance of financial records for a business. It includes activities such as the maintenance of daily financial records, including reconciling debtors' and creditors' systems and preparing a maintaining a general ledger and preparing a trial balance. It also includes activities associated with the monitoring of cash control for accounting purposes.

This unit is related to BSBCM207A Prepare and process financial/business documents and BSBCM408A Report on financial activity.

Competency Field

Common

Element

Performance Criteria

- | | |
|-------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Maintain daily financial records | <p>1.1 Daily financial records are maintained correctly and in accordance with <i>organisational requirements</i> for accounting purposes</p> <p>1.2 <i>Discrepancies</i> or errors in <i>documentation</i> or transactions are identified and rectified or referred to <i>designated persons</i> in accordance with organisational requirements</p> <p>1.3 Credit and debit transactions are accurately and promptly entered into <i>journals</i> in accordance with organisational requirements</p> |
| 2. Maintain general ledger | <p>2.1 General ledger is maintained in accordance with organisational requirements</p> <p>2.2 <i>Transactions</i> are posted into the general ledger in accordance with organisational reporting requirements</p> <p>2.3 <i>Debtors' and creditors' systems</i> are reconciled with general ledger</p> <p>2.4 Trial balance is accurately prepared from general ledger in accordance with organisational requirements</p> |
| 3. Monitor cash control | <p>3.1 Cash flow is accurately accounted for in accordance with organisational requirements</p> <p>3.2 <i>Payments</i> are made and received in accordance with organisational requirements</p> <p>3.3 Outstanding accounts are collected or followed up within designated timelines</p> <p>3.4 Payment documentation is checked for accuracy of information and despatched to creditors within <i>designated timeline</i></p> |

Range Statement

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may include:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

Organisational requirements may include:

- quality assurances and/or procedures manuals
- procedures for totalling adjusted journals
- resolution procedures
- legal and organisational policy/guidelines and requirements
- security procedures
- Occupational Health and Safety policies, procedures and programs
- guidelines for reconciling journals
- Australian accounting and auditing standards
- designated timelines

Discrepancies may relate to:

- bank charges
- interest
- dishonoured cheques
- errors in transposing between source documents and journals

Documentation may include:

- sales invoices
- purchase invoices
- sales credit notes
- purchase credit notes

Designated persons may include:

- supervisor
- bank
- organisation's authorisations department
- line management
- statutory body

Range Statement

Journals may include:

- sales and sales returns
- cash receipts
- purchases and purchase returns
- cash payments

Transactions may include:

- purchase of a fixed asset on credit
- sale of a fixed asset on credit
- correction of posting errors
- write-off a bad debt
- interest expense
- interest receivable
- commencing business entries
- withdrawal of stock/assets by owner
- non-cash transactions (eg writing off depreciation, stock losses)

Reconciling debtors'/creditors' systems may include:

- checking accuracy of debtor account balances (eg cash receipts journal, sales return journal, general journal)
- checking accuracy of creditor account balances (eg cash payments journal, purchases journal, purchases returns journal, general journal)
- checking the total of the debtor's schedule equals the balance of the debtor's control account
- checking the total of the creditor's schedule equals the balance of the creditor's control account

Payments may include:

- cheque
- credit card
- cash
- direct debit

Designated timelines may specify:

- within agreed period
- monthly
- by month end
- within organisational deadline

Evidence Guide

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence

- Identifying and responding to discrepancies and errors
- Transferring and recording financial data accurately
- Identifying and complying with organisational requirements
- Reconciling expenditures and revenue
- Recommending options for financial decision making

Underpinning Knowledge*

* At this level the learner must demonstrate some relevant theoretical knowledge.

- The relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Knowledge of organisational policies and procedures relating to maintaining financial records
- Understanding processes to identify relevant source documents and information contained within source documents
- Understanding of the importance of a general ledger chart of accounts in relation to maintain and reporting financial data
- Understanding the definition of credits/creditors and debits/debtors
- Principles of double entry bookkeeping and accrual accounting
- Understanding methods of presenting financial data
- Knowledge of financial legislation references and information
- Understanding practices to include ethical considerations in all areas of work

Evidence Guide

Underpinning Skills

- Literacy skills to identify financial information; to read and understand the organisation's accounting procedures
- Proofreading and editing skills to ensure conformity to organisational requirements, check for accuracy and consistency of information
- Communication skills to clarify information and refer errors or discrepancies to appropriate people
- Numeracy skills to reconcile figures; prepare cash analysis sheets
- Analysis skills to read and interpret financial data
- Problem solving skills for a defined range of problems
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the Business Services Common Competencies for the particular AQF Level. Refer to the Key Competency Levels at the end of this unit

Key Competency Levels

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

Collect, analyse and organise information	Communicate ideas and information	Plan and organise activities	Work with others and in teams	Use mathematical ideas and techniques	Solve problems	Use technology
Level 2	Level 2	Level 2	Level 1	Level 2	Level 1	Level 2

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

1. Perform 2. Administer 3. Design

- **Collecting, analysing and organising information** – to process financial documentation
- **Communicating ideas and information** – with members of the work team
- **Planning and organising activities** – for payment of invoices etc within designated timeframes
- **Working with teams and others** – in completing scheduled tasks
- **Using mathematical ideas and techniques** – in reconciling financial documents
- **Solving problems** – to identify discrepancies and errors
- **Using technology** – to complete allocated tasks

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

BSBCM309A Recommend products and services

Unit Descriptor This unit covers the skills and knowledge required to provide advice and information within an organisation about the development and distribution of its products and services.

This unit is related to BSBCM209A Provide information to clients and BSBCM409A Promote products and services.

Competency Field Common

Element

Performance Criteria

- | | |
|------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Develop and maintain knowledge of products and services | <p>1.1 A comprehensive knowledge and understanding of <i>industry products and services</i> is actively and regularly researched from <i>authoritative sources</i></p> <p>1.2 Characteristics of products and services are identified and understood using available <i>product and service documentation</i></p> <p>1.3 <i>Information</i> on products and services is accurately documented and maintained in a format consistent with <i>organisational requirements</i></p> <p>1.4 Acquired knowledge is applied to improve quality within personal work areas</p> |
| 2. Recommend products and services | <p>2.1 Recommendations on products and services are in line with organisational requirements</p> <p>2.2 Recommendations emphasise <i>product and service issues</i> relevant to client needs</p> <p>2.3 Evidence in support of recommendations is verifiable and presented in a suitable format</p> <p>2.4 Recommendations are structured to identify clear benefits to clients and the organisation</p> |
| 3. Advise on promotional activities | <p>3.1 Advice provided is clear and supported by verifiable evidence and is compatible with organisational requirements</p> <p>3.2 Promotional documentation and materials are appropriate to presentation of the organisation's products and services</p> <p>3.3 Costs of promotional activities conform to budget resources</p> <p>3.4 Impact of <i>promotional activities</i> is estimated from verifiable <i>customer feedback</i> sources</p> <p>3.5 Benefits of promotional activities are evaluated and incorporated in plans for future promotional activities</p> |

Range Statement

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may include:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

Industry products and services may include but is not limited to:

- organisation's products
- competitors products and services
- emerging products and services
- complementary products and services
- historical products and services

Authoritative sources may include:

- industry associations
- authorised suppliers
- industry conferences
- recognised industry media sources

Product and service documentation may include:

- operational guidelines
- marketing data
- colleagues' knowledge
- consumer reports
- industry reports
- sales figures

Information may include:

- competitive features of products or services
- product trends
- sales trends
- problems with products or services
- innovations
- cost and production data
- distribution processes
- sales records (monthly forecasts, targets achieved)

Range Statement

Organisational requirements may include:

- quality assurances and/or procedures manuals
- goals, objectives, plans, systems and processes
- legal and organisational policy/guidelines and requirements
- Occupational Health and Safety policies, procedures and programs
- confidentiality and security requirements
- access and equity principles and practice
- ethical standards
- quality and continuous improvement processes and standards
- defined resource parameters
- who is responsible for products or services
- pricing and discount policies
- replacement and refund policy and procedures
- payment and delivery options
- filing and documentation storage processes

Product and service issues may include:

- market share data
- sales figures
- organisational product knowledge
- customer delivery
- faults
- production down-time

Promotional activities may include:

- media announcements
- employee functions
- client functions
- product launches
- advertisements
- web pages

Verifiable customer feedback sources may include:

- customer satisfaction questionnaires
- audit documentation and reports
- quality assurance data
- returned goods
- lapsed clients
- service calls
- complaints

Evidence Guide

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence

- Preparing and structuring advice on products and services
- Researching market availability of products and services
- Conducting meetings and presentations
- Assessing and reporting on customer satisfaction
- Analysing sales and product development data
- Identifying commercial characteristics of products and services

Underpinning Knowledge*

* At this level the learner must demonstrate some relevant theoretical knowledge.

- The relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Detailed knowledge of organisation's products and services
- Understanding of organisation's business structure, products and services
- Knowledge of the organisation's policy and procedures for customer service including handling customer complaints
- Understanding of product and service standards and best practice models
- Principles and techniques of public relations and product promotion
- Strategies for planning and monitoring activities
- Knowledge of consultation methods, techniques and protocols
- Understanding mechanisms to obtain and analyse customer feedback

Underpinning Skills

- Literacy skills to read and understand a variety of texts; prepare general information and papers according to target audience; spell with accuracy; use grammar and punctuation effectively as an aid to understanding
- Proofreading and editing skills to ensure clarity of meaning and conformity to organisational requirements, check for accuracy and consistency of information

Evidence Guide

- Technology skills including the ability to select and use technology appropriate to a task
- Communication skills including monitoring and advising on customer service strategies
- Problem solving skills to deal with customer enquiries or complaints
- Report writing skills and presentation skills to assess information for relevance and accuracy; source additional information as required
- Analytical skills to identify trends and positions of products and services
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the Business Services Common Competencies for the particular AQF Level. Refer to the Key Competency Levels at the end of this unit

Key Competency Levels

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

Collect, analyse and organise information	Communicate ideas and information	Plan and organise activities	Work with others and in teams	Use mathematical ideas and techniques	Solve problems	Use technology
Level 2	Level 2	Level 2	Level 1	Level 2	Level 2	Level 1

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

1. Perform 2. Administer 3. Design

- **Collecting, analysing and organising information** – to monitor and report on customer services
- **Communicating ideas and information** – with customers on products and services
- **Planning and organising activities** – to meet customer needs
- **Working with teams and others** – in completing scheduled tasks
- **Using mathematical ideas and techniques** – to determine service or product costs
- **Solving problems** – to respond to customer enquiries or complaints
- **Using technology** – to complete allocated tasks

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

BSBCM310A Deliver and monitor a service to customers

Unit Descriptor

This unit covers the skills and knowledge required to identify customers' needs and monitor a service provided to customers.

This unit is related to BSBCM208A Deliver a service to customers and BSBCM410A Coordinate implementation of customer service strategies.

Competency Field

Common

Element

Performance Criteria

- | | |
|-------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Identify customers' needs | <p>1.1 Customers' <i>needs and expectations</i> are clarified and accurately identified using <i>appropriate interpersonal skills</i></p> <p>1.2 <i>Customers' needs</i> are assessed for urgency to determine priorities for service delivery in accordance with <i>organisational requirements</i></p> <p>1.3 Customers are provided with information about available choices for meeting their needs and assisted in the selection of preferred options</p> <p>1.4 Limitations in addressing customers' needs are identified and appropriate assistance is sought from <i>designated individuals</i></p> |
| 2. Deliver a service to customers | <p>2.1 Service is provided promptly to customers to meet identified needs in accordance with organisational requirements</p> <p>2.2 Appropriate rapport is established and maintained with customers to ensure completion of the delivery of a quality service.</p> <p>2.3 <i>Customers' complaints</i> are handled sensitively and courteously in accordance with organisational requirements</p> <p>2.4 Customers with <i>special needs</i> or assistance are responded to in accordance with organisational requirements</p> <p>2.5 Available <i>opportunities</i> are identified and used to promote and enhance services and products to customers</p> |
| 3. Monitor and report on service delivery | <p>3.1 Customer satisfaction with service delivery is regularly reviewed using <i>verifiable evidence</i> in accordance with organisational requirements</p> <p>3.2 Opportunities to enhance the quality of service and products are identified and pursued within organisational requirements</p> |

Element	Performance Criteria
	3.3 Procedural aspects of service delivery are monitored for effectiveness and suitability to customer requirements
	3.4 Customer feedback is regularly sought and used to improve the provision of products and services
	3.5 Decisions to modify products or services incorporate evidence of customer satisfaction and are within organisational requirements
	3.6 Reports are clear, detailed and contain recommendations focused on critical aspects of service delivery

Range Statement

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may include:	<ul style="list-style-type: none"> • award and enterprise agreements and relevant industrial instruments • relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination • relevant industry codes of practice
Customer needs and expectations may relate to:	<ul style="list-style-type: none"> • advice or general information • specific information • further information • making an appointment • complaints • purchasing organisation's products and services • returning organisation's products and services • accuracy of information • fairness/politeness • prices/value

Range Statement

Appropriate interpersonal skills may include:

- using appropriate body language
- summarising and paraphrasing to check understanding of customer's message
- providing an opportunity for the customer to confirm their request
- seeking feedback from the customer to confirm understanding of needs
- questioning to clarify and confirm the customer's needs
- listening actively to what the customer is communicating

Customers can be:

- internal or external
- other agencies
- individual members of the organisation
- corporate customers
- individual members of the public

Organisational requirements may include:

- quality assurances and/or procedures manuals
- goals, objectives, plans, systems and processes
- legal and organisational policy/guidelines and requirements
- Occupational Health and Safety policies, procedures and programs
- anti-discrimination and related policy
- access and equity principles and practice
- quality and continuous improvement processes and standards
- defined resource parameters
- who is responsible for products or services
- pricing and discount policies
- replacement and refund policy and procedures
- payment and delivery options

Designated individuals may include:

- supervisor
- customers
- colleagues
- line management

Range Statement

Customers' complaints may include:

- damaged goods or goods not delivered
- administrative errors such as incorrect invoices or prices
- warehouse or store room errors such as incorrect product delivered
- service errors
- delivery errors
- product not delivered on time
- customer satisfaction with service quality

Customers with special needs may include:

- disabilities
- language
- beliefs/values
- religious/spiritual observances
- gender, age
- culture
- age

Opportunities for enhancing quality of service or product may include:

- procedures for delivery of goods
- returns policy
- system for recording complaints
- extending timelines
- packaging procedures
- update of customer service charter

Verifiable evidence may include:

- customer satisfaction questionnaires
- audit documentation and reports
- quality assurance data
- returned goods
- lapsed customers
- service calls
- complaints

Evidence Guide

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence

- Identifying needs and priorities of customers
- Distinguishing between different levels of customer satisfaction
- Treating customers with courtesy and respect
- Identifying and complying with organisational requirements
- Responding to and reporting on customer feedback

Underpinning Knowledge*

* At this level the learner must demonstrate some relevant theoretical knowledge.

- The relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Knowledge of the principles of excellent customer service
- Understanding the organisation's business structure, products and services
- Understanding the organisation's policy and procedures for customer service including handling customer complaints
- Knowledge of product and service standards and best practice models
- Understanding the principles of quality assurance
- Understanding public relations and product promotion
- Consultation methods, techniques and protocols
- Techniques for dealing with customers, including customers with special needs

Evidence Guide

Underpinning Skills

- Literacy skills to read and understand a variety of texts; prepare general information and papers according to target audience; spell with accuracy; use grammar and punctuation effectively as an aid to understanding
- Proofreading and editing skills to ensure clarity of meaning and conformity to organisational requirements, check for accuracy and consistency of information
- Report writing skills to identify and elaborate on customer service strategies; assess information for relevance and accuracy; source additional information as required
- Technology skills including the ability to select and use technology appropriate to a task
- Problem solving skills to deal with customer enquiries or complaints
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the Business Services Common Competencies for the particular AQF Level. Refer to the Key Competency Levels at the end of this unit

Key Competency Levels

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

Collect, analyse and organise information	Communicate ideas and information	Plan and organise activities	Work with others and in teams	Use mathematical ideas and techniques	Solve problems	Use technology
Level 2	Level 2	Level 2	Level 1	Level 1	Level 2	Level 1

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

1. Perform 2. Administer 3. Design

- **Collecting, analysing and organising information** – to monitor and report on customer services
- **Communicating ideas and information** – with customers on products and services
- **Planning and organising activities** – to meet customer needs
- **Working with teams and others** – in completing scheduled tasks
- **Using mathematical ideas and techniques** – to determine service or product costs
- **Solving problems** – to respond to customer enquiries or complaints
- **Using technology** – to complete allocated tasks

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

BSBCM311A Maintain workplace safety

Unit Descriptor

This unit is concerned with OHS responsibilities of employees with supervisory responsibilities to implement and monitor the organisation's Occupational Health and Safety policies, procedures and programs in a small team to meet legislative requirements. This unit has been adapted from Generic Competency B in the *National Guidelines for Integrating Occupational Health and Safety Competencies into National Industry Competency Standards* [NOHSC:7025 (1998) 2nd edition].

This unit is related to BSBCM211A Participate in workplace safety procedures and BSBCM411A Monitor a safe workplace.

Competency Field

Common

Element

Performance Criteria

- | | |
|----------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Assist incorporation of Occupational Health and Safety policy and procedures into the work team | 1.1 Understanding of basic requirements of <i>Occupational Health and Safety legislation</i> in area of responsibility appropriate for health and safety needs of a small work team are demonstrated
1.2 Information on the <i>organisation's Occupational Health and Safety policies, procedures and programs</i> is provided in a readily accessible manner and clearly explained to the work group
1.3 Information about <i>identifying hazards</i> and the outcomes of <i>risk assessment</i> and control is regularly provided and clearly explained to the work group |
| 2. Support participative arrangements for the management of Occupational Health and Safety | 2.1 <i>Organisational consultative procedures</i> are implemented and monitored to facilitate participation of work group in management of work area hazards
2.2 Issues raised through consultation are promptly dealt with in accordance with organisational procedures for issue resolution
2.3 Encouragement and assistance is given to team members to contribute to the management of Occupational Health and Safety at the workplace
2.4 Feedback from individuals and teams is used to identify and implement improvements in the management of Occupational Health and Safety |
| 3. Support the organisation's procedures for providing Occupational Health and Safety training | 3.1 Advice is provided on Occupational Health and Safety <i>training needs</i> of individuals and workgroup
3.2 Advice is provided on strategies and opportunities for development of workgroup's competencies in relation to Occupational Health and Safety |

Element**Performance Criteria**

- | | | | |
|----|------------------------------------------------------------------------------------------|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4. | Participate in identifying hazards and assessing and controlling risks for the work area | 3.3 | <i>Coaching and mentoring assistance</i> is provided to team members to support the effective development of individual and group competencies in Occupational Health and Safety |
| | | 4.1 | Advice is provided on <i>hazards in work area</i> in line with organisation's Occupational Health and Safety policies and procedures |
| | | 4.2 | Support is provided in implementing <i>procedures to control risks</i> using the hierarchy of controls and in accordance with organisational procedures |
| | | 4.3 | Inadequacies in existing risk control measures are identified and reported in accordance with the hierarchy of controls |
| | | 4.4 | Occupational Health and Safety records of incidents in the work area are accurately completed and maintained in accordance with Occupational Health and Safety legal requirements |

Range Statement

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace including:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

Occupational Health and Safety legislation will depend on State and Territory legislation and requirements and will include:

- common law duties to meet the general duty of care requirements
- requirements for the maintenance and confidentiality of records of occupational injury and disease
- provision of information, induction and training
- regulations and approved codes of practice relating to hazards present in work area
- health and safety representatives and health and safety committees
- prompt resolution of health and safety issues

Range Statement

Organisational Occupational Health and Safety policies and procedures may include:

- procedures for hazard identification
- procedures for risk assessment, selection and implementation of risk control measures
- incident (accident) investigation
- OHS audits and safety inspections
- consultative arrangements for employees in work area
- hazard reporting procedures
- safe operating procedures/instructions
- use & care of personal protective equipment
- emergency & evacuation procedures
- purchasing policy & procedures
- plant & equipment maintenance & use
- hazardous substances use and storage
- dangerous goods transport & storage
- OHS arrangements for on site contractors, visitors and members of public
- first aid provision/medical practitioner contact & attention
- site access

Identifying hazards and assessing risk may occur through activities such as:

- workplace inspections in area of responsibility
- consulting work team members
- housekeeping
- checking equipment before and during work
- review of records, eg injury, hazardous substances including labels and Materials Safety Data Sheet register, dangerous goods storage list, training, plan and equipment maintenance, etc

Training needs relating to Occupational Health and Safety may include:

- coaching, mentoring and/or supervision
- formal/informal learning programs
- internal/external training provision
- personal study

Coaching and mentoring assistance may include:

- explaining/clarifying
- respecting the contribution of all participants and giving credit for achievements
- presenting and promoting a safe workplace
- problem solving
- providing encouragement
- providing feedback to another team member

Range Statement

Hazards and associated risks to which the work team may be exposed in the work area may include:

- blocked exits
- slippery and uneven floors
- untidy and or noisy work areas
- lack of adequate storage
- reliance on low order control measure (eg PPE) to reduce worker risk exposure instead of controlling the hazard itself
- unguarded /poorly maintained machinery and equipment
- unlabelled chemicals and substances
- ergonomically unsuitable work stations and task design, eg. repetitive work, poor lighting/ glarey surfaces, non-adjustable work surfaces & seating
- internal/external threat of occupational violence and bullying

Controlling risks in the work area may include actions such as:

- application of the hierarch of control, namely:
- eliminate the risk
- reduce/minimise the risk through
 - engineering controls
 - administrative controls
 - personal protective equipment
- regular consultation with workers

Organisational procedures for consultation and issue resolution may include:

- formal and informal meetings
- health and safety committees
- attendance of health and safety representatives at management meetings
- other committees, for example, planning and purchasing
- early response to employee suggestions, requests, reports and concerns put forward to management
- counselling/disciplinary processes

Evidence Guide

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence

- Apply organisational management systems and procedures to Occupational Health and Safety within work group area
- Identify and comply with Occupational Health and Safety legal and organisational requirements
- Apply procedures for identifying hazards in the work area
- Apply procedures for assessing and controlling risks to health & safety associated with those hazards, in accordance with the hierarchy of control.
- Provide specific, clear and accurate information and advice on workplace hazards to work group
- Provide appropriate supervision of work group

Underpinning Knowledge

- The relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Knowledge of hazards and associated risks which exist in the workplace
- Knowledge of organisation's policies and procedures relating to hazard management, fire, emergency, evacuation, incident (accident) investigating and reporting
- Understanding the relevance of Occupational Health and Safety management to other organisational systems and procedures
- Knowledge of characteristics and composition of the workgroup

Evidence Guide

Underpinning Knowledge*

* At this level the learner must demonstrate some relevant theoretical knowledge.

- Literacy skills to understand workplace procedures and work instructions for identifying and reporting hazards and interpreting Occupational Health and Safety signs and symbols
- Analysing skills to identify hazards and assess risks in the work area
- Data analysis skills including:
 - incident (accident) monitoring
 - environmental monitoring
 - evaluation of effectiveness of risk control measures
- Assessment skills to assess resources required to apply risk control measures
- Technology skills including the ability to operate and shut down equipment
- Coaching and mentoring skills to provide support to colleagues
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Evidence Guide

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the Business Services Common Competencies for the particular AQF Level. Refer to the Key Competency Levels at the end of this unit

Key Competency Levels

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

Collect, analyse and organise information	Communicate ideas and information	Plan and organise activities	Work with others and in teams	Use mathematical ideas and techniques	Solve problems	Use technology
Level 2	Level 2	Level 2	Level 2	Level 1	Level 2	Level 1

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

1. Perform 2. Administer 3. Design

- **Collecting, analysing and organising information** – to obtain information to advise colleagues of safety responsibilities
- **Communicating ideas and information** – to resolve safety and environmental issues with work team
- **Planning and organising activities** – to plan resource requirements
- **Working with teams and others** – to consult on the control of risk
- **Using mathematical ideas and techniques** – to calculate resource requirements
- **Solving problems** – to investigate improved work methods
- **Using technology** – to use computing systems to access safety information

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

BSBCMN312A Support innovation and change

Unit Descriptor

This unit covers the skills and knowledge required to contribute ideas for improved work practices and to support the implementation of innovative work practices to effect change.

This unit draws on the work of the Innovative Work Skills project of the Australian National Training Authority.

This unit is related to BSBCMN210A Implement improved work practices and BSBCMN412A Promote innovation and change.

Competency Field

Common

Element

Performance Criteria

- | | |
|-------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Clarify ideas to improve work practices | <ul style="list-style-type: none"> 1.1 Advantages, disadvantages and consequences of ideas are identified 1.2 Options are considered and discussed with colleagues 1.3 Feedback is reflected and used to improve ideas 1.4 Methods of communicating ideas are considered |
| 2. Advise on innovative work practices | <ul style="list-style-type: none"> 2.1 Advice is clear and consistent with <i>organisational requirements</i> 2.2 Advice provided is realistic and relevant within context of current work practices and objectives 2.3 Recommendations are provided on required resources, timelines and <i>roles and responsibilities</i> for successful implementation of <i>change</i> 2.4 Information about <i>risk factors</i> is used to identify potential constraints 2.5 <i>Feedback</i> on innovations is obtained from <i>designated individuals and groups</i> |
| 3. Support implementation of new work practices | <ul style="list-style-type: none"> 3.1 Work schedules are adjusted to incorporate necessary modifications to existing work patterns and routines 3.2 <i>Business technology</i> is used to manage and provide access to information on progress towards objectives of change 3.3 <i>Mentoring and coaching</i> is provided to support individuals and groups in the introduction of change 3.4 Consultation is undertaken with individuals and teams to promote participation in change 3.5 Advice is provided on the impact of change in a manner accessible to designated personnel |

Range Statement

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

They may use legislation, codes and national standards relevant to the workplace including:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

Organisational requirements may be included in:

- quality assurances and/or procedures manuals
- goals, objectives, plans, systems and processes
- legal and organisational policy/guidelines and requirements
- Occupational Health and Safety policies, procedures and programs
- business and performance plans
- anti-discrimination and related policy
- access and equity principles and practice
- ethical standards
- quality and continuous improvement processes and standards
- defined resource parameters
- consultation and communication processes

Roles and responsibilities may include:

- job description and employment arrangements
- organisation's policy relevant to work role
- team structures
- supervision and accountability requirements including Occupational Health and Safety
- skills, training and competencies
- Code of Conduct

Range Statement

Change may include:

- implementation of new work practices and/or services
- organisational restructures
- introduction of new technology
- change in work location
- new client base
- staffing changes
- job role changes
- work priorities

Risk factors may include:

- disturbances to workflow
- confusion/loss of confidence
- cost blow out
- supplier problems
- product/service delivery problems
- time delays

Feedback on innovations may be obtained from:

- customer satisfaction surveys
- interviews
- comments from colleagues
- analysis of qualitative/quantitative data
- recommendations
- management decisions
- quality assurance data

Designated individuals and groups may include:

- supervisor
- clients
- colleagues
- external organisation
- committee
- line management

Business technology may include:

- computers
- computer applications
- fax
- email
- internet/extranet/intranet

Range Statement

Mentoring and coaching may include:

- providing feedback to another team member
- fair and ethical practice
- non-discriminatory processes and activities
- respecting the contribution of all participants and giving credit for achievements
- presenting and promoting a positive image of the collective group
- problem solving
- providing encouragement

Evidence Guide

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence

- Ideas for change are communicated effectively
- Giving feedback and advice to colleagues on processes of implementation
- Change is supported

Underpinning Knowledge*

* At this level the learner must demonstrate some relevant theoretical knowledge.

- The relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Understanding the organisation's policies, plans and procedures
- Knowledge of own roles and responsibilities
- Understanding the context of change
- Principles and techniques of identifying strengths and weaknesses
- Understanding the impacts of change
- Knowledge of critical success factors and how they relate to change
- Processes to interpret and apply feedback
- Principles and techniques of goal setting and recording priorities

Underpinning Skills

- Literacy skills to read and understand a variety of texts; prepare general information and papers according to target audience; spell with accuracy; use grammar and punctuation effectively as an aid to understanding
- Proofreading and editing skills to ensure clarity of

Evidence Guide

meaning and conformity to organisational requirements, check for accuracy and consistency of information

- Communication skills including active listening, questioning and clarifying, presenting and reporting
- Ability to accept positive and negative feedback
- Planning skills to organise work priorities and arrangements
- Team work skills for working as a member of a team during periods of change
- Consultation skills to maintain effective relationships during periods of change
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the Business Services Common Competencies for the particular AQF Level. Refer to the Key Competency Levels at the end of this unit

Key Competency Levels

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

Collect, analyse and organise information	Communicate ideas and information	Plan and organise activities	Work with others and in teams	Use mathematical ideas and techniques	Solve problems	Use technology
Level 1	Level 1	Level 2	Level 2	Level 1	Level 2	Level 1

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

1. Perform 2. Administer 3. Design

- **Collecting, analysing and organising information** – to measure self-performance
- **Communicating ideas and information** – with members of the work team
- **Planning and organising activities** – for self
- **Working with teams and others** – in completing scheduled tasks
- **Using mathematical ideas and techniques** – as an aid to measure and schedule tasks
- **Solving problems** – as an aid to self-development
- **Using technology** – to manage scheduling of tasks

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

BSBCM313A**Maintain environmental procedures****Unit Descriptor**

This unit covers the maintenance and monitoring of the organisation's environmental policies and procedures as an integral part of the organisation's business operations. Those who work under instruction but have some autonomy in the workplace should undertake this unit.

This unit is related to BSBCM215A Participate in environmental work practices and BSBCM413A Implement and monitor environmental policies. Consider co-assessment with BSBCM311A Maintain workplace safety.

Competency Field

Common

Element**Performance Criteria**

- | | |
|-----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Maintain workplace procedures | <p>1.1 <i>Workplace procedures and work instructions</i> for environmental work practices for own work area or <i>team</i> are conveyed to work team where applicable and are followed accurately</p> <p>1.2 Existing and potential environmental risks are identified, dealt with where possible, and reported to designated personnel, and dealt with</p> <p>1.3 Required changes to workplace practices/procedures are responded to promptly and positively</p> <p>1.4 Contingency plan is implemented immediately when unplanned incidents occur</p> |
| 2. Support continuous improvement | <p>2.1 <i>Environmental performance</i> for own work area is monitored and recorded</p> <p>2.2 Information is gathered and improvements are <i>suggested</i> to support the development of improved work practices</p> <p>2.3 <i>Environmental training</i> needs of the <i>work team</i> where applicable, and self are identified and further training is sought as required</p> |
| 3. Maintain recording procedures | <p>3.1 <i>Environmental records</i> are accurately and legibly maintained and stored securely in a form accessible for reporting purposes</p> <p>3.2 Internal and external reporting procedures are identified and maintained as required</p> |

Range Statement

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may include:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

Knowledge of legislation, codes, national standards, industry codes of practice and workplace policies and procedures must:

- be strictly relevant to the particular workplace role and is not intended to include detailed technical aspects of environmental science and
- details of legislation must be directly relevant to the workplace role, and would normally be delivered as a general awareness issue rather than a major part of the competencies
- be consistent with the concept that people at this level work under instruction and according to workplace procedures while having some autonomy in the workplace

Workplace procedures and work instructions may include:

- procedures for hazard and risk identification and for avoiding or minimising environmental risks
- procedures and instructions may be written or verbal
- signs e.g. toxic or hazardous chemicals
- hazard and incident reporting procedures
- procedures to be followed if spills or accidents occur
- contingency plans which may cover emergency procedures, spills, incidents

Designated personnel may include:

- people who are responsible for work area
- or who may be assigned to act as a mentor/trainer

Work team may include:

- formal or unstructured groups
- two or more people

Integration in this sense means:

- an integrated approach to systems within the organisation eg. between environmental, financial and safety policies

Range Statement

Information conveyed may include:

- organisational policies, procedures and work instructions
- relevant environmental legislation requirements
- voluntary environmental agreements entered into with external organisations
- continuous improvement policies and processes
- information on environmental performance

Environmental performance may be defined as:

- a measure of an organisation's impact on the environment and of their ability to manage that impact

Some approaches to improving environmental performance may include:

- preventing and minimising the production of pollution (eg discharges to air, land and water, hazardous waste)
- improving housekeeping (eg using a broom instead of a hose, using old rags for cleaning instead of toxic cleaners or water)
- substituting materials (eg replacing toxic solvent based coatings with water based ones)
- changing processes (eg mechanical cleaning, re-design products to use materials more efficiently)
- use of products which have less environmental impact

Environmental management policies may include but are not restricted to:

- waste minimisation
- tenders for the provision of goods and services that specify environmentally preferred selection criteria
- protection of land and habitat where applicable
- conservation of resources

Environmental procedures training program should be:

- integrated into the organisation's existing training arrangements

Environmental records may include:

- existing and potential risks
- incidents or accidents
- complaints
- reports

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence

- Evidence needs to be provided of the ability to maintain integrated environmental management policies and procedures within an organisation. Training needs must be identified for self and others (where applicable) and records must be kept.
- N.B. Particular note must be taken that evidence must be strictly relevant to the particular workplace role and is not intended to include detailed technical aspects of environmental science

Underpinning Knowledge*

* At this level the learner must demonstrate some relevant theoretical knowledge.

- Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Required knowledge is to be limited to that which is sufficient to perform the particular workplace competency and is intended to promote environmental awareness rather than technical environment competencies
- Recognition of relevant environmental policies and procedures
- Knowledge of best practice approaches relevant to work area particularly in regard to environment hazards and risks and opportunities to improve environmental performance
- Relevant knowledge of environmental issues, especially in regard to water catchments, air, noise, ecosystems, habitat, efficient use of resources and waste minimisation where applicable
- Relevant knowledge of ecological systems in regard to business operation

Underpinning Skills

- Communication skills to ensure information is supplied to the workgroup
- Literacy skills for comprehending documentation and interpreting environment requirements
- Operational skills including the ability to operate and shut down equipment where required
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Evidence Guide

Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the Business Services Common Competencies for the particular AQF Level. Refer to the Key Competency Levels at the end of this unit

Key Competency Levels

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

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

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

1. Perform 2. Administer 3. Design

- **Collecting, analysing and organising information** – to maintain workplace procedures
- **Communicating ideas and information** – to resolve environmental issues and to report as required
- **Planning and organising activities** – to maintain procedures and support change and improvement
- **Working with teams and others** – to gain support in maintaining and improving procedures
- **Using mathematical ideas and techniques** – to aid planning
- **Solving problems** – to maintain procedures
- **Using technology** – to assist work tasks

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

BSBCMN314A Utilise a knowledge management system

Unit Descriptor

This unit specifies the outcomes required to access and use a knowledge management system, input into a knowledge management system, and contribute to monitoring, reviewing and improving a knowledge management system and work practices.

Competency Field

Common

Domain

Knowledge management

Application of the Competency

This unit addresses the use of a planned and implemented knowledge management system by people to increase productivity, improve quality or recognise other benefits to the organisation through the improved use of knowledge.

Element

Performance Criteria

Elements define the critical outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. *Italicised* terms are elaborated in the Range Statement.

1. Access and use knowledge management system

- 1.1 *Knowledge management system* is accessed to assist with specific tasks in line with system procedures
- 1.2 System is administered in line with procedures

2. Input to knowledge management system

- 2.1 *Inputs* are gathered, analysed and prepared for contribution to the system in line with procedures
- 2.2 Inputs are checked for clarity, accuracy, currency and relevance
- 2.3 Inputs are made to system in line with procedures
- 2.4 Requirements of the system are analysed and suggestions for improvements are provided to *relevant personnel*

3. Contribute to monitoring and enhancing knowledge management system

- 3.1 Feedback about the clarity, accuracy, currency and relevance of the system's output is provided to relevant personnel

4. Review and improve work practices

- 4.1 Learning resulting from the use of the system is documented
- 4.2 Work practices are improved as a result of learning from the use of the system

Range Statement

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the Performance Criteria.

Legislation, codes and national standards relevant to the workplace which may include:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

Knowledge management includes:

- the whole range of strategies, methods, activities and techniques used formally and informally by individuals and the organisation (as formalised in a knowledge management system) to identify, collect, organise, store, retrieve, analyse, share and apply knowledge to the work of the organisation

A knowledge management system is:

- a planned and implemented system comprising policies, protocols, procedures and practices to manage knowledge within the organisation and among relevant stakeholders

Procedures include:

- accessible operating instructions
- accessible user manuals
- templates for the collection of input to the system
- criteria established for the selection and filtering of input to the system
- related policies and procedures covering:
 - consultation, participation, communication and reporting (written and verbal)
 - documentation
 - data collection, storage and retrieval
 - privacy and confidentiality
 - quality
 - staff, professional development, training, and coaching and mentoring
 - work organisation

Inputs may be:

- electronic
- verbal
- paper-based

Relevant personnel include:

- owners
- managers, leaders, supervisors and coordinators
- staff, team members and colleagues

Evidence Guide

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of the assessment requirements followed by identification of specific aspects of evidence that will need to be addressed in determining competence. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

Assessment must reflect the endorsed Assessment Guidelines of the parent Training Package.

Overview of Assessment Requirements

A person who demonstrates competence in this unit must be able to provide evidence that they have utilised the organisation's knowledge management system to recognise benefits for the organisation through the improved use of knowledge. They should also provide evidence that they have contributed to the organisation's knowledge management system by using procedures for input to the system.

Specific Evidence Requirements

Required knowledge and understanding include:

- legislation, codes of practice and national standards, for example:
 - privacy and confidentiality requirements
 - freedom of information legislation
- organisational policies and procedures for knowledge management
- other relevant organisational policies and procedures, for example:
 - records management
 - information management
 - customer service
 - commercial confidentiality

Required skills and attributes include:

- ability to relate to people from a range of social, cultural and ethnic backgrounds, and physical and mental abilities
- self-review skills
- writing and verbal skills required to effectively use the system
- attributes:
 - open to learning
 - accuracy and attention to detail

Key competencies or generic skills relevant to this unit

The seven key competencies represent generic skills considered essential for effective work participation. Innovation skills represent a further area of generic competence. The bracketed numbering indicates the performance level required in this unit:

Level (1) represents the competence to undertake tasks effectively

Level (2) represents the competence to manage tasks

Level (3) represents the competence to use concepts for evaluating and reshaping tasks

The bulleted points provide examples of how the key competencies can be applied for this unit.

Communicating ideas and information (1)

- using verbal and writing skills to communicate improvements to content

Collecting, analysing and organising information (2)

- accessing system and analysing relevance of content to own work practices
- analysing content of system to suggest improvements

Planning and organising activities (2)

- planning to integrate use of system into own work practices

Working in a team (–)

- not applicable

Using mathematical ideas and techniques (–)

- not applicable

Solving problems (–)

- not applicable

Using technology (2)

- using software associated with knowledge management system

Innovation skills (–)

- not applicable

Products that could be used as evidence include:

- examples of use of system
- examples of contributions entered into system
- improvements identified in content of system
- changes made to content of system
- documentation of learning resulting from system use

Processes that could be used as evidence include:

- how knowledge management system was accessed and input contributed
- how decisions were made about relevance, accuracy and currency of content of system
- how own use of system contributed to learning
- how work practices have changed as a result of use of system

Resource implications for assessment include:

- access to system (within privacy and confidentiality provisions)

Validity and sufficiency of evidence requires:

- that where assessment is part of a learning experience, evidence will need to be collected over a period of time, involving both formative and summative assessment
- evidence of the use of a knowledge management system for an organisation over a period of time in an actual example or a simulated situation

Integrated competency assessment means:

- that this unit can be assessed alone or as part of an integrated assessment activity involving other relevant units in areas of frontline management, strategic management and common business units

BSBCM315A Work effectively with diversity

Unit Descriptor	This unit specifies the outcomes required to recognise individual differences and respond sensitively, and work effectively with individual differences.
Competency Field	<i>Common</i>
Domain	<i>Diversity</i>
Application of the Competency	This unit covers the introductory competence required to recognise and deal productively with diversity in the business environment. It covers sensitive responses to, and interactions with, all manner of diversity that might be encountered during the course of work.

Element	Performance Criteria
Elements define the critical outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. <i>Italicised</i> terms are elaborated in the Range Statement.
1. Recognise individual differences and respond appropriately	<p>1.1 <i>Individual differences</i> in colleagues, clients and customers are recognised and respected</p> <p>1.2 Differences are responded to sensitively</p> <p>1.3 Behaviour is consistent with <i>legislative requirements</i> and <i>enterprise guidelines</i></p> <p>1.4 Verbal and non-verbal communication accommodates diversity</p>
2. Work effectively with individual differences	<p>2.1 Team objectives are analysed to identify opportunities to use individual differences of self and colleagues</p> <p>2.2 Colleagues are encouraged to utilise their special qualities, skills or backgrounds to enhance work outcomes</p> <p>2.3 Relations with customers and clients demonstrate that diversity is valued by the business</p>

Range Statement

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the Performance Criteria.

Legislation, codes and national standards relevant to the workplace which may include:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

Individual differences may include:

- age
- belief systems/values
- culture
- expertise/experience/working styles
- gender
- interpersonal style
- interests
- language
- physical characteristics and abilities
- mental abilities
- politics
- race
- religion
- sexual orientation
- thinking and learning styles

Colleagues may include:

- peers
- managers and supervisors
- stakeholders
- internal customers
- junior staff

Legislative requirements may include:

- disability discrimination legislation
- human rights and equal opportunity legislation
- racial and sex discrimination legislation

Enterprise guidelines may include:

- codes of conduct or ethics
- diversity policies
- human resources policies and procedures

Evidence Guide

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of the assessment requirements followed by identification of specific aspects of evidence that will need to be addressed in determining competence. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

Assessment must reflect the endorsed Assessment Guidelines of the parent Training Package.

Overview of Assessment Requirements

A person who demonstrates competence in this unit must be able to provide evidence that they have an awareness of differences in people and that they treat people with differences sensitively and appropriately. This would be evidenced by their ability to adjust their language and behaviour, as required, in their dealings with people.

This unit may be assessed in conjunction with units covering teamwork and customer service or customer relations.

Specific Evidence Requirements

Required knowledge and understanding include:

- understanding of the value of diversity to the economy and society in terms of:
 - maximum use of Australian workforce and skills pool
 - increased awareness of other cultures, and greater access to markets in a global economy
 - open, innovative approaches to change, and differences which are the basis for business innovation and growth
 - social justice, and equal opportunity implications of diversity
- knowledge of major subgroups in the community and business environment by:
 - cultures
 - beliefs
 - traditions and practices
- awareness of ‘reasonable adjustments’ that facilitate participation by people with a disability
- legislation including:
 - Commonwealth Human Rights and Equal Opportunity Act
 - Commonwealth Racial Discrimination Act/s
 - Commonwealth Sex Discrimination Act
 - Commonwealth Disability Discrimination Act
 - relevant state/territory legislation

Required skills and attributes include:

- ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- flexibility:
 - ability to overcome fears and prejudices which prevent effective working relationships
 - interpersonal skills
- self-awareness:
 - ability to analyse own responses to differences
 - ability to confront own prejudices and assumptions

Key competencies or generic skills relevant to this unit

The seven key competencies represent generic skills considered essential for effective work participation. Innovation skills represent a further area of generic competence. The bracketed numbering indicates the performance level required in this unit:

Level (1) represents the competence to undertake tasks effectively

Level (2) represents the competence to manage tasks

Level (3) represents the competence to use concepts for evaluating and reshaping tasks

The bulleted points provide examples of how the key competencies can be applied for this unit.

Communicating ideas and information (1)

- communicating with respect for diversity

Collecting, analysing and organising information (1)

- reading and analysing relevant business documentation

Planning and organising activities (–)

- not applicable

Working in a team (2)

- recognising differences
- negotiating differences

Using mathematical ideas and techniques (–)

- not applicable

Solving problems (–)

- not applicable

Using technology (–)

- not applicable

Innovation skills (–)

- not applicable

Products that could be used as evidence include:

- customer satisfaction surveys
- diaries or journals
- evidence from role-plays
- reports from colleagues and supervisors
- direct observation of work performance

Processes that could be used as evidence include:

- how person interacts to people with differences to achieve business objectives

Resource implications for assessment include:

- copies of business documentation e.g. policies and procedures, business objectives

Validity and sufficiency of evidence requires:

- that where assessment is part of a learning experience, evidence will need to be collected over a period of time, involving both formative and summative assessment
- that assessment may be either through simulated project-based activity or actual activities developed and implemented

Integrated competency assessment means:

- that this unit can be assessed alone or together with units covering teamwork or customer service

BSBCMN316A Process customer complaints

Unit Descriptor This unit specifies the outcomes required to handle formal and informal negative feedback and complaints from customers.

Competency Field *Common*

Domain *Customer service*

Application of the Competency This unit would typically apply to that part of a person's role where he/she has responsibility for or may be more concerned with the processing of customer service complaints.

These workers would be expected to have a detailed knowledge of products and customer service systems and procedures and be able to apply the organisation's procedures for dealing with customers.

The customer service units are based on the GCS01 Customer Service Generic Guideline Competencies, one of the sets of guideline competencies developed by ANTA.

Element

Elements define the critical outcomes of a unit of competency.

Performance Criteria

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. *Italicised* terms are elaborated in the Range Statement.

1. Respond to complaints

- 1.1 *Customer complaints* are processed in accordance with organisational procedures established under company policies, legislation or codes of practice and by using *effective communication*
- 1.2 Necessary reports relating to the complaints are obtained, *documented* and reviewed
- 1.3 Decisions are made, taking into account applicable law, company policies and code
- 1.4 Resolution of the complaint is negotiated and agreed where possible
- 1.5 A register of complaints/disputes is maintained
- 1.6 The customer is informed of outcome of the investigation

2. Refer complaints

- 2.1 Complaints that require referral to other personnel or external bodies are identified
- 2.2 *Referrals* are made to appropriate personnel for follow-up in accordance with individual level of responsibility
- 2.3 All documents and investigation reports are forwarded
- 2.4 Appropriate personnel are followed-up to gain prompt decisions

3. Exercise judgment to resolve customer service issues

- 3.1 Implications of issues for the customer and for the organisation are identified
- 3.2 Appropriate options for resolution are analysed, explained and negotiated with the customer
- 3.3 Viable options proposed are in accordance with appropriate legislative requirements and enterprise policies
- 3.4 Matters for which a solution cannot be negotiated are referred to appropriate personnel

Range Statement

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. Some specific aspects which require elaboration are identified by the use of italics in the Performance Criteria.

Legislation, codes and national standards relevant to the workplace may include:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety and environmental issues, equal opportunity, industrial relations, anti-discrimination, privacy and consumer law
- relevant industry codes of practice

Customers may include:

- internal or external customers
- customers with routine or special requests
- regular and new customers
- people from a range of social, cultural or ethnic backgrounds
- people with varying physical and mental abilities
- people who may be unwell, drug affected or emotionally distressed

Customer complaints may vary in terms of:

- straightforward customer dissatisfaction
- scenarios where external bodies such as police are required
- different types of severity, formality and sources
- the level of documentation required

Effective communication techniques may include:

- speaking clearly and concisely
- using appropriate language and tone of voice
- giving customers full attention
- maintaining eye-contact (for face-to-face interactions), except where eye contact may be culturally inappropriate

- using non-verbal communication e.g. body language, personal presentation (for face-to-face interactions)
 - using clear written information/communication
- Documented* reports may be recorded in the following ways:
- completed forms and written reports
 - using audio-visual tapes
 - using computer-based systems
- Lines of *referrals* may include:
- relevant superiors in the organisational hierarchy
 - external bodies e.g. ombudsman, ICAC, police

Evidence Guide

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of the assessment requirements followed by identification of specific aspects of evidence that will need to be addressed in determining competence. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

Assessment must reflect the endorsed Assessment Guidelines of the parent Training Package.

Overview of Assessment Requirements

A person who demonstrates competence in this standard must be able to provide evidence that they have applied organisational and administrative skills in the efficient processing of customer complaints. They must have demonstrated the ability to apply organisational and/or industry procedures to a range of situations and to exercise judgement in this application and to recommend appropriate action, along with an ability to facilitate other people to undertake appropriate customer service. A knowledge of the relevant legal and ethical framework is also required.

Specific Evidence Requirements

Required knowledge and understanding include:

- relevant legislation, regulations, standards and codes from all levels of government that affect business operation and customer relations, especially in regard to:
 - occupational health and safety and environmental issues
 - equal opportunity, anti-discrimination and diversity
 - industrial relations and consumer relations
 - privacy
- the relevant legal and ethical framework
- relevant organisational procedures and standards for processing complaints and recommending appropriate action
- an understanding and application of:
 - the importance of customer feedback
 - the importance of good communication

- the individual's role in processing customer complaints

Required skills and attributes include:

- ability to relate to people from a range of social, cultural and ethnic backgrounds, and physical and mental abilities
- language, literacy and numeracy requirements:
 - language skills which allow for adequate communication with customers and team members
 - literacy skills to the level required to process customer complaints
 - numeracy skills to the level required to interpret customer complaints and to take required **actions**
- ability to apply organisational and/or industry procedures to a range of situations and to exercise judgement in this application, along with an ability to facilitate other people to undertake appropriate customer service

Key competencies or generic skills relevant to this unit

The seven key competencies represent generic skills considered essential for effective work participation. Innovation skills represent a further area of generic competence. The bracketed numbering indicates the performance level required in this unit:

Level (1) represents the competence to undertake tasks effectively

Level (2) represents the competence to manage tasks

Level (3) represents the competence to use concepts for evaluating and reshaping tasks

The bulleted points provide examples of how the key competencies can be applied for this unit.

Communicating ideas and information (2)

- receiving and recording customer feedback
- communicating information to customers

Collecting, analysing and organising information (2)

- recording customer feedback
- recording customer information including problems and delays

Planning and organising activities (2)

- following-up problems or delays

Working in a team (1)

- working with team members to promote customer relationships

Using mathematical ideas and techniques (1)

- producing customers records

Solving problems (2)

- reducing problems and delays

Using technology (1)

- recording customer service information

Innovation skills (2)

- improving customers relationships

- developing opportunities to provide prompt service
- Products that could be used as evidence include:**
- customer satisfaction surveys
 - diaries or journals
 - evidence from role-plays
 - reports from customers, colleagues or supervisors
- Processes that could be used as evidence include:**
- completed written materials including customer record forms
 - direct observation of work performance
 - customer satisfaction survey reports
- Resource implications for assessment include:**
- where questions, case studies/scenarios form part of the assessment, a bank of relevant material will be required
 - access to workplace documents
 - access to opportunities to observe the individual in the workplace or in small group discussions and presentations
- Validity and sufficiency of evidence requires:**
- that where assessment is part of a learning experience, evidence will need to be collected over a period of time, involving both formative and summative assessment
 - at least two examples of the candidate applying organisational and/or industry procedures and exercising judgement in this application to recommend appropriate action in regard to a customer complaint
- Integrated competency assessment means:**
- that, where practical, this unit should be assessed in an integrated fashion with other appropriate units
 - that this unit is essentially skills-based and it is expected that assessment will be largely practical (that is, workplace-based or by simulation) in nature, supported by questioning to assess product knowledge
 - that practical assessment will frequently be in the workplace or a suitable similar environment. Access to such an environment will be required. Questioning may occur in the work environment, or another suitable room such as an office, classroom or lunchroom

BSBCM317A Meet customer needs and expectations

Unit Descriptor This unit specifies the outcomes required to deal with complex, long-term customer relationships at an operational level. It covers identifying, clarifying and meeting customer needs and expectations on a one-to-one basis, usually over an extended period of time. It will usually entail multiple encounters with the same customer, but could also apply to a single complex encounter.

Competency Field *Common*

Domain *Customer service*

Application of the Competency Customer service workers would be expected to possess detailed product knowledge and have sufficient authority to make choices between the different products and services based on customer needs and expectations.

This unit does contain some similar outcomes to BSBCM310A Deliver and monitor a service to customers. Care should be taken in including both of these units in a qualification.

The customer service units are based on the GCS01 Customer Service Generic Guideline Competencies, one of the sets of guideline competencies developed by ANTA.

Element

Performance Criteria

Elements define the critical outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. *Italicised* terms are elaborated in the Range Statement.

1. Identify customer needs and expectations

- 1.1 *Customer* preferences, needs and expectations are clarified
- 1.2 Special requirements of customers are identified promptly
- 1.3 *Effective communication* appropriate to the relationship and the purpose of the interaction is used
- 1.4 External assistance is accessed as required

2. Provide the identified customer needs and expectations

- 2.1 *Knowledge of specified products and services* is applied to provide assistance to customers
- 2.2 Alternative products and services are suggested if necessary
- 2.3 Features and benefits of relevant products and services are explained to customers
- 2.4 Special promotions for products and services are suggested to customers according to organisational policies

- 2.5 Confirmation is sought from customers that needs and, where practical, expectations have been satisfied
- 3. Develop knowledge for a specific range of products and services**
- 3.1 Features and characteristics of a specified range of products and services are identified and described accurately
- 3.2 Knowledge of a specified range of products and services, including comparisons between specified products and services, is developed and maintained
- 3.3 Organisation manuals, labels and instructions are read, interpreted and stored according to *organisational policies, procedures and standards*
- 3.4 Availability of products and services is determined according to organisation and/or supplier information

Range Statement

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. Some specific aspects which require elaboration are identified by the use of italics in the Performance Criteria.

Legislation, codes and national standards relevant to the workplace may include:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety and environmental issues, equal opportunity, industrial relations, anti-discrimination, privacy and consumer law
- relevant industry codes of practice

Customers may include:

- internal or external customers
- customers with routine or special requests
- regular and new customers
- people from a range of social, cultural or ethnic backgrounds
- people with varying physical and mental abilities
- people who may be unwell, drug affected or emotionally distressed

Effective communication includes:

- using active listening techniques
- using open and/or closed questions
- speaking clearly and concisely
- using appropriate language and tone of voice
- giving customers full attention
- maintaining eye-contact, except where eye contact may be culturally inappropriate

- using non-verbal communication e.g. body language, personal presentation (for face-to-face interactions)
- using clear written information/communication

Knowledge of specified products and services may include:

- range of products and services
- features and benefits of products and services
- promotional and supplier information
- written communications on products and services
- other relevant descriptions

Organisational policies, procedures and standards may include:

- quality systems, standards and guidelines
- organisational standard report forms
- code of conduct/ethics
- procedures on record keeping

Evidence Guide

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of the assessment requirements followed by identification of specific aspects of evidence that will need to be addressed in determining competence. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

Assessment must reflect the endorsed Assessment Guidelines of the parent Training Package.

Overview of Assessment Requirements

A person who demonstrates competence in this standard must be able to provide evidence that they have the ability to identify customer need(s) and expectations and to:

- suggest, explain and deliver appropriate services or products to a standard and in an appropriate timeframe, or
- recommend an acceptable alternative to the customer, and
- base advice and recommendations on a detailed knowledge of a specific range of products and services according to organisation and supplier information.

Specific Evidence Requirements

Required knowledge and understanding include:

- relevant legislation, regulations, standards and codes from all levels of government that affect business operation and customer relations, especially in regard to:
 - occupational health and safety and environmental issues
 - equal opportunity, anti-discrimination and diversity
 - industrial relations and consumer relations
 - privacy
- relevant organisational procedures and standards for customer service relationships

- Required skills and attributes include:**
- an understanding and application of:
 - the importance of customer service
 - the importance of good communication
 - the individual’s role in delivering customer service
 - the range of possibilities for product and service delivery
 - a detailed product knowledge which may be:
 - of significant breadth (so as to propose alternative products and services), or
 - of significant depth (so as to propose variations within a limited product and service range)
 - ability to relate to people from a range of social, cultural and ethnic backgrounds, and physical and mental abilities
 - language, literacy and numeracy requirements:
 - language skills which allow for adequate communication with customers and other team members
 - literacy skills to the level required to meet customer needs and expectations
 - numeracy skills to the level required to meet customer needs and expectations
 - the ability to present and weigh the advantages and disadvantages of differing possible solutions to the customer need

Key competencies or generic skills relevant to this unit

The seven key competencies represent generic skills considered essential for effective work participation. Innovation skills represent a further area of generic competence. The bracketed numbering indicates the performance level required in this unit:

Level (1) represents the competence to undertake tasks effectively

Level (2) represents the competence to manage tasks

Level (3) represents the competence to use concepts for evaluating and reshaping tasks

The bulleted points provide examples of how the key competencies can be applied for this unit.

Communicating ideas and information (2)

- receiving and recording customer needs and expectations
- communicating information to customers

Collecting, analysing and organising information (2)

- identifying customer needs and expectations
- developing product knowledge

Planning and organising activities (1)

- providing alternative ways of satisfying customer needs

Working in a team (1)	<ul style="list-style-type: none"> • working with team members to promote customer relationships
Using mathematical ideas and techniques (1)	<ul style="list-style-type: none"> • enhancing customer service
Solving problems (2)	<ul style="list-style-type: none"> • developing alternative solutions to unresolved customer needs and expectations
Using technology (1)	<ul style="list-style-type: none"> • recording customer service information
Innovation skills (2)	<ul style="list-style-type: none"> • improving customers relationships • developing opportunities to provide excellent service
Products that could be used as evidence include:	<ul style="list-style-type: none"> • customer satisfaction surveys • diaries or journals • evidence from role-plays • reports from customers, colleagues or supervisors
Processes that could be used as evidence include:	<ul style="list-style-type: none"> • completed written materials including customer record forms • direct observation of work performance • customer satisfaction survey reports
Resource implications for assessment include:	<ul style="list-style-type: none"> • where questions, case studies/scenarios form part of the assessment, a bank of relevant material will be required • access to workplace documents • access to opportunities to observe the individual in the workplace or in small group discussions and presentations
Validity and sufficiency of evidence requires:	<ul style="list-style-type: none"> • that where assessment is part of a learning experience, evidence will need to be collected over a period of time, involving both formative and summative assessment • at least two examples of candidate applying communication skills to identify complex customer needs and expectations and to develop acceptable outcomes based on a detailed knowledge of products and/or services
Integrated competency assessment means:	<ul style="list-style-type: none"> • that, where practical, this unit should be assessed in an integrated fashion with other appropriate units • that this unit is essentially skills-based and it is expected that assessment will be largely practical (that is, workplace-based or by simulation) in nature, supported by questioning to assess product knowledge

- that practical assessment will frequently be in the workplace or a suitable similar environment. Access to such an environment will be required. Questioning may occur in the work environment, or another suitable room such as an office, classroom or lunchroom

BSBCM318A Write simple documents

Unit Descriptor This unit specifies the outcomes required to plan, draft and review a basic document before writing the final version.

Competency Field *Common*

Domain *Business communication*

Application of the Competency This unit covers the writing of basic business documents for print or electronic communication, such as memos, letters, forms, email messages and summaries of information for inclusion in reports.

The unit does not cover the skills and knowledge related to working with particular software packages.

Work that involves information and general promotion documents that are more complex is dealt with in the unit BSBCM420A Write complex documents.

Element

Performance Criteria

Elements define the critical outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. *Italicised* terms are elaborated in the Range Statement.

1. Plan document

- 1.1 *Audience* and *purpose* is determined
- 1.2 *Format* and *structure* for the document is determined
- 1.3 Key points for inclusion are established
- 1.4 *Organisational requirements* are identified
- 1.5 *Method of communication* is established
- 1.6 *Means of communication* is established

2. Draft document

- 2.1 Draft document is developed to communicate key points
- 2.2 Any required additional information is obtained and included

3. Review document

- 3.1 Draft is checked for suitability of tone for audience, purpose, format and communication style
- 3.2 Draft is checked for readability, grammar, spelling and sentence and paragraph construction
- 3.3 Draft is checked for sequencing and structure
- 3.4 Draft is checked to ensure it meets organisational requirements
- 3.5 Draft is proofread, where appropriate, by supervisor or other colleague

4. Write final document

- 4.1 Necessary changes are made and checked
- 4.2 Document is sent to *intended recipient*
- 4.3 Copy of document is filed in accordance with organisational policies and procedures

Range Statement

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the Performance Criteria.

Legislation, codes and national standards relevant to the workplace which may include:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

Audience may include:

- the primary recipient/s of the communication
- recipients who receive a copy for information
- internal and external customers

Purpose may include:

- statements of fact
- straightforward advice
- information
- minutes/outcomes of meetings
- communications about meetings or events
- clarification of issues
- a request for information, advice or assistance

Format may include:

- organisational templates or proformas for letters, memos or reports
- email
- letters
- forms
- tables
- memos
- minutes of meetings

Structure may include:

- organisation of the material to suit the format (for example, scannability for on-screen use)
- visual signposting of material, including use of headings, lists, keywords and text in boxes
- treatment of attachments and hyperlinks

Organisational requirements may

- house style requirements

- include:
- protocols, both written and unwritten for the organisation's internal and external communications
 - identified authorities for signatories for correspondence/communications
 - requirements for inclusive and non-discriminatory language and for adherence to copyright legislation
- Method of communication* may include:
- use of the appropriate register or style of language – formal, standard or informal
 - use of active or passive voice
 - inclusive communication
- Means of communication* may include:
- software packages such as Word, Excel, PageMaker, PowerPoint, and templates
- Intended recipient* may include:
- audience for document
 - supervisor or other staff member who may add to or forward document to another recipient
 - signatory of the document

Evidence Guide

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of the assessment requirements followed by identification of specific aspects of evidence that will need to be addressed in determining competence. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

Assessment must reflect the endorsed Assessment Guidelines of the parent Training Package.

Overview of Assessment Requirements

A person who demonstrates competence in this standard must be able to provide evidence that they can produce documents that accurately convey required basic information, in appropriate formats and suitable to the designated audience or readership. A range of documents for different purposes and audiences should be provided as evidence.

Specific Evidence Requirements

Required knowledge and understanding include:

- organisational policies and procedures for document production
- how audience, purpose and method of communication influence tone
- communication protocols
- basic grammar, spelling and punctuation
- use of resources for document production:
 - dictionary and thesaurus
 - templates and styles
 - style guides or house style
 - sample documents

Required skills and attributes include:

- ability to relate to people from a range of social, cultural and ethnic backgrounds, and physical and mental abilities
- ability to review and revise text for accuracy and intended meaning
- ability to sequence and structure ideas for effective communication

Key competencies or generic skills relevant to this unit

The seven key competencies represent generic skills considered essential for effective work participation. Innovation skills represent a further area of generic competence. The bracketed numbering indicates the performance level required in this unit:

Level (1) represents the competence to undertake tasks effectively

Level (2) represents the competence to manage tasks

Level (3) represents the competence to use concepts for evaluating and reshaping tasks

The bulleted points provide examples of how the key competencies can be applied for this unit.

Communicating ideas and information (3)

- developing documents to communicate ideas and information appropriate to the purpose of the documents and the audience

Collecting, analysing and organising information (3)

- arranging information for effective communication

Planning and organising activities (1)

- sequencing work so that deadlines are met

Working in a team (1)

- obtaining feedback from others about draft documents and reviewing their suggestions

Using mathematical ideas and techniques (1)

- including statistics in documents

Solving problems (1)

- analysing what is to be communicated how to do it most effectively

Using technology (3)

- producing documents that are easily readable and suited to the chosen format, including, where appropriate, through use of assistive technologies
- producing documents that can be readily retrieved

Innovation skills (–)

- not applicable

Products that could be used as evidence include:

- summaries of requirements for specific documents
- draft documents that have been marked for revision
- final documents

Processes that could be used as evidence include:

- how information was obtained and reviewed
- how organisational requirements were used

- how grammar, spelling and punctuation were checked
- how feedback was obtained for draft document, as appropriate
- how approval was obtained for final document, as appropriate

Resource implications for assessment include:

- access to workplace documents

Validity and sufficiency of evidence requires:

- that where assessment is part of a learning experience, evidence will be collected over a period of time, involving both formative and summative assessment
- five examples of different types of documents that have been written and produced by the candidate

Integrated competency assessment means:

- that this unit can be assessed alone or as part of an integrated assessment

BSBCM319A Apply advanced first aid

Unit Descriptor This unit specifies the outcomes required to provide advanced first aid in emergency situations, manage the incident and response, and communicate with others involved in the treatment or response.

Competency Field *Common*

Domain *First aid*

Application of the Competency This unit covers the application of skills and knowledge in an emergency in the workplace where advanced treatment options are applied. It is about assessing the situation, managing the casualty, coordinating first aid until arrival of medical assistance, communicating details of the incident to others involved in treatment, and evaluating the incident after the event to learn from the situation activities. The treatment options are of a more advanced nature than those outlined in the unit BSBCM218A Apply basic first aid, which is a pre-requisite to this unit.

Training Package users should ensure implementation is consistent with any relevant legislative requirements in relation to first aid. When co-assessed with BSBCM218A Apply basic first aid, this unit is equivalent to skill outcomes achieved on completion of a senior or advanced first aid certificate.

Note that element 5 'Manage casualty in a remote and/or isolated area' should only be assessed when required by a workplace.

These first aid units are based on the (GFA1A) national guidelines for integrating first aid competencies into industry competency standards. The ANTA guideline competencies approach allows for flexibility of use and promotes effective and efficient importation by other training package developers.

Element

Elements define the critical outcomes of a unit of competency.

Performance Criteria

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. *Italicised* terms are elaborated in the Range Statement.

1. Assess the situation

- 1.1 *Physical hazards* are identified and minimised according to OHS requirements and workplace procedures
- 1.2 *Risks* to first aider and others are assessed and an appropriate response determined to ensure prompt control of situation
- 1.3 Need for emergency services and/or medical assistance is ascertained and prioritised and triage undertaken where required

- 2. Manage the casualty(s)**
 - 2.1 Agreement for management of the casualty's injury/illness is sought from person(s), as applicable
 - 2.2 Welfare procedure is determined and implemented according to casualty's needs
 - 2.3 Effects of injury are controlled and appropriate *first aid management* is determined and applied to meet the needs of the casualty and the situation
 - 2.4 *Medication* is administered according to relevant legislation and manufacturer's/supplier's instructions and subject to casualty's regime
 - 2.5 *Casualty's condition* is monitored and responded to in a timely manner in accordance with effective *first aid principles*
 - 2.6 Life support equipment is correctly operated where appropriate according to relevant legislation and manufacturer's/supplier's instructions
 - 2.7 Management is finalised according to casualty's needs and first aid principles

- 3. Coordinate first aid activities until arrival of medical assistance**
 - 3.1 Available *resources* required are identified and *communication links* with appropriate personnel, emergency management services and medical assistance are established as appropriate
 - 3.2 Correct amount of resources are deployed to appropriate locations in an effective manner to ensure timely arrival of required resources
 - 3.3 The provision of resources is documented and modifications recommended
 - 3.4 The management of the casualty is monitored in accordance with first aid principles and workplace procedures
 - 3.5 Evacuation of the casualty is coordinated according to worksite evacuation procedures
 - 3.6 Support services are arranged for personnel involved in the incident in accordance with workplace principles and procedures

- 4. Communicate essential incident details**
 - 4.1 Communication is maintained with relevant personnel using appropriate media and equipment
 - 4.2 First aid information is communicated with other providers/carers as appropriate to meet their needs and in accordance with workplace procedures
 - 4.3 Information is calmly provided to reassure casualty, adopting a communication style to match the casualty's level of consciousness

5. Manage casualty in a remote and/or isolated area

- 5.1 *Preparation for isolated travel and work* is undertaken, accounting for expected contingencies
- 5.2 Casualty's condition is assessed and appropriate response is determined in order to minimise hazards and determine need for medical assistance
- 5.3 Casualty's condition is monitored and responded to in accordance with effective first aid principles
- 5.4 Reassurance and support are provided to the casualty during the wait for medical assistance
- 5.5 Shelter from elements is undertaken in accordance with environmental conditions
- 5.6 *Documentation* of condition of the casualty is made over time to assist in ongoing management
- 5.7 Communication links to medical services are established to ensure prompt control action is undertaken
- 5.8 Administration of medication is undertaken under medical instruction, using relevant communication equipment
- 5.9 *Decision* whether to transport the casualty to medical assistance or wait is made by evaluating environmental and casualty's condition
- 5.10 Assistance in the evacuation of the casualty by emergency services is provided as required

6. Evaluate the incident

- 6.1 Management of the incident is evaluated and, where required, an action plan is developed in consultation with relevant parties
- 6.2 Participation in debriefing and evaluation occurs either by self or others or both in order to improve future operations and address individuals' needs
- 6.3 Access is provided to bona fide critical stress facilitators where required or requested
- 6.4 Site management and procedures are implemented and evaluated in accordance with risk assessment
- 6.5 Contingency planning is formulated and reviewed to identify and select alternative management principles and procedures

Range Statement

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the Performance Criteria.

Legislation, codes and national standards relevant to the workplace which may include:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

Physical hazards may include:

- workplace hazards
- environmental hazards
- proximity of other people
- hazards associated with the casualty management processes

Risks may include:

- worksite equipment, machinery and substances
- first aid equipment (e.g. oxygen cylinders, defibrillator)
- environmental risks
- bodily fluids
- risk of further injury to the casualty
- risks associated with the proximity of other workers and bystanders

First aid management will need to account for:

- workplace policies and procedures
- industry and site specific regulations and codes
- occupational health and safety (OHS) requirements
- state and territory workplace health and safety requirements
- location and nature of the workplace
- environmental conditions, e.g. electrical access/risks, biological risks, weather, motor vehicle accidents
- location of emergency services personnel
- number of casualties and potential casualties
- use and availability of first aid equipment, resources and pharmaceuticals
- confined spaces, subject to industry need

First aid management may include:

- administration of analgesic gases
- cardiopulmonary resuscitation (CPR)
- infection control
- semi-automated external defibrillator (SAED)
- expired air resuscitation (EAR)

Medication may include:

- oxygen
- pain relief paracetamol in accordance with state and territory legislation, analgesics (penthrane, entonox used in mining industry)
- asthma bronchodilator drugs and aerosol bronchodilators (casualty's own or from the first aid kit in accordance with state and territory legislation)
- adrenaline (for severe allergic reactions subject to casualty's own regime)
- heart attack aspirin

Casualty's condition is managed for:

- abdominal injuries
- allergic reactions
- bleeding
- burns – thermal, chemical, friction, electrical
- cardiac conditions
- chemical contamination
- cold injuries
- crush injuries
- dislocations
- drowning
- envenomation – snake, spider, insect and marine bites
- environmental conditions such as hypothermia, dehydration, heat stroke
- epilepsy, diabetes, asthma and other medical conditions
- eye injuries
- fractures
- head injuries
- minor skin injuries
- neck and spinal injuries
- needle stick injuries
- poisoning and toxic substances
- respiratory management of asthma and/or choking
- shock

- smoke inhalation
- soft tissue injuries, including sprains, strains and dislocations
- substance abuse, including illicit drugs
- unconsciousness, including not breathing and no pulse

First aid principles include:

- checking the site for danger to self, the casualty and others and minimising the danger
- checking and maintaining the casualty's airway, breathing and circulation

Resources are used appropriate to the risk and may include:

- blood pressure cuff
- oxygen resuscitation/cylinders
- defibrillation units
- pressure bandages
- thermometers
- injections
- back boards
- stretchers
- soft bag resuscitator
- first aid kit
- eyewash
- thermal blankets
- pocket face masks
- rubber gloves
- dressings
- spacer devices
- cervical collars

Communication links may include but not be limited to:

- mobile phone
- satellite phone, HF/VHF radio and two-way radio
- flags, flares and hand signals
- email
- electronic equipment

Preparation for isolated travel and work may include:

- selection of relevant communication equipment
- relevant first aid supplies and resources to cater for environmental conditions

Documentation, especially in remote/isolated areas, may include:

- time
- fluid intake/output
- blood, vomit, faeces, urine

- administration of medication including time, date, person administering, dose
- vital signs

In remote/isolated areas, *decision* to travel or wait would depend upon:

- severity of injury
- time required for medical assistance to arrive
- movement that might hinder rescue procedures

Evidence Guide

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of the assessment requirements followed by identification of specific aspects of evidence that will need to be addressed in determining competence. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

Assessment must reflect the endorsed Assessment Guidelines of the parent Training Package.

Overview of Assessment Requirements

A person who demonstrates competence in this unit must be able to provide evidence that they can apply knowledge and skills to the provision of advanced first aid in an emergency situation over a variety of situations.

As the opportunities to apply first aid in real situations in the workplace may be limited, assessment of competence will usually involve the use of simulations, hypotheticals, scenarios and case studies.

Specific Evidence Requirements

Required knowledge and understanding include:

- OHS legislation and regulations
- legal responsibilities and duty of care
- how to gain access to and interpret material safety data sheets (MSDSs)
- company standard operating procedures (SOPs)
- state and territory regulatory requirements relating to currency of skill and knowledge
- debriefing counselling procedures
- dealing with social problems and confidentiality
- capabilities of emergency management services
- knowledge of the first aider's skills and limitations
- respiratory and circulatory system
- basic anatomy skeleton, muscles, joints, bones
- basic physiology
- basic toxicology
- infection control
- bleeding control
- airway management
- care of unconscious persons

Required skills and attributes include:

- ability to relate to people from a range of social, cultural and ethnic backgrounds, and physical and mental abilities
- resuscitation
- the use of a semi-automated defibrillator
- delivery of oxygen
- demonstration of first aid principles
- adequate infection control procedures
- safe manual handling
- consideration of the welfare of the casualty
- initial casualty assessment
- report preparation
- communication skills
- incident management skills
- ability to interpret and use listed documents
- transport techniques
- assertiveness skills
- leadership
- decision making

Key competencies or generic skills relevant to this unit

The seven key competencies represent generic skills considered essential for effective work participation. Innovation skills represent a further area of generic competence. The bracketed numbering indicates the performance level required in this unit:

Level (1) represents the competence to undertake tasks effectively

Level (2) represents the competence to manage tasks

Level (3) represents the competence to use concepts for evaluating and reshaping tasks

The bulleted points provide examples of how the key competencies can be applied for this unit.

Communicating ideas and information (2)

- communicating verbally with casualty, bystanders, medical staff in emergency situation
- completing required workplace records of incident

Collecting, analysing and organising information (2)

- applying knowledge/skills to treatment of casualty

Planning and organising activities (2)

- planning treatment options
- organising for casualty's treatment to be taken over by more advanced first aiders, medical staff etc

Working in a team (3)

- working with other first aid providers, ambulance staff, bystanders and medical staff

Using mathematical ideas and techniques (–)

- not applicable

Solving problems (3)	<ul style="list-style-type: none">• solving problems associated with the identification of cause of incident in responding to emergency• where applicable, solving problems associated with providing treatment in isolated locations
Using technology (2)	<ul style="list-style-type: none">• using equipment in first aid kit
Innovation skills (1)	<ul style="list-style-type: none">• evaluating incident to learn lessons from situation
Products that could be used as evidence include:	<ul style="list-style-type: none">• demonstrations of applying first aid treatment in simulated situations that replicate real situations as close as possible over a range of situations• reports and records made as a result of treatment provided in emergency situations
Processes that could be used as evidence include:	<ul style="list-style-type: none">• how physical hazards to own health and others' safety were identified and allowed for• how treatment options were selected given symptoms displayed by casualty• how emergency situation was managed• how records and reports were made of emergency treatment• where applicable, how emergency situations were managed in isolated locations• how incidents were evaluated
Resource implications for assessment include:	<ul style="list-style-type: none">• access to simulations and hypothetical situations for assessment purposes• access to workplace records
Validity and sufficiency of evidence requires:	<ul style="list-style-type: none">• that where assessment is part of a learning experience, evidence will need to be collected over a period of time, involving both formative and summative assessment• that the following are provided:<ul style="list-style-type: none">– at least three examples of treatment options which are selected appropriately to symptoms exhibited and applied in real or simulated situations involving a range of techniques including EAR (Expired Air Resuscitation) and CPR (Cardio-Pulmonary Resuscitation)– demonstrations, and– an assessment (written or oral) of underpinning knowledge and skills

**Integrated competency
assessment means:**

- that, as the opportunities to apply first aid in real situations in the workplace may be limited, assessment of competence will usually involve the use of simulations, hypotheticals, scenarios and case studies
- that this unit will usually be assessed alone or together with the unit, BSBCMN320A Maintain first aid equipment and resources. The unit BSBCMN218A Apply basic first aid is a pre-requisite to this unit

BSBCMN320A Maintain first aid equipment and resources

Unit Descriptor This unit specifies the outcomes required to maintain first aid consumable and non-consumable stocks and supplies and to manage the required record keeping for these stocks and supplies.

Competency Field *Common*

Domain *First aid*

Application of the Competency The person involved in first aid provision and stock control may or may not be responsible for the ordering and purchasing of equipment and resources, depending on the workplace organisational structure.

These first aid units are based on the (GFA1A) national guidelines for integrating first aid competencies into industry competency standards. The ANTA guideline competencies approach allows for flexibility of use and promotes effective and efficient importation by other training package developers.

Element

Elements define the critical outcomes of a unit of competency.

Performance Criteria

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. *Italicised* terms are elaborated in the Range Statement.

1. Maintain resources

- 1.1 Availability of adequate and relevant *first aid resources* is ensured and secured in accordance with workplace procedures
- 1.2 Consumables and non-consumables required by the workplace are identified and obtained to maintain adequate readiness of supplies
- 1.3 Stock is checked and regular inspection of equipment is carried out for condition and currency
- 1.4 Equipment is recovered, cleaned and waste is disposed of safely according to requirements set out in relevant *legislation* and site procedures
- 1.5 Resources are maintained in operational readiness in accordance with workplace procedures
- 1.6 Resources are stored in the correct manner to ensure their future operation and serviceability

2. Record and manage records

- 2.1 *Relevant forms* are completed as required according to legislation and site procedures
- 2.2 Forms are stored in accordance with legislative and site procedures

- 2.3 Relevant forms are sent to appropriate bodies and appropriate filing of these records and security of such records is undertaken according to workplace and legislative requirements and *codes of practice*
- 2.4 Confidentiality of records and information is maintained in accordance with privacy principles and *statutory and/or organisational policies and procedures*

Range Statement

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the Performance Criteria.

Legislation, codes and national standards relevant to the workplace which may include:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

First aid resources may include:

- non-consumables:
 - machines and equipment
 - books/texts
 - reference materials, including materials safety data sheets (MSDSs)
 - legislation and regulations, such as Workplace Health and Safety Act
 - stretchers
 - communication systems
- consumables:
 - first aid kits (including bandages, tape, scissors, splinter removers, antiseptic, eye management, disinfectants, emergency numbers and contacts)
 - dressings and bandages
 - ointments
 - cold packs
 - analgesics and other medications
 - splints and cervical collars
 - sharps disposal
 - bio-hazardous waste
 - medical grade oxygen
 - personal protective equipment
 - eye wash

- disinfectants
- bronchodilators

Legislation may include:

- OHS legislation
- regulations and codes of practice
- industrial relations legislation

Relevant forms may include:

- incident and injury forms
- casualty history forms
- disease notification
- medication registers
- workers' compensation
- day book
- pre-participation records (sport)
- medical histories
- management records
- stock records
- infection control records
- training records

Codes of practice may include:

- industry codes
- industry standards
- company procedures
- state and territory health and safety authorities' codes

Statutory and/or organisational policies and procedures may be from organisations such as:

- Australian Resuscitation Council (ARC)
- National Health and Medical Research Council (NHMRC)
- company standard operating procedures (SOPs)
- Australian Standards
- National Occupational Health and Safety Commission (NOHSC)

Evidence Guide

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of the assessment requirements followed by identification of specific aspects of evidence that will need to be addressed in determining competence. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

Assessment must reflect the endorsed Assessment Guidelines of the parent Training Package.

Overview of Assessment Requirements

A person who demonstrates competence in this unit must be able to provide evidence that they have maintained first aid equipment and resources over a period of time and have undertaken required record keeping to maintain accurate and up-to-date records as required by legislation and workplace policies and procedures.

Specific Evidence Requirements

Required knowledge and understanding include:

- OHS legislation and regulations
- legal responsibilities and duty of care
- organisational policies and procedures
- cleaning agents used in workplace
- transportation techniques
- security and confidentiality requirements
- gaining access to material safety data sheets (MSDSs)

Required skills and attributes include:

- ability to relate to people from a range of social, cultural and ethnic backgrounds, and physical and mental abilities
- stock control
- waste disposal
- procurement and purchasing
- infection control techniques
- efficient storage techniques
- networking
- manual handling

Key competencies or generic skills relevant to this unit

The seven key competencies represent generic skills considered essential for effective work participation. Innovation skills represent a further area of generic competence. The bracketed numbering indicates the performance level required in this unit:

Level (1) represents the competence to undertake tasks effectively

Level (2) represents the competence to manage tasks

Level (3) represents the competence to use concepts for evaluating and reshaping tasks

The bulleted points provide examples of how the key competencies can be applied for this unit.

Communicating ideas and information (2)

- completing required record keeping

Collecting, analysing and organising information (2)

- collecting information relating to supply needs
- analysing supply needs

Planning and organising activities (1)

- planning ordering of supplies around other work roles

Working in a team (1)	<ul style="list-style-type: none"> • liaising with first aiders and managers over supply needs
Using mathematical ideas and techniques (1)	<ul style="list-style-type: none"> • applying basic numerical skills to stocktake supplies
Solving problems (2)	<ul style="list-style-type: none"> • applying problem-solving skills to problems arising in maintaining required supplies
Using technology (1)	<ul style="list-style-type: none"> • using word processing software and other software involved in record keeping • using assistive technologies, where appropriate
Innovation skills (-)	<ul style="list-style-type: none"> • not applicable
Products that could be used as evidence include:	<ul style="list-style-type: none"> • stock lists, asset registers and other documents and records • inspections of stores
Processes that could be used as evidence include:	<ul style="list-style-type: none"> • how supply needs have been determined • how supplies have been monitored • how supplies have been ordered • how stocktaking has been undertaken
Resource implications for assessment include:	<ul style="list-style-type: none"> • access to workplace records and stores in workplace
Validity and sufficiency of evidence requires:	<ul style="list-style-type: none"> • that where assessment is part of a learning experience, evidence will need to be collected over a period of time, involving both formative and summative assessment • maintenance of supplies and required record keeping over a period of time to ensure up-to-date records as required by legislation and workplace policies and procedures
Integrated competency assessment means:	<ul style="list-style-type: none"> • that this unit can be assessed alone or as part of an integrated assessment with other common business units or units in record keeping

BSBFLM303B Contribute to effective workplace relationships

Unit Descriptor This unit specifies the outcomes required to gather information and maintain effective working relationships and networks, with particular regard to communication and representation.

Competency Field *Business management services*

Domain *Frontline management*

Application of the Competency This unit replaces BSBFLM303A Contribute to effective workplace relationships. Frontline managers have a key role in contributing to efficient and effective work teams within the context of the organisation. They play a prominent part in motivating, mentoring, coaching and developing team cohesion through providing leadership for the team and forming the bridge between the management of the organisation and the team members.

At this level, work will normally be carried out within known routines, methods and procedures which require the exercise of some discretion and judgement.

This unit is related to BSBFLM403B Implement effective workplace relationships.

Element

Elements define the critical outcomes of a unit of competency.

Performance Criteria

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. *Italicised* terms are elaborated in the Range Statement.

1. Seek, receive and communicate information and ideas

- 1.1 *Information* associated with the achievement of work responsibilities is collected from appropriate *sources*
- 1.2 Ideas and information are communicated in a manner which is appropriate and sensitive to the cultural and social *diversity* of the audience and any special needs
- 1.3 Contributions from internal and external sources are sought and valued in developing and refining new ideas and approaches within organisational processes
- 1.4 *Consultation process* allows employees to contribute to issues related to their work, and the outcomes of consultation are promptly made known to the work team
- 1.5 Issues raised are dealt with and resolved promptly or referred to *relevant personnel*

- | | |
|-------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2. Encourage trust and confidence | <p>2.1 People are treated with integrity, respect and empathy</p> <p>2.2 Effective relationships are encouraged within the framework of <i>the organisation's social, ethical and business standards</i></p> <p>2.3 Trust and confidence of <i>colleagues, customers and suppliers</i> is gained and maintained through competent performance</p> <p>2.4 Interpersonal styles and methods are adjusted to the organisation's social and cultural environment</p> |
| 3. Identify and use networks and relationships | <p>3.1 <i>Workplace networks</i> are identified and used to help build relationships</p> <p>3.2 Value of networks and other work relationships is recognised in providing benefits for the team and the organisation</p> |
| 4. Contribute to positive outcomes | <p>4.1 Difficulties are identified and action is taken within own level of responsibility to rectify the situation according to organisational and legal requirements</p> <p>4.2 Colleagues are supported in resolving work difficulties</p> <p>4.3 <i>Workplace outcomes</i> are regularly reviewed and improved in consultation with relevant personnel</p> <p>4.4 <i>Poor work performance</i> is identified and action is taken within own level of responsibility according to organisational policies</p> <p>4.5 Conflict is dealt with constructively within the organisation's established processes</p> |

Range Statement

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the Performance Criteria.

Legislation, codes and national standards relevant to the workplace which may include:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety (OHS) and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

OHS considerations may include:

- provision of information about OHS legislative requirements, guidelines and the organisation's OHS policies, procedures and programs

- changes to work practices, procedures and the working environment which impact on OHS
 - organisation's responsibilities to customers and suppliers
- Information* may be:
- data appropriate to work roles and organisational policies that is shared and retrieved in writing or verbally, electronically or manually such as:
 - policies and procedures
 - planning and organisational documents including the outcomes of continuous improvement and quality assurance
 - marketing and customer-related data
 - archived, filed and historical background data
 - individual and team performance data
- Sources* may be:
- internal such as supervisors, managers, peers, policies and procedures, workplace documents
 - external such as external customers, web based resources, reports
- Diversity* may include:
- social, cultural and other needs that require a range of strategies and approaches including adjusting communication
- Consultation process* may include:
- opportunity for employees to contribute ideas and information
 - feedback to the work team and relevant personnel in relation to outcomes of the consultation process
- Relevant personnel* may include:
- managers
 - supervisors
 - other staff/employees
 - union representatives/groups
 - OHS committees and OHS representatives
 - other people with specialist responsibilities
- The organisation's social, ethical and business standards* may refer to:
- written standards such as those expressed in:
 - vision and mission statements
 - policies
 - code of workplace conduct/behaviour
 - dress code
 - statement of workplace values
 - implied standards such as honesty and respect relative to the organisation culture and generally accepted within the wider community

- standards expressed in legislation and regulations such as anti-discrimination legislation
 - rewards and recognition for high performing staff
- Colleagues, customers and suppliers *may include*:
- team members
 - employees at the same level and more senior managers
 - people from a wide variety of social, cultural and ethnic backgrounds
 - both internal and external contacts
- Workplace networks may be:*
- internal and/or external
 - informal or formal and with individuals or groups
 - structured or unstructured arrangements
- Workplace outcomes may include:*
- performance of the work team
 - OHS processes and procedures
- Poor work performance may include:*
- that of self or the work team or it may extend to the organisation as a whole

Evidence Guide

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of the assessment requirements followed by identification of specific aspects of evidence that will need to be addressed in determining competence. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

Assessment must reflect the endorsed Assessment Guidelines of the parent Training Package.

Overview of Assessment Requirements

A person who demonstrates competence in this unit must be able to provide evidence that they are able to gather information, communicate with relevant personnel, and establish and maintain positive work relationships. They must be able to develop trust and confidence within the work team and resolve problems and conflicts effectively and efficiently.

Specific Evidence Requirements

Required knowledge and understanding include:

- relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety and environmental issues, equal opportunity, industrial relations and anti-discrimination

- a general understanding of the principles and techniques associated with relationship management:
 - developing trust and confidence
 - behaving consistently in work relationships
 - identifying the cultural and social environment
 - identifying and assessing interpersonal styles
 - establishing networks
 - identifying and resolving problems
 - handling conflict
 - managing poor work performance
 - monitoring and improving work relationships
 - using anti-discrimination/bias strategies and making contributions

Required skills and attributes include:

- ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- relationship management and communication skills to:
 - interpret information from a variety of people
 - respond to unexpected demands from a range of people
 - gain the trust and confidence of colleagues
 - deal with people openly and fairly
 - forge effective relationships with internal and/or external people
- functional literacy skills to access and use workplace information
- coaching and mentoring skills to provide support to colleagues

Key competencies or generic skills relevant to this unit

The seven key competencies represent generic skills considered essential for effective work participation. Innovation skills represent a further area of generic competence. The bracketed numbering indicates the performance level required in this unit:

Level (1) represents the competence to undertake tasks effectively

Level (2) represents the competence to manage tasks

Level (3) represents the competence to use concepts for evaluating and reshaping tasks.

The bulleted points provide examples of how the key competencies can be applied for this unit.

Communicating ideas and information (2)

- ensuring that appropriate work based information is shared with individuals and members of the work team and that lines of communication are maintained with all stakeholders

Collecting, analysing and organising information (2)	<ul style="list-style-type: none"> • supporting work responsibilities and assisting in day-to-day planning
Planning and organising activities (2)	<ul style="list-style-type: none"> • building networks and contributing to positive outcomes
Working in a team (2)	<ul style="list-style-type: none"> • supporting and developing individual and team performance
Using mathematical ideas and techniques (1)	<ul style="list-style-type: none"> • using these to assist in improving individual and team performance
Solving problems (2)	<ul style="list-style-type: none"> • aiding decision making and conflict situations
Using technology (1)	<ul style="list-style-type: none"> • assisting in researching information appropriate to individual and team development
Innovation skills (1)	<ul style="list-style-type: none"> • developing networks and building team relationships
Products that could be used as evidence include:	<ul style="list-style-type: none"> • documentation produced when working in a team, and with networks, such as: <ul style="list-style-type: none"> – OHS records, including records of consultation – work plans and schedules – identified changes to work operations as suggested by own review of work – identified networks and contacts
Processes that could be used as evidence include:	<ul style="list-style-type: none"> • how information was collected and accessed • how policies were communicated, and contributions sought and used to develop new ideas and approaches • how the organisation's social and ethical standards were used within workplace relationships • how trust and confidence was developed and maintained • how interpersonal styles and methods were adjusted to the organisation's social and cultural environment • how relationships were developed • how short term planning and implementation was conducted • how difficulties were addressed and solutions found • how colleagues were supported to resolve work difficulties • examples of how poor work performance and conflict was managed

Resource implications for assessment include:

- access by the learner and trainer to appropriate documentation and resources normally used in the workplace

Validity and sufficiency of evidence requires:

- that this unit can be assessed in the workplace or in a closely simulated work environment
- that where assessment is part of a learning experience, evidence will need to be collected over a period of time, involving both formative and summative assessment
- that examples of actions taken by the candidate to contribute to effective workplace relationships are provided

Integrated competency assessment means:

- that this unit should be assessed with other frontline management units taken as part of this qualification as applicable to the candidate's leadership role in a work team, and as part of an integrated assessment activity



BSB01 Business Services Training Package

Common Business Competency Standards

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BSBCMN402A Develop work priorities

Unit Descriptor

This unit covers the skills and knowledge required to plan own work schedules, monitor and obtain feedback on work performance and development.

This unit is related to BSBCMN302A Organise personal work priorities and development.

Competency Field

Common

Element

Performance Criteria

- | | |
|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Plan and complete own work schedule | <ul style="list-style-type: none"> 1.1 <i>Workgroup</i> plans are prepared to reflect consideration of resources, client needs and workgroup targets 1.2 <i>Work objectives</i> and priorities are analysed and incorporated into personal schedules and responsibilities 1.3 <i>Factors</i> affecting the achievement of work objectives are identified and contingencies established and incorporated into work plans 1.4 <i>Business technology</i> is used efficiently and effectively to manage and monitor planning completion and scheduling of tasks |
| 2. Monitor own work performance | <ul style="list-style-type: none"> 2.1 Personal performance standards are identified and analysed through self-assessment and feedback from others on the achievement of work objectives 2.2 <i>Feedback on performance</i> is actively sought from colleagues and clients and evaluated in context of individual and group requirements 2.3 Variations in the quality of service and products are routinely identified and reported in accordance with <i>organisational requirements</i> |
| 3. Coordinate professional development | <ul style="list-style-type: none"> 3.1 Personal knowledge and skills are assessed against <i>competency standards</i> performance descriptions to determine development needs and priorities 3.2 Opportunities for improvement and sources of learning are researched and planned in liaison with colleagues 3.3 <i>Feedback</i> is used to identify and develop ways to improve competence within available opportunities 3.4 New skills are identified and <i>professional development activities</i> are accessed and completed to facilitate continuous learning and career development |

Element**Performance Criteria**

- 3.5 Records and documents relating to achievements and assessments are stored and maintained in accordance with organisational requirements

Range Statement

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

They may use legislation, codes and national standards relevant to the workplace including:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

Workgroup plans may include:

- sales plans
- reporting plans
- production plans
- budgetary plans
- team participation
- work schedules
- team and individual learning goals

Work objectives may include:

- sales targets
- reporting deadlines
- production targets
- budgetary targets
- team participation
- team and individual learning goals

Factors affecting the achievement of work objectives may include:

- competing work demands
- technology/equipment breakdowns
- unforeseen incidents
- personnel
- environmental factors such as time, weather, etc
- resource and materials availability
- budget constraints

Range Statement

Business technology may include:

- computers
- computer applications
- personal schedules
- modems
- scanners
- email and internet/intranet/extranet
- photocopiers
- facsimile machines
- printers

Feedback on performance may include:

- formal/informal performance appraisals
- obtaining comments from supervisors and colleagues
- obtaining comments from clients
- personal, reflective behaviour strategies
- routine organisational methods for monitoring service delivery

Organisational requirements may be included in:

- quality assurances and/or procedures manuals
- goals, objectives, plans, systems and processes
- legal and organisational policy/guidelines and requirements
- business and performance plans
- access and equity principles and practice
- ethical standards
- Occupational Health and Safety policies, procedures and programs
- quality and continuous improvement processes and standards
- defined resource parameters

Competency standards are standards which measure:

- all those personal and technical knowledge, skills and attitudinal aspects (competencies) required to effectively and efficiently undertake the day to day tasks and duties of the practitioner's work function

Range Statement

Professional development activities may include:

- coaching, mentoring and/or supervision
- formal/informal learning programs
- internal/external training provision
- work experience/exchange/opportunities
- personal study
- career planning/development
- performance appraisals
- workplace skills assessment
- Recognition of Prior Learning

Evidence Guide

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence

- Preparing and communicating work plans
- Scheduling work objectives and tasks to support the achievement of goals
- Seeking and acting on feedback from clients and colleagues
- Reviewing own work performance against achievements through self-assessment
- Accessing learning opportunities to extend own personal work competencies
- Using business technology to monitor self development

Underpinning Knowledge*

* At this level the learner must demonstrate understanding of a broad knowledge base incorporating some theoretical concepts.

- The relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Understanding the organisation's policies, plans and procedures
- Understanding of methods to elicit, analyse and interpret feedback
- Knowledge of techniques to prepare personal plans and establish priorities
- Knowledge of quality standards for products and services
- Knowledge of relevant business technology applications
- Understanding of methods to evaluate own

Evidence Guide

performance

- Processes to interpret competency standards and apply them to self
- Methods to identify and prioritise personal learning needs
- Understanding range of professional development activities and criteria to apply in choosing between them

Underpinning Skills

- Literacy skills to understand the organisation's policies and procedures; interpret competency standards; use a variety of strategies for planning and reviewing own work
- Problem solving skills to develop contingency plans
- Evaluation skills for assessing outcomes
- Communication skills including giving and receiving constructive feedback on development needs
- Technology skills including the ability to select and use technology appropriate to a task
- Time management skills to complete tasks within agreed timeframes
- Observation skills for identifying opportunities for learning and development
- Participation skills for integrating as a member of a work team
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package

Evidence Guide

- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the Business Services Common Competencies for the particular AQF Level. Refer to the Key Competency Levels at the end of this unit

Key Competency Levels

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

Collect, analyse and organise information	Communicate ideas and information	Plan and organise activities	Work with others and in teams	Use mathematical ideas and techniques	Solve problems	Use technology
Level 2	Level 2	Level 2	Level 2	Level 1	Level 2	Level 2

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

1. Perform 2. Administer 3. Design

- **Collecting, analysing and organising information** – to measure self-performance
- **Communicating ideas and information** – with members of the work team
- **Planning and organising activities** – for self
- **Working with teams and others** – in completing scheduled tasks
- **Using mathematical ideas and techniques** – as an aid to measure and schedule tasks
- **Solving problems** – as an aid to self-development
- **Using technology** – to manage scheduling and completion of tasks

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

BSBCM403A Establish business networks

Unit Descriptor

This unit covers the skills and knowledge required to develop and maintain effective workplace relationships and networks. It covers the activities of communication and representation.

This unit is related to BSBFLM303A Contribute to effective workplace relationships.

Competency Field

Common

Element

Performance Criteria

- | | |
|--------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Develop and maintain business networks | <ul style="list-style-type: none"> 1.1 Appropriate <i>network strategies</i> are used to establish and maintain business relationships that promote organisational objectives 1.2 Network opportunities are identified and pursued to maximise a range of business contacts 1.3 Information regarding new networks is communicated to inform individuals and colleagues of potential benefits to the organisation 1.4 <i>Professional networks and associations</i> are participated in to obtain and maintain personal knowledge and skills |
| 2. Establish and maintain business relationships | <ul style="list-style-type: none"> 2.1 Business relationships are developed and maintained to promote benefits consistent with <i>organisational requirements</i> 2.2 Trust and confidence of business colleagues is gained and maintained through demonstration of high standards of business practices 2.3 A high level of <i>negotiation skills</i> are used to encourage positive outcomes 2.4 Difficult situations are identified and solutions are negotiated using collaborative problem solving techniques |
| 3. Promote the organisation | <ul style="list-style-type: none"> 3.1 Strategies are developed to represent and promote the organisation's interests and requirements 3.2 Appropriate presentation skills are used to communicate the goals and objectives of the organisation 3.3 Issues, policies and practices of the organisation are effectively communicated to a range of audiences in writing and orally 3.4 <i>Feedback</i> is obtained to identify and develop ways to improve promotional activities within available opportunities |

Range Statement

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

They may use legislation, codes and national standards relevant to the workplace including:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

Organisational requirements may be included in:

- quality assurances and/or procedures manuals
- goals, objectives, plans, systems and processes
- legal and organisational policy/guidelines and requirements
- access and equity principles and practice
- ethical standards
- Occupational Health and Safety policies, procedures and programs
- quality and continuous improvement processes and standards
- defined resource parameters
- marketing plan

Negotiation skills may include:

- assertiveness
- collaboration
- solution designing
- confidence building
- conflict reduction
- stress management
- empathising

Network strategies may include:

- conference participation
- seminar attendance
- association memberships
- maintain regular contact
- individual marketing
- distribution of materials

Range Statement

Professional networks and associations may include:

- work team
- suppliers
- other organisations
- committees
- internal/external customers
- government agencies
- professional/occupational associations
- project specific ad hoc consultative/reference groups
- advisory committees
- lobby groups
- local inter-agency groups
- specific interest or support groups

Feedback on ways to improve promotional activities may include:

- accuracy and sufficiency of information
- benefits to organisation
- impact of message
- use of media
- liaison with networks
- appropriateness of audience
- participation of competitors

Evidence Guide

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence

- Negotiating solutions between groups and individuals
- Identifying opportunities for networking
- Presenting information in a variety of formats to a range of audiences
- Establishing, creating and participating in networks
- Maintaining records of relevant contacts
- Evaluating promotional strategies

Underpinning Knowledge*

* At this level the learner must demonstrate understanding of a broad knowledge base incorporating some theoretical concepts.

- The relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Knowledge of the organisation's policies, plans and procedures

Evidence Guide

- Principles of effective communication in relation to listening, questioning and non-verbal communication
- Techniques for building relationships of trust including with people from different cultures
- Understanding the techniques for facilitating mutually acceptable outcomes
- Methods and techniques to prepare and present information to promote the organisation
- Knowledge of related organisations and agencies and networks
- Understanding the principles and operations of networks

Underpinning Skills

- Literacy skills to read and understand a variety of texts; prepare general information and papers according to target audience; spell with accuracy; use grammar and punctuation effectively as an aid to understanding
- Proofreading and editing skills to ensure clarity of meaning and conformity to organisational requirements, check for accuracy and consistency of information
- Communication skills including receiving feedback and reporting, maintaining effective relationships and conflict management
- Evaluation skills for assessing outcomes
- Problem solving skills to manage contingencies
- Negotiation skills to achieve mutually acceptable outcomes
- Leadership skills to gain trust and confidence of clients and colleagues
- Networking skills to participate with other groups and agencies
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Evidence Guide

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the Business Services Common Competencies for the particular AQF Level. Refer to the Key Competency Levels at the end of this unit

Key Competency Levels

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

Collect, analyse and organise information	Communicate ideas and information	Plan and organise activities	Work with others and in teams	Use mathematical ideas and techniques	Solve problems	Use technology
Level 2	Level 2	Level 2	Level 2	Level 1	Level 2	Level 2

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

1. Perform 2. Administer 3. Design

- **Collecting, analysing and organising information** – to identify and promote networking opportunities
- **Communicating ideas and information** – to relevant networks
- **Planning and organising activities** – to promote the organisation
- **Working with teams and others** – in completing scheduled tasks
- **Using mathematical ideas and techniques** – as an aid to measure and schedule tasks
- **Solving problems** – to gather and convey information
- **Using technology** – to prepare written correspondence

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

BSBCMN404A **Develop teams and individuals**

Unit Descriptor

This unit covers the skills and knowledge required to determine individual and team development needs and facilitate the development of the workgroup.

This unit is related to BSBCMN304A Contribute to personal skill development and learning.

Competency Field

Common

Element

Performance Criteria

- | | |
|--------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Determine development needs | <p>1.1 <i>Learning and development needs</i> are systematically identified and implemented in line with <i>organisational requirements</i></p> <p>1.2 A learning plan to meet individual and group training and development needs is collaboratively developed, agreed to and implemented</p> <p>1.3 Individuals are encouraged to self evaluate performance and identify areas for improvement</p> <p>1.4 <i>Feedback on performance</i> of team members is collected from relevant sources and compared with established team learning needs</p> |
| 2. Develop individuals and teams | <p>2.1 Learning and development program goals and objectives are identified to match specific knowledge and skill requirements of <i>competency standards</i></p> <p>2.2 <i>Learning delivery methods</i> are appropriate to the learning goals, the learning style of participants, and availability of <i>equipment and resources</i></p> <p>2.3 Workplace learning opportunities and <i>coaching and mentoring assistance</i> are provided to facilitate individual and team achievement of competencies</p> <p>2.4 Development opportunities incorporate a range of activities and support materials appropriate to the achievement of identified competencies</p> <p>2.5 Resources and timelines required for learning activities are identified and approved in accordance with organisational requirements</p> |
| 3. Monitor and evaluate workplace learning | <p>3.1 Feedback from individuals or teams is used to identify and implement improvements in future learning arrangements</p> <p>3.2 Outcomes and performance of individuals/teams are assessed and recorded to determine the effectiveness of development programs and the extent of additional development support</p> |

Element**Performance Criteria**

- 3.3 Modifications to learning plans are negotiated to improve the efficiency and effectiveness of learning
- 3.4 Records and reports of competency are documented and maintained within organisational requirements

Range Statement

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

They may use legislation, codes and national standards relevant to the workplace including:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

Learning and development needs may include:

- coaching, mentoring and/or supervision
- formal/informal learning programs
- internal/external training provision
- work experience/exchange/opportunities
- personal study
- career planning/development
- performance appraisals
- workplace skills assessment
- Recognition of Prior Learning

Range Statement

Organisational requirements may be included in:

- quality assurances and/or procedures manuals
- goals, objectives, plans, systems and processes
- legal and organisational policy/guidelines and requirements
- Occupational Health and Safety policies, procedures and programs
- confidentiality and security requirements
- business and performance plans
- anti-discrimination and related policy
- access and equity principles and practice
- ethical standards
- quality and continuous improvement processes and standards
- defined resource parameters

Feedback on performance may include:

- formal/informal performance appraisals
- obtaining feedback from supervisors and colleagues
- obtaining feedback from clients
- personal, reflective behaviour strategies
- routine organisational methods for monitoring service delivery

Competency standards are standards which measure:

- all those personal and technical knowledge, skills and attitudinal aspects (competencies) required to effectively and efficiently undertake the day to day tasks and duties of the practitioner's work function

Learning delivery methods may include:

- on-the-job coaching or mentoring
- problem solving
- presentations/demonstrations
- formal course participation
- work experience
- involvement in professional networks
- conference and seminar attendance
- induction

Range Statement

Equipment and resources may include:

- funding
- facilities
- guest speakers
- training equipment such as whiteboards and audio-visual equipment
- technological tools and equipment
- time

Coaching and mentoring assistance may include:

- providing feedback to another team member
- fair and ethical practice
- non-discriminatory processes and activities
- respecting the contribution of all participants and giving credit for achievements
- presenting and promoting a positive image of the collective group
- problem solving
- providing encouragement

Evidence Guide

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence

- Identifying and implementing learning opportunities for others
- Giving and receiving feedback constructively
- Facilitating participation of individuals in the work of the team
- Negotiating learning plans to improve the effectiveness of learning
- Preparing learning plans to match skill needs
- Accessing and designing learning opportunities

Underpinning Knowledge*

* At this level the learner must demonstrate understanding of a broad knowledge base incorporating some theoretical concepts.

- The relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Knowledge of the principles of coaching and mentoring for development of competence
- Understanding how to work effectively with team members who have diverse work styles, aspirations, cultures and perspectives

Evidence Guide

- Understanding how to facilitate team development and improvement
- Knowledge of the organisation's policies, plans and procedures
- Understanding methods and techniques for eliciting and interpreting feedback
- Understanding methods for identifying and prioritising personal development opportunities and options
- Knowledge of career paths and competency standards in the industry

Underpinning Skills

- Literacy skills to read and understand a variety of texts; prepare general information and papers according to target audience; spell with accuracy; use grammar and punctuation effectively as an aid to understanding; maintain records of learning
- Communication skills including receiving feedback and reporting, maintaining effective relationships and conflict management
- Planning skills to organise required resources and equipment to meet learning needs
- Coaching and mentoring skills to provide support to colleagues
- Report writing skills to organise information; assess information for relevance and accuracy; identify and elaborate on learning outcomes
- Facilitation skills to conduct small group training sessions
- Time management skills for scheduling learning programs within work activities
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Evidence Guide

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the Business Services Common Competencies for the particular AQF Level. Refer to the Key Competency Levels at the end of this unit

Key Competency Levels						
<i>NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</i>						
Collect, analyse and organise information	Communicate ideas and information	Plan and organise activities	Work with others and in teams	Use mathematical ideas and techniques	Solve problems	Use technology
Level 2	Level 2	Level 2	Level 2	Level 2	Level 2	Level 2
<p>Three levels of performance denote level of competency required to perform a task.</p> <p>1. Perform 2. Administer 3. Design</p> <ul style="list-style-type: none"> • Collecting, analysing and organising information – to measure team performance • Communicating ideas and information – with members of the work team • Planning and organising activities – for learning opportunities • Working with teams and others – in completing scheduled tasks • Using mathematical ideas and techniques – as an aid to measure learning outcomes • Solving problems – as an aid to team-development • Using technology – to manage scheduling of tasks <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies</p>						

BSBCM405A Analyse and present research information

Unit Descriptor

This unit covers the skills and knowledge required to gather, organise and present workplace information using available systems.

This unit is related to BSBCM305A Organise workplace information and BSBCM306A Produce business documents.

Competency Field

Common

Element

Performance Criteria

- | | |
|-------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Gather and organise information | <p>1.1 <i>Information</i> is gathered and organised in a format suitable for analysis, interpretation and dissemination in accordance with <i>organisational requirements</i></p> <p>1.2 Information held by the organisation is accessed and assessed for accuracy and relevance in line with established organisational requirements</p> <p>1.3 <i>Methods of collecting information</i> are reliable and make efficient use of resources in accordance with organisational requirements</p> <p>1.4 <i>Business technology</i> is used to access, organise and monitor information in accordance with organisational requirements</p> <p>1.5 Information is updated, modified, maintained and stored in accordance with organisational requirements</p> |
| 2. Research and analyse information | <p>2.1 <i>Objectives of research</i> are clearly defined and consistent with organisational requirements</p> <p>2.2 Data used in research is valid and relevant to research purposes</p> <p>2.3 <i>Research strategies</i> are appropriate to the requirements of the research and make efficient use of available resources</p> <p>2.4 <i>Methods of data analysis</i> are reliable and suitable to research purposes</p> <p>2.5 Assumptions used in analyses are clear, justified and consistent with research objectives</p> <p>2.6 Conclusions are supported by evidence and contribute to the achievement of <i>business objectives</i></p> |
| 3. Present information | <p>3.1 Recommendations and issues are presented in an appropriate format, style and structure using suitable business technology</p> <p>3.2 Structure and format of reports are clear and conform to organisational requirements</p> |

Element	Performance Criteria
	3.3 Research findings are reported and distributed in accordance with organisational requirements
	3.4 <i>Feedback</i> and comments on suitability and sufficiency of findings is obtained in accordance with organisational requirements

Range Statement

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

- Legislation, codes and national standards relevant to the workplace which may include:**
- award and enterprise agreements and relevant industrial instruments
 - relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
 - relevant industry codes of practice

- Information may include:**
- correspondence (faxes, memos, letters, email)
 - computer databases (library catalogue, customer records)
 - computer files (letters, memos and other documents)
 - sales records (monthly forecasts, targets achieved)
 - forms (insurance forms, membership forms)
 - invoices (from suppliers, to debtors)
 - personnel records (personal details, salary rates)
 - information on training needs
 - marketing reports/plans/budgets
 - financial figures
 - production targets

Range Statement

Organisational requirements may include:

- quality assurances and/or procedures manuals
- security and confidentiality requirements
- legal and organisational policy/guidelines and requirements
- management and accountability channels
- Code of Conduct/Code of Ethics
- procedures for updating records
- Occupational Health and Safety policies, procedures and programs
- information protocols
- goals, objectives, plans, systems and processes
- business and performance plans
- anti-discrimination and related policy
- ethical standards
- defined resource parameters

Methods used to collect information may include:

- interviews with colleagues/customers
- recruitment applications and other forms
- information from other organisations
- previous file records
- observation and listening
- checking written material including referrals and client files
- questioning (in person or indirect)
- individual research
- checking research provided by others

Business technology may include:

- photocopier
- computer
- email
- internet/extranet/intranet
- answering machine
- fax machine
- telephone

Range Statement

Objectives of research may include:

- hypothesis testing
- situational diagnosis
- identification of trends
- process mapping
- comparative analysis
- industry pricing policies

Research strategies may include:

- interviewing colleagues and clients
- focus groups
- data analysis
- product sampling
- documentation reviews

Methods of data analysis may include:

- feedback on results
- review of previous research
- peer review
- data sampling
- statistical analysis

The organisation's goals and objectives may be:

- stated or implied by the way the organisation conducts its business including:
 - organisational values and behaviours
 - flexibility, responsiveness
 - financial performance
 - work procedures and/or procedures manuals
 - people management
 - interpersonal communication
 - business planning
 - marketing and customer service
- organisational values and behaviours
- work procedures and quality assurance manuals

Feedback on sufficiency of information could be obtained from:

- customer satisfaction questionnaires
- audit documentation and reports
- quality assurance data
- returned goods
- comments from clients and colleagues

Evidence Guide

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence

- Presenting information and data
- Maintaining and handling data and documents systematically
- Reviewing data for relevance and accuracy
- Analysing and interpreting data to support organisational activities
- Distributing information in an effective manner to gain access to a wider audience
- Clarifying assumptions to assess validity of conclusions

Underpinning Knowledge*

* At this level the learner must demonstrate understanding of a broad knowledge base incorporating some theoretical concepts.

- The relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Understanding of organisation's business and structure
- Knowledge of organisation's record keeping/filing systems and security procedures and safe recording practices
- Knowledge of organisational policies and procedures relating to distribution of workplace information and legal and ethical obligations
- Understanding methods to identify new sources of information and use them most efficiently and effectively
- Knowledge of procedures to analyse information to identify patterns and trends
- Understanding of qualitative and quantitative processes
- Knowledge of information management systems and methods
- Knowledge of principles of report writing and data presentation
- Understanding of research processes and strategies

Evidence Guide

Underpinning Skills

- Literacy skills to draft complex correspondence and reports, display logical information; spell with accuracy; use grammar and punctuation effectively as an aid to understanding
- Proofreading and editing skills to ensure clarity of meaning and conformity to organisational requirements, check for accuracy and consistency of information
- Report writing skills to present information according to target audience; assess information for relevance and accuracy; source additional information as required
- Problem solving skills to deal with information which is contradictory, ambiguous, inconsistent or inadequate
- Technology skills including the ability to select and use technology appropriate to a task
- Research skills to identify and access information
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Evidence Guide

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the Business Services Common Competencies for the particular AQF Level. Refer to the Key Competency Levels at the end of this unit

Key Competency Levels

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

Collect, analyse and organise information	Communicate ideas and information	Plan and organise activities	Work with others and in teams	Use mathematical ideas and techniques	Solve problems	Use technology
Level 3	Level 2	Level 2	Level 2	Level 2	Level 2	Level 2

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

1. Perform 2. Administer 3. Design

- **Collecting, analysing and organising information** – to prepare and present information
- **Communicating ideas and information** – with members of the work team
- **Planning and organising activities** – for preparing and presenting information
- **Working with teams and others** – in completing scheduled tasks
- **Using mathematical ideas and techniques** – to analyse data
- **Solving problems** – to present information
- **Using technology** – to complete allocated tasks

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

BSBCM406A Maintain business technology

Unit Descriptor

This unit covers the skills and knowledge required to maintain the effectiveness of business technology in the workplace. It includes activities such as the maintenance of existing technology and the planning of future technology requirements.

This unit is related to BSBCM307A Maintain business resources. Consider co-assessment with BSBCM407A Coordinate business resources.

Competency Field

Common

Element

Performance Criteria

- | | |
|--------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Maintain performance of hardware and software | <p>1.1 Systems effectiveness is monitored and evaluated to ensure it meets <i>organisational and system requirements</i></p> <p>1.2 Operating system, drive and disk structure, reports and files are used to identify performance problems</p> <p>1.3 <i>Disk drives and peripherals are maintained</i> according to manufacturers' and organisational requirements</p> <p>1.4 <i>Consumables</i> are replaced in accordance with the manufacturers' and organisational requirements</p> <p>1.5 <i>Software</i> applications are installed and operated in accordance with developers' and organisational requirements</p> |
| 2. Provide basic system administration | <p>2.1 System back up procedure is carried out at regular intervals according to organisational and system requirements</p> <p>2.2 Security access procedures are maintained in line with organisational requirements</p> <p>2.3 Licence for use of software is used, checked and recorded in accordance with organisational requirements</p> <p>2.4 Virus systems are maintained and updated on a regular basis in accordance with organisational requirements</p> |
| 3. Identify future technology requirements | <p>3.1 <i>Sources of information</i> about new <i>technology</i> are accessed to maintain knowledge in current technology</p> <p>3.2 Feedback from clients and colleagues is used to identify and develop <i>improved technology systems</i></p> <p>3.3 Existing technology is assessed against newly available technology to determine future needs and priorities</p> |

Element**Performance Criteria**

- 3.4 New technologies are identified and selected to achieve and maintain continuous organisational development
- 3.5 Management and budget approval is obtained for new technologies identified and selected

Range Statement

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may include:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

Organisational and system requirements may include:

- quality assurances and/or procedures manuals
- back up procedures
- security and confidentiality procedures
- legal and organisational policy/guidelines and requirements
- storage retrieval and type of product licenses
- storage of information technology documentation
- register of licenses
- Occupational Health and Safety policies, procedures and programs
- code of conduct
- ethical standards
- maintenance of customised software
- updating of virus protection systems

Disk drives and peripherals maintenance may include:

- creating more free space on the hard disk
- reviewing programs
- deleting unwanted files
- cleaning dust from internal and external surfaces
- backing up files before major maintenance
- checking hard drive for errors
- defragmenting the hard disk
- using up-to-date anti-virus programs

Range Statement

Consumables may include:

- printer ribbons and cartridges
- print heads
- disks
- magnetic tape and cassettes
- print media

Software may include:

- word processing applications
- spreadsheet applications
- accounting applications
- database applications
- presentation applications
- internet/intranet/extranet related programs

Information sources on new technology may include:

- industry associations
- seminars, workshops and training sessions
- the Internet
- computer magazines and journals
- trade fairs
- computer software designers
- computer hardware manufacturers
- internal/external clients
- retail outlets

Technology may include:

- computers
- modems
- software
- client services
- data transfer devices
- scanners
- photocopiers
- printers

Improved technology systems may include:

- access protocols
- cable data transmissions
- delivery and installation systems
- maintenance options
- multi-media
- networking options
- resource usage monitoring

Evidence Guide

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence

- Evaluating and mapping network operations
- Reviewing compliance with system protocols
- Installing software and hardware
- Organising and accessing software, materials and consumables
- Maintaining virus, backup and security systems in line with organisational requirements
- Identifying new technologies which match the future needs of the organisation

Underpinning Knowledge*

* At this level the learner must demonstrate understanding of a broad knowledge base incorporating some theoretical concepts.

- The relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Knowledge of the costs and benefits of technology maintenance strategies
- Knowledge of organisation's operating systems, including knowledge of networks
- Principles of developing a maintenance schedule for a network
- Knowledge of back up and security procedures, maintenance and diagnostic procedures, licensing and installation and purchasing procedures
- Understanding current industry accepted hardware and software products including knowledge of general features and capabilities
- Understanding organisational business plans, goals and directions
- Understanding methods and processes to prepare budget and cost analysis
- Knowledge of access protocols (eg. internet, TP/TCP)

Underpinning Skills

- Literacy skills to interpret and evaluate the purposes and objectives of various uses of technology; display logical organisation of written information
- Research and analysis skills to analyse and identify organisation's future technology requirements
- Problem solving skills for common network problems
- Report writing skills to organise information from a range of sources to form recommendations

Evidence Guide

- Analytical skills in relation to systems administration
- Diagnostic skills in relation to identifying problems or faults
- Decision making skills for purchasing of new technology
- Interpersonal skills for cooperating with others on system use
- Presentation skills for explaining the operation of technology in a business environment
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the Business Services Common Competencies for the particular AQF Level. Refer to the Key Competency Levels at the end of this unit

Key Competency Levels

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

Collect, analyse and organise information	Communicate ideas and information	Plan and organise activities	Work with others and in teams	Use mathematical ideas and techniques	Solve problems	Use technology
Level 2	Level 2	Level 2	Level 1	Level 2	Level 2	Level 3

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

1. Perform 2. Administer 3. Design

- **Collecting, analysing and organising information** – to formulate recommendations
- **Communicating ideas and information** – with members of the work team
- **Planning and organising activities** – to maintain business technology
- **Working with teams and others** – in completing scheduled tasks
- **Using mathematical ideas and techniques** – as an aid to measure and schedule tasks
- **Solving problems** – to identify future technology requirements
- **Using technology** – to complete allocated tasks

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

BSBCM407A Coordinate business resources

Unit Descriptor

This unit covers the skills and knowledge required to determine and analyse existing and required resources, their effective application and the accountability for their use.

This unit is related to BSBCM307A Maintain business resources. Consider co-assessment with BSBCM406A Maintain business technology.

Competency Field

Common

Element

Performance Criteria

- | | |
|-----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Determine resource requirements | <p>1.1 <i>Resource requirements</i> are determined in accordance with business and operational plans and <i>organisational requirements</i></p> <p>1.2 Opportunities are given to individuals and workgroups to contribute to the identification of resource requirements</p> <p>1.3 Resource expenditure is realistic and makes efficient use of available budget resources</p> <p>1.4 Recommendations on resource requirements are presented in the required format, style and structure using relevant <i>business equipment and technology</i></p> |
| 2. Acquire and allocate resources | <p>2.1 Physical resources and services are acquired in accordance with organisational requirements</p> <p>2.2 Resources are checked to ensure quality and quantity in line with service agreements</p> <p>2.3 Resources are allocated promptly to enable achievement of work group objectives</p> <p>2.4 Consultation with individuals and teams on allocation of resources is participative and is conducted using appropriate <i>interpersonal skills</i></p> |
| 3. Monitor and report on resource usage | <p>3.1 The effectiveness of resource planning is measured and assessed against actual costs and identified shortfalls and surpluses</p> <p>3.2 Methods of monitoring resource use are developed and implemented to enable timely and accurate reporting against business and operating plans</p> <p>3.3 Improvements in resource planning are identified through consultation and <i>feedback</i> and implemented in accordance with organisational requirements</p> <p>3.4 <i>Records</i> concerning equipment and resource purchases are maintained in accordance with organisational requirements</p> |

Range Statement

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace including:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

Resource requirements may include:

- technological equipment/software
- plant/machinery
- stock and supplies
- Occupational Health and Safety resources
- staff amenities
- human resources
- training materials
- storage space
- location/premises
- refurbishment
- raw materials

Organisational requirements may be included in:

- quality assurances and/or procedures manuals
- goals, objectives, plans, systems and processes
- legal and organisational policy/guidelines and requirements
- business and performance plans
- security and confidentiality requirements
- management and accountability channels
- access and equity principles and practice
- ethical standards
- Occupational Health and Safety policies, procedures and programs
- quality and continuous improvement processes and standards
- defined resource parameters
- reporting requirements
- manufacturers' and operational specifications

Range Statement

Business equipment/technology may include:

- photocopier
- computer
- printer
- binder
- shredder
- answering machine
- fax machine
- telephone

Appropriate interpersonal skills may include:

- using appropriate body language
- summarising and paraphrasing
- consultation methods, techniques and protocols
- clarity of language
- seeking feedback from group members to confirm understanding

Feedback sources may include:

- customer/client response data
- employee data
- sales orders
- financial forecasts
- supplier's invoices
- equipment meter readings

Records may include:

- computerised or manual
- financial statements
- stock list and inventory control
- purchase orders
- invoices
- maintenance schedules
- order forms
- petty cash forms

Evidence Guide

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence

- Monitoring resource usage to determine resource needs
- Maintaining records of resource requirements
- Identifying and communicating of faults and/or risks to appropriate people
- Calculating costs and expenditures
- Negotiating with others in relation to access to resources

Underpinning Knowledge*

* At this level the learner must demonstrate understanding of a broad knowledge base incorporating some theoretical concepts.

- The relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Understanding the organisation's policies, plans and procedures
- Understanding the functions of a range of business equipment
- Knowledge of correct start-up and shut-down procedures for a range of business equipment
- Understanding common equipment faults
- Knowledge of principles of designing maintenance schedules for plant, equipment and business technology
- Understanding evaluation processes for resource monitoring purposes
- Knowledge of record management processes and techniques related to maintenance schedules
- Knowledge of decision making techniques for allocating resources between competing priorities

Underpinning Skills

- Literacy skills to draft complex reports and display logical information on resource usage
- Communication skills to request advice, receive feedback and work with a team
- Diagnostic skills to identify problems with resource use
- Numeracy skills to interpret, compare and calculate resource usage costs
- Report writing skills to organise and present information considering aspects of context, purpose

Evidence Guide

and audience

- Planning skills to schedule resource use and availability
- Analytical skills to define parameters for resource use
- Technology skills including the ability to select and use technology appropriate to a task
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the Business Services Common Competencies for the particular AQF Level. Refer to the Key Competency Levels at the end of this unit

Key Competency Levels

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

Collect, analyse and organise information	Communicate ideas and information	Plan and organise activities	Work with others and in teams	Use mathematical ideas and techniques	Solve problems	Use technology
Level 2	Level 2	Level 2	Level 2	Level 1	Level 2	Level 2

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

1. Perform 2. Administer 3. Design

- **Collecting, analysing and organising information** – to identify resource needs
- **Communicating ideas and information** – with members of the work team
- **Planning and organising activities** – to coordinate resources
- **Working with teams and others** – in completing scheduled tasks
- **Using mathematical ideas and techniques** – as an aid to estimate resource usage
- **Solving problems** – to identify equipment faults
- **Using technology** – to complete allocated tasks

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

BSBCM408A Report on financial activity

Unit Descriptor

This unit covers the reporting of financial activity for business both in response to client requests and to meet statutory requirements such as the completion of statutory requirement reports.

This unit is related to BSBCM308A Maintain financial records.

Competency Field

Common

Element

Performance Criteria

- | | |
|-----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Compile financial information and data | <p>1.1 Current <i>financial data</i> is collected, evaluated and coded to ensure consistency, quality and accuracy in accordance with <i>organisational requirements</i></p> <p>1.2 <i>Conversion and consolidation procedures</i> are used to compile analysis in accordance with organisational requirements</p> <p>1.3 Asset and liability valuations are made, recorded and disclosed in accordance with organisational requirements</p> <p>1.4 <i>Discrepancies</i>, unusual features or queries are identified, resolved or referred to the appropriate authority</p> |
| 2. Prepare statutory requirement reports | <p>2.1 Income and expenditure is correctly recorded to ensure compliance with <i>statutory requirements</i></p> <p>2.2 Liabilities for tax are calculated in accordance with current legislation and <i>revenue gathering practices</i></p> <p>2.3 Relevant receipts, <i>revenue documentation</i> and payments are identified correctly</p> <p>2.4 Statements and claims take full advantage of <i>available benefits and allowances</i> in accordance with statutory requirements</p> <p>2.5 Statutory requirement reports are submitted to appropriate authorities within <i>stated deadlines</i></p> |
| 3. Provide financial business recommendations | <p>3.1 <i>Recommendations</i> are logically derived and supported by <i>evidence</i> in report</p> <p>3.2 Recommendations propose constructive actions to enhance the effectiveness and efficacy of functions and services</p> <p>3.3 Recommendations are concise and facilitate direction and control of organisation's operations</p> <p>3.4 <i>Significant issues</i> in statements including comparative financial performances are identified and prioritised for review and decision-making</p> |

Element**Performance Criteria**

3.5 Structure and *format* of reports are clear and conform to organisational and statutory requirements

Range Statement

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may include:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

Financial data may include:

- budgets and forecasts
- financial/operational statements and reports (eg. expenditures and receipts, profit and loss statements)
- market valuations
- budget variances
- cash flow/profit reports
- Australian Bureau of Statistics (ABS) economic data
- financial markets monitoring services (eg, Reuters)

Organisational requirements may include:

- quality assurances and/or procedures manuals
- price and exchange parameters
- reporting requirements
- legal and organisational policy/guidelines and requirements
- financial analysis assessments
- Occupational Health and Safety policies, procedures and programs
- recording and filing systems
- standard financial analysis techniques
- financial management manuals

Range Statement

Conversion and consolidation procedures may include:

- spreadsheets
- standardised variables
- moving averages
- unit costs
- trend analysis

Discrepancies may include:

- expenditure report mismatches
- incorrect payments
- absence of auditable trail
- inappropriate authorisations
- variances from budget and phasings
- unreconciled cash flows and operating statements
- incorrect report formats

Statutory requirements may include:

- reporting periods
- taxation payment timings
- delegated authorities
- internal control procedures

Revenue gathering practices may include:

- sales
- leasing
- investments
- billing schedules
- lending and financing
- fees and charges

Revenue documentation may include:

- invoices
- declarations
- bills
- sales proceeds
- cash received
- debit notes

Available benefits and allowances may include:

- depreciation
- donations
- sales tax deductions
- interest payments

Range Statement

- Stated deadlines may include:**
- monthly returns
 - annual reports
 - lodgement dates
 - payment schedules
- Recommendations may relate to:**
- profit
 - loss
 - expenses
 - consolidation
 - write-offs
 - cash flow
- Evidence may include:**
- budgetary analysis
 - forecasts and estimates
 - returns on investments
 - order and supplier documentation
 - taxation and statutory returns
- Significant issues may include:**
- profitability
 - losses and returns
 - cost structures
 - suppliers
 - internal controls
 - statutory obligations
- Format of reports may include:**
- cash flow statements
 - statutory forms
 - financial year reports
 - balance sheets
 - operating statements
 - spreadsheets
 - electronic forms

Evidence Guide

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence

- Organising financial data to highlight relevant features
- Presenting of information in comprehensive formats
- Completing of Business Activity Statements
- Interpreting and identifying applications of statutory requirements
- Referring discrepancies outside scope of own responsibility to the appropriate persons

Underpinning Knowledge*

* At this level the learner must demonstrate understanding of a broad knowledge base incorporating some theoretical concepts.

- The relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Knowledge of organisational policies and procedures relating to maintaining financial data, reporting, preparing statutory returns
- Principles of double entry bookkeeping and accrual accounting
- Knowledge of techniques for forecasting and analysis
- Understanding methods to present financial data
- Knowledge of State and Federal Government taxes and charges
- Knowledge of financial legislation
- Knowledge of options, methods and practices for deductions, benefits and depreciations
- Principles and practices for auditing and reporting

Evidence Guide

Underpinning Skills

- Literacy skills to identify financial information, to follow Australian Accounting and Auditing Standards and the organisation's accounting procedures
- Research skills to analyse the organisations financial and business status
- Proof reading skills to check accuracy and consistency of information by consulting additional resources
- Problem solving skills for a defined range of predictable problems
- Report writing skills to assess information for relevance and accuracy from a range of sources
- Decision making skills in a limited range of options
- Numeracy skills for calculating data, reconciling figures
- Planning skills for timetabling and scheduling reports and lodgements
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the Business Services Common Competencies for the particular AQF Level. Refer to the Key Competency Levels at the end of this unit

Key Competency Levels

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

Collect, analyse and organise information	Communicate ideas and information	Plan and organise activities	Work with others and in teams	Use mathematical ideas and techniques	Solve problems	Use technology
Level 3	Level 2	Level 2	Level 2	Level 3	Level 2	Level 2

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

1. Perform 2. Administer 3. Design

- **Collecting, analysing and organising information** – to forecast and provide recommendations
- **Communicating ideas and information** – with members of the work team
- **Planning and organising activities** – for completion of statutory returns and reports
- **Working with teams and others** – in completing scheduled tasks
- **Using mathematical ideas and techniques** – in reconciling financial documents
- **Solving problems** – to identify discrepancies and errors
- **Using technology** – to complete allocated tasks

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

BSBCMN409A Promote products and services

Unit Descriptor

This unit covers the skills and knowledge required to coordinate and review the promotion of an organisation's products and services.

This unit is related to BSBCMN309A Recommend products and services.

Competency Field

Common

Element

Performance Criteria

- | | |
|------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Plan promotional activities | <p>1.1 <i>Promotional activities</i> are identified and assessed to ensure compatibility with <i>organisational requirements</i></p> <p>1.2 Promotional activities are planned and scheduled according to the marketing needs of the organisation</p> <p>1.3 Overall promotional objectives are determined in consultation with <i>designated individuals and groups</i></p> <p>1.4 Timelines and costs for promotion of activities are realistic and consistent with budget resources</p> <p>1.5 Action plans are developed to provide details of product and services being promoted</p> |
| 2. Coordinate promotional activities | <p>2.1 <i>Personnel and resources</i> to support promotional activities are identified and prepared to facilitate the achievement of promotional goals</p> <p>2.2 <i>Roles and responsibilities</i> for delivery of promotional services are identified, agreed, and allocated to relevant personnel</p> <p>2.3 Relationships with targeted groups are established and conducted in a manner which enhances the positive image of the organisation</p> <p>2.4 <i>Networks</i> are used to assist in the implementation of promotional activities</p> |
| 3. Review and report on promotional activities | <p>3.1 Audience feedback and data are analysed to determine the impact of the promotional activity on the delivery of products and services</p> <p>3.2 Effectiveness of planning processes are assessed to identify possible improvements in future activities</p> <p>3.3 <i>Feedback</i> is collected and provided to personnel and agencies involved in the promotional activity</p> <p>3.4 Costs and timelines are analysed to evaluate the benefits accruing from the promotional activities</p> |

Element**Performance Criteria**

- 3.5 Conclusions and recommendations are prepared from verifiable evidence and provide constructive advice on future directions of promotional activities

Range Statement

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may include:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

Promotional activities may include:

- media announcements
- employee functions
- client functions
- product launches
- advertisements
- web pages

Organisational requirements may include:

- quality assurances and/or procedures manuals
- goals, objectives, plans, systems and processes
- legal and organisational policy/guidelines and requirements
- Occupational Health and Safety policies, procedures and programs
- confidentiality and security requirements
- access and equity principles and practice
- ethical standards
- quality and continuous improvement processes and standards
- defined resource parameters
- who is responsible for products or services
- pricing and discount policies
- replacement and refund policy and procedures
- payment and delivery options
- filing and documentation storage processes

Range Statement

Designated individuals and groups may include:

- supervisor
- customers
- colleagues
- external organisations
- committees
- line management

Personnel and resources may include:

- organisational personnel
- time
- samples
- management
- marketing funds
- technology
- venue
- promotional products

Roles and responsibilities may include:

- job description and employment arrangements
- organisation's policy relevant to work role
- marketing plans
- team structures
- supervision and accountability requirements including Occupational Health and Safety
- skills, training and competencies
- Code of Conduct

Networks may include:

- professional
- company
- internal
- social
- media and promotional
- customer

Feedback may be collected from sources such as:

- customer/client response data
- employee data
- sales orders
- market share data
- focus groups

Evidence Guide

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence

- Designing and organising meetings and presentations
- Evaluating promotional impacts
- Presenting and advocating promotional strategies within the organisation
- Assessing and reporting on customer satisfaction
- Calculating costs of promotions

Underpinning Knowledge*

* At this level the learner must demonstrate understanding of a broad knowledge base incorporating some theoretical concepts.

- The relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Understanding of organisation's business structure, products and services
- Knowledge of planning processes for organising promotional activities
- Knowledge of the organisation's policy and procedures for customer service including handling customer complaints
- Knowledge of the organisation's marketing plan and associated budgets
- Understanding of product and service standards and best practice models
- Principles and techniques of public relations and product promotion
- Knowledge of consultation methods, techniques and protocols
- Knowledge of mechanisms to obtain and analyse customer feedback

Evidence Guide

Underpinning Skills

- Literacy skills to read a variety of texts; prepare general information and papers; write formal and informal letters according to target audience
- Technology skills including the ability to select and use technology appropriate to a task
- Problem solving skills to manage contingencies in promotional activities
- Numeracy skills to analyse data and compare timelines and promotional costs against budgets
- Evaluation skills to assess impact of promotions
- Analytical skills to identify trends and positions of products and services
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the Business Services Common Competencies for the particular AQF Level. Refer to the Key Competency Levels at the end of this unit

Key Competency Levels

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

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

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

1. Perform 2. Administer 3. Design

- **Collecting, analysing and organising information** – to promote products and services
- **Communicating ideas and information** – with customers on products and services
- **Planning and organising activities** – to meet promotional requirements
- **Working with teams and others** – in completing scheduled tasks
- **Using mathematical ideas and techniques** – to determine promotional costs
- **Solving problems** – to respond to promotional problems
- **Using technology** – to complete allocated tasks

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

BSBCMN410A Coordinate implementation of customer service strategies

Unit Descriptor	<p>This unit covers the skills and knowledge required to advise on, and carry out customer service strategies, and evaluate customer strategies on the basis of feedback and design strategies for improvement.</p> <p>This unit is related to BSBCMN310A Deliver and monitor a service to customers.</p>
Competency Field	Common

Element	Performance Criteria
1. Advise on customer service needs	<p>1.1 Customer service <i>needs</i> are clarified and accurately assessed using appropriate <i>communication techniques</i></p> <p>1.2 Problems matching service delivery to <i>customers</i> are diagnosed and options for improved service are developed within <i>organisational requirements</i></p> <p>1.3 Advice is relevant, constructive and promotes the improvement of customer service delivery</p> <p>1.4 <i>Business technology</i> is used to structure and present information on customer service needs</p>
2. Support implementation of customer service strategies	<p>2.1 Customer service strategies and opportunities are promoted to <i>designated individuals and groups</i></p> <p>2.2 Available budget resources are identified and allocated to fulfil customer service objectives</p> <p>2.3 <i>Procedures to resolve customer difficulties and complaints</i> are actioned promptly within organisational requirements</p> <p>2.4 <i>Coaching and mentoring assistance</i> is provided to colleagues to overcome difficulties in meeting <i>customer service standards</i></p> <p>2.5 Decisions to implement strategies are taken in consultation with designated individuals and groups</p>
3. Evaluate and report on customer service	<p>3.1 Client satisfaction with service delivery is reviewed using verifiable data in accordance with organisational requirements</p> <p>3.2 Changes necessary to maintain service standards are identified and reported to designated groups and individuals</p> <p>3.3 Conclusions and recommendations are prepared from verifiable evidence and provide constructive advice on future directions of client service strategies</p>

Element**Performance Criteria**

- 3.4 Systems, records and reporting procedures are maintained to compare changes in customer satisfaction

Range Statement

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may include:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

Customer needs may relate to:

- advice or general information
- specific information
- further information
- making an appointment
- complaints
- purchasing organisation's products and services
- returning organisation's products and services
- accuracy of information
- fairness/politeness
- prices/value

Communication techniques may include:

- consultation methods, techniques and protocols
- analysing customer satisfaction surveys
- conducting interviews
- questioning
- summarising and paraphrasing
- seeking feedback to confirm understanding
- making recommendations
- obtaining management decisions
- analysing quality assurance data

Range Statement

Customers can be:

- internal or external
- other agencies
- individual members of the organisation
- corporate customers
- individual members of the public

Organisational requirements may include:

- quality assurances and/or procedures manuals
- goals, objectives, plans, systems and processes
- legal and organisational policy/guidelines and requirements
- Occupational Health and Safety policies, procedures and programs
- confidentiality and security requirements
- anti-discrimination and related policy
- access and equity principles and practice
- ethical standards
- quality and continuous improvement processes and standards
- defined resource parameters
- who is responsible for products or services
- pricing and discount policies
- replacement and refund policy and procedures
- payment and delivery options

Business technology may include:

- photocopier
- computer
- printer
- binder
- shredder
- answering machine
- fax machine
- telephone

Designated individuals and groups may include:

- supervisor
- customers
- colleagues
- external organisation
- committee
- line management

Range Statement

Procedures to resolve customer difficulties may include:

- using conflict management techniques
- refund of monies
- item replacement
- referrals to supervisor
- review of products or services
- external agencies (eg Ombudsman)

Customer complaints may include:

- damaged goods or goods not delivered
- administrative errors such as incorrect invoices or prices
- warehouse or store room errors such as incorrect product delivered
- service errors
- delivery errors
- products not delivered on time
- customer satisfaction with service quality

Coaching and mentoring assistance may include:

- providing feedback to another team member
- fair and ethical practice
- non-discriminatory processes and activities
- respecting the contribution of all participants and giving credit for achievements
- presenting and promoting a positive image of the collective group
- problem solving
- providing encouragement

Customer service strategies may include:

- delivery times
- price offers
- product/service availability
- product/refund guarantees
- merchandise characteristics
- courtesy/politeness

Evidence Guide

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence

- Identifying needs and priorities of the organisation in delivering services to customers
- Distinguishing between different levels of customer satisfaction
- Providing constructive advice on customer service practices
- Responding to and reporting on customer feedback
- Designing strategies to improve delivery of products and services

Underpinning Knowledge*

* At this level the learner must demonstrate understanding of a broad knowledge base incorporating some theoretical concepts.

- The relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Understanding the principles of customer services
- Understanding the organisation's business structure, products and services
- Understanding the organisation's policy and procedures for customer service including handling customer complaints
- Knowledge of product and service standards and best practice models
- Knowledge of common problems relating to customer service
- Understanding consultation methods, techniques and protocols
- Knowledge of techniques for dealing with customers with special needs

Evidence Guide

Underpinning Skills

- Planning skills to develop implementation schedules
- Evaluation skills to assess effectiveness of customer service strategies
- Literacy skills to interpret a variety of texts; prepare information and papers; write formal and informal letters according to target audience
- Interpersonal skills to relate effectively to people from a range of social, cultural and ethnic backgrounds
- Technology skills including the ability to select and use technology appropriate to a task
- Problem solving skills to diagnose organisational problems relating to customer services
- Report writing skills to provide recommendations for the enhancement of products or services
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the Business Services Common Competencies for the particular AQF Level. Refer to the Key Competency Levels at the end of this unit

Key Competency Levels

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

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

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

1. Perform 2. Administer 3. Design

- **Collecting, analysing and organising information** – to monitor and report on customer services
- **Communicating ideas and information** – on products and services
- **Planning and organising activities** – to enhance products and services
- **Working with teams and others** – in completing scheduled tasks
- **Using mathematical ideas and techniques** – to determine service or product costs
- **Solving problems** – to respond to customer enquiries or complaints
- **Using technology** – to complete allocated tasks

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

BSBCMN411A Monitor a safe workplace

Unit Descriptor

This unit is concerned with OHS responsibilities of employees with supervisory responsibilities to implement and monitor the organisation's Occupational Health and Safety policies, procedures and programs in the relevant work area to meet legislative requirements. This unit has been adapted from Generic Competency B in the *National Guidelines for Integrating Occupational Health and Safety Competencies into National Industry Competency Standards* [NOHSC:7025 (1998) 2nd edition].

This unit is related to BSBCMN311A Maintain workplace safety.

Competency Field

Common

Element

Performance Criteria

- | | |
|--------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Provide information to the work group about Occupational Health and Safety policies and procedures | 1.1 Relevant provisions of <i>Occupational Health and Safety legislation and codes of practice</i> are accurately explained to the work group
1.2 Information on the <i>organisation's Occupational Health and Safety policies, procedures and programs</i> is provided in a readily accessible manner to the work group
1.3 Information about <i>identified hazards</i> and the outcomes of <i>risk assessment</i> and control is regularly provided and clearly explained to the work group |
| 2. Implement and monitor participative arrangements for the management of Occupational Health and Safety | 2.1 The importance of effective consultative mechanisms in managing health and safety risks are explained
2.2 Consultative procedures are implemented and monitored to facilitate participation of work group in management of work area hazards
2.3 Issues raised through consultation are promptly dealt with in accordance with <i>organisational consultation procedures</i>
2.4 The outcomes of consultation over Occupational Health and Safety issues are recorded and communicated promptly to the work group |
| 3. Implement and monitor the organisation's procedures for providing Occupational Health and Safety training | 3.1 Occupational Health and Safety training needs are systematically identified in line with organisational requirements
3.2 Arrangements are made to meet Occupational Health and Safety training needs of team members in consultation with relevant individuals |

Element	Performance Criteria
	<p>3.3 Workplace learning opportunities and coaching and mentoring assistance are provided to facilitate team and individual achievement of identified training needs</p> <p>3.4 Costs associated with provision of training for work team are identified and reported to management for inclusion in financial plans</p>
4. Implement and monitor procedures for identifying hazards and assessing risks	<p>4.1 Hazards in work area are identified and reported in accordance with Occupational Health and Safety policies and procedures</p> <p>4.2 Team member hazard reports are actioned promptly in accordance with organisational procedures</p>
5. Implement and monitor the organisation's procedures for controlling risks	<p>5.1 <i>Procedures to control risks</i> are implemented using the hierarchy of controls and organisational requirements</p> <p>5.2 Inadequacies in existing risk control measures are identified and reported in accordance with hierarchy of controls</p> <p>5.3 Outcomes of reported inadequacies are monitored where appropriate to ensure a prompt organisational response</p>
6. Implement and monitor the organisation's procedures for maintaining Occupational Health and Safety records for the team	<p>6.1 <i>Occupational Health and Safety records</i> of incidents of occupational injury and disease in work area are accurately completed and maintained in accordance with OHS legal requirements</p> <p>6.2 Aggregate information and data from work area records are used to identify hazards and monitor risk control procedures in work area</p>

Range Statement

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace including:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

Occupational Health and Safety legislation will depend on State and Territory legislation and requirements and will include:

- common law duties to meet the general duty of care requirements
- requirements for the maintenance and confidentiality of records of occupational injury and disease
- provision of information, induction and training
- regulations and approved codes of practice relating to hazards present in work area
- health and safety representatives and health and safety committees
- prompt resolution of health and safety issues

Organisational Occupational Health and Safety policies and procedures may include:

- procedures for hazard identification
- procedures for risk assessment, selection and implementation of risk control measures
- incident (accident) investigation
- OHS audits and safety inspections
- consultative arrangements for employees in work area
- hazard reporting procedures
- safe operating procedures/instructions
- use & care of personal protective equipment
- emergency & evacuation procedures
- purchasing policy & procedures
- plant & equipment maintenance & use
- hazardous substances use and storage
- dangerous goods transport & storage
- OHS arrangements for on site contractors, visitors and members of public
- first aid provision/medical practitioner contact & attention
- site access

Range Statement

Identifying hazards and assessing risk may occur through activities such as:

- workplace inspections in area of responsibility
- consulting work team members
- housekeeping
- Occupational Health and Safety audits and review of audit reports
- daily informal employee consultation and regular formal employee meetings
- checking equipment before and during work
- review of health and safety records including hazard reports, hazardous substances and dangerous goods registers, injury records

Organisational procedures for consultation may include:

- formal and informal meetings
- health and safety committees
- election of health and safety representatives in accordance with legislative requirements
- attendance of health and safety representatives at management and OHS planning meetings
- other committees, for example, planning and purchasing
- early response to employee suggestions, requests, reports and concerns put forward to management
- counselling/disciplinary processes

Controlling risks may include actions such as:

- removing the cause of a risk at its source (eliminating the hazard) eg. removing stored goods permanently from emergency exit passageways
- selecting control measures in accordance with the hierarchy ie work through hierarchy from most effective to least effective controls.
- job/process/workplace re-design eg introduce mechanical handling equipment, re-arrange materials' flow/timing/scheduling, raise/lower work platforms.
- consultation with employees and their representatives

Organisational health and safety records may include:

- audit & inspection reports
- workplace environmental monitoring records
- consultation eg meetings of Health & Safety Committees, work group meeting agendas including OHS items and actions
- induction, instruction & training
- manufacturer's and supplier's information including dangerous goods storage lists

Range Statement

- hazardous substances registers
- plant and equipment maintenance and testing reports
- workers compensation & rehabilitation records
- first aid/medical post records

Evidence Guide

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence

- Apply organisational management systems and procedures to Occupational Health & Safety within work group area
- Identify and comply with Occupational Health and Safety legal and organisational requirements
- Apply procedures for Identifying hazards in the work area
- Apply procedures for assessing and controlling risks to health & safety associated with those hazards, in accordance with the hierarchy of control.
- Provide specific, clear and accurate information and advice on workplace hazards to work group
- Provide appropriate supervision of work group

Underpinning Knowledge*

* At this level the learner must demonstrate understanding of a broad knowledge base incorporating some theoretical concepts.

- The relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Knowledge of the legal responsibilities of employers, supervisors and employees in the workplace
- Knowledge of hazards and associated risks which exist in the workplace
- Knowledge of organisation's policies and procedures relating to hazard management, fire, emergency, evacuation, incident (accident) investigating and reporting
- Understanding the relevance of consultation as a key mechanism for improving workplace Occupational Health and Safety culture
- Knowledge of the principles and practices of Occupational Health and safety management
- Knowledge of characteristics and composition of the workgroup

Evidence Guide

Underpinning Skills

- Analysing skills to identify hazards and assess risks in the work area
- Data analysis skills including:
 - incident (accident) monitoring
 - environmental monitoring
 - evaluation of effectiveness of risk control measures
- Assessment skills to assess resources required to apply risk control measures
- Literacy skills for comprehending documentation and interpreting Occupational Health and Safety requirements
- Technology skills including the ability to operate and shut down equipment
- Coaching and mentoring skills to provide support to colleagues
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the Business Services Common Competencies for the particular AQF Level. Refer to the Key Competency Levels at the end of this unit

Key Competency Levels

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

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

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

1. Perform 2. Administer 3. Design

- **Collecting, analysing and organising information** – to obtain information to advise colleagues of safety responsibilities
- **Communicating ideas and information** – to resolve safety and environmental issues with work team
- **Planning and organising activities** – to plan resource requirements
- **Working with teams and others** – to consult on the control of risk
- **Using mathematical ideas and techniques** – to calculate resource requirements
- **Solving problems** – to investigate improved work methods
- **Using technology** – to use computing systems to access safety information

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

BSBCMN412A Promote innovation and change

Unit Descriptor

This unit covers the skills and knowledge required to promote the use and implementation of innovative work practices to effect change.

This unit is related to BSBCMN312A Support innovation and change.

Competency Field

Common

Element

Performance Criteria

- | | |
|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Identify and develop opportunities for improved work practices | <ul style="list-style-type: none"> 1.1 Options for change incorporate identified improvements to work practices and procedures 1.2 <i>Risk factors</i> affecting change are analysed to identify potential constraints 1.3 Change is planned and resourced to promote the introduction and management of new processes 1.4 Benefits of <i>change</i> are clear and consistent with <i>organisational requirements</i> 1.5 Timelines and targets for implementation are realistic and support the achievement of change |
| 2. Lead team to foster innovative work practices | <ul style="list-style-type: none"> 2.1 Team members are selected to maximise innovative opportunities 2.2 Work assignments are organised to facilitate <i>innovative work skills</i> 2.3 Team members are provided with guidance and coaching on innovation in the workplace 2.4 Models of innovative work practice are provided and discussed |
| 3. Facilitate commitment to workplace change | <ul style="list-style-type: none"> 3.1 Opinions and suggestions on improving work practices are encouraged to facilitate participation in change processes 3.2 Goals and objectives of change are communicated clearly and promptly to individuals and teams 3.3 <i>Business technology</i> is used to manage and provide access to information on progress towards objectives of change 3.4 <i>Mentoring and coaching</i> is provided to support individuals and groups in introduction of change 3.5 Decisions to overcome problems in the implementation of change are made in consultation with designated individuals and groups |

Element	Performance Criteria
4. Monitor and evaluate change	<p data-bbox="600 203 1358 304">3.6 Effective relations and communications are maintained with clients and stakeholders during the process of change</p> <p data-bbox="600 349 1358 421">4.1 Organisation's systems and technology are used to <i>monitor progress</i> towards objectives</p> <p data-bbox="600 439 1358 539">4.2 Team members are actively encouraged to reflect on team activities and opportunities for improvement and innovation</p> <p data-bbox="600 557 1358 658">4.3 Team activities are evaluated based on feedback from team members, management, clients and other interested people</p> <p data-bbox="600 676 1358 777">4.4 Suggestions for work improvements made by team members are positively received and acted on where appropriate</p> <p data-bbox="600 795 1358 896">4.5 <i>Evidence and information</i> on the impact of change is accurate, relevant and reported within organisational requirements</p> <p data-bbox="600 913 1358 1059">4.6 Recommendations for improving methods or techniques to manage change are negotiated with designated individuals and groups using appropriate <i>negotiation skills</i></p> <p data-bbox="600 1077 1358 1149">4.7 Systems, records and reporting procedures are maintained according to organisational requirements</p> <p data-bbox="600 1167 1358 1227">4.8 Feedback on individual and group work practices is prompt and constructive</p>

Range Statement

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

- They may use legislation, codes and national standards relevant to the workplace including:**
- award and enterprise agreements and relevant industrial instruments
 - relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
 - relevant industry codes of practice

Range Statement

Change may include:

- implementation of new work practices and/or services
- organisational restructures
- introduction of new technology
- change in work location
- new client base
- staffing changes
- job role changes
- work priorities

Innovative work skills are:

- the skills required to come up with and develop new ideas or the new use of an old idea. They include:
 - interpretation
 - conceptualisation
 - representation
 - reflection
 - evaluation

Organisational requirements may be included in:

- quality assurances and/or procedures manuals
- goals, objectives, plans, systems and processes
- legal and organisational policy/guidelines and requirements
- Occupational Health and Safety policies, procedures and programs
- business and performance plans
- anti-discrimination and related policy
- access and equity principles and practice
- ethical standards
- quality and continuous improvement processes and standards
- defined resource parameters
- consultation and communication processes

Risk factors may include:

- disturbances to workflow
- confusion/loss of confidence
- cost blow out
- supplier problems
- product/service delivery problems
- time delays

Range Statement

Business technology may include:

- computer
- internet/extranet/intranet
- email
- software
- answering machine
- fax machine
- telephone

Mentoring and coaching may include:

- providing feedback to another team member
- fair and ethical practice
- non-discriminatory processes and activities
- respecting the contribution of all participants and giving credit for achievements
- presenting and promoting a positive image of the collective group
- problem solving
- providing encouragement

Monitoring progress may include:

- weekly report
- monthly report
- consultative groups
- Occupational Health and Safety
- union delegates
- financial departments
- public profiles

Evidence and information may include:

- customer surveys
- employee satisfaction
- industrial disputes
- supplier feedback
- productivity measures
- cost savings
- marketshare data

Range Statement

- Negotiation skills may include:**
- assertiveness
 - collaboration
 - solution designing
 - confidence building
 - conflict reduction
 - stress management
 - empathising

Evidence Guide

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

- Critical Aspects of Evidence**
- Analysing and evaluating problems associated with change
 - Developing processes to introduce change
 - Establishing plans and schedules to achieve the objectives of change
 - Presenting information on the causes and introduction of the change
 - Communicating priorities, goals and objectives
 - Gathering evidence on the effect of change

Underpinning Knowledge*

* At this level the learner must demonstrate understanding of a broad knowledge base incorporating some theoretical concepts.

- The relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Understanding of common effects of change and innovation in the workplace
- Understanding of industrial and organisational context of change
- Understanding of organisation's policies, plans, procedures and structure
- Knowledge of resources required by the organisation's operations
- Understanding processes to interpret and apply feedback
- Knowledge of principles and techniques of goal setting and recording priorities
- Knowledge of the principles of negotiation

Evidence Guide

Underpinning Skills

- Literacy skills to read and understand a variety of texts; prepare general information and papers according to target audience; spell with accuracy; use grammar and punctuation effectively as an aid to understanding
- Planning skills to schedule work activities for the implementation of change
- Team work skills for working as a member of a team during period of changes
- Consultation skills for including stakeholders in the change process
- Analytical skills for monitoring outcomes of change
- Negotiation skills for dealing with competing objectives
- Estimation skills for identifying resources necessary to support introduction of change
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the Business Services Common Competencies for the particular AQF Level. Refer to the Key Competency Levels at the end of this unit

Key Competency Levels

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

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

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

1. Perform 2. Administer 3. Design

- **Collecting, analysing and organising information** – to set goals and objectives
- **Communicating ideas and information** – with members of the work team
- **Planning and organising activities** – to promote change
- **Working with teams and others** – in completing scheduled tasks
- **Using mathematical ideas and techniques** – as an aid to measure impact of change
- **Solving problems** – to diagnose problems of implementation
- **Using technology** – to manage scheduling of tasks

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

BSBCM413A Implement and monitor environmental policies

Unit Descriptor This unit covers the implementation and monitoring of the organisation's environmental policies and procedures as an integral part of the organisation's business program. Those who work or who expect to work in a supervisory capacity would be advised to undertake this unit. It could also be useful for small business.

This unit is related to BSBCM313A Maintain environmental procedures and BSBMGT506A Manage environmental performance. Consider co-assessment with BSBCM411A Monitor a safe workplace.

Competency Field Common

Element	Performance Criteria
1. Provide information to the work team	<p>1.1 <i>Information</i> provided to the work team is explained in a clear and concise manner and is readily accessible by all employees</p> <p>1.2 Organisation's <i>activities/performance</i> in regard to <i>environmental management and business sustainability</i> are conveyed to work team where required</p> <p>1.3 Links between environmental, financial, safety and other risk areas and how these are integrated in organisational policies and practices are explained</p> <p>1.4 Information on environmental systems and procedures and other risk areas within the area of management responsibility is provided</p>
2. Implement and monitor operational procedures	<p>2.1 Existing and potential <i>environmental risks</i> are identified and <i>assessed</i> and/or <i>expert advice</i> sought as required</p> <p>2.2 Prioritised recommendations from the assessments are carried out as part of the organisation's operational procedures</p> <p>2.3 Organisational environmental policies and procedures are implemented</p> <p>2.4 Tasks are allocated and outcomes are monitored in accordance with organisational policies and targets</p> <p>2.5 Contingency plan is implemented promptly when incidents occur</p>
3. Implement and monitor change and continuous improvement	<p>3.1 <i>Environmental improvement plans</i> are implemented for own work group and integrated with other operational activities</p>

Element	Performance Criteria
	<p>3.2 <i>Best practice approaches</i> to improving environmental performance by reducing environmental risk and waste are identified, implemented and monitored</p> <p>3.3 Suggestions and ideas about environmental management are sought from the work team and acted upon where appropriate</p> <p>3.4 Suggestions are sought from <i>supply chain</i>, at tender/contract stage, for ways of improving environmental performance</p>
4. Implement and monitor recording procedures	<p>4.1 Internal and external reporting procedures are identified and implemented as required</p> <p>4.2 <i>Environmental records</i> are accurately and legibly maintained and stored securely in a form accessible for reporting purposes</p> <p>4.3 Information/records are monitored to identify trends that may require remedial action, and used to promote continuous improvement of environment performance</p>
5. Implement and monitor an environmental management training program	<p>5.1 <i>Environmental training</i> needs are identified accurately, specifying gaps between environmental competencies required and those held by group members</p> <p>5.2 Arrangements are made for fulfilling identified training needs for the work group with relevant parties</p>

Range Statement

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may include:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

Knowledge of legislation, codes, national standards, industry codes of practice and workplace policies and procedures must:

- be strictly relevant to the particular workplace role and is not intended to include detailed technical aspects of environmental science and
- details of legislation must be directly relevant to the workplace role, and would normally be delivered as a general awareness issue rather than a major part of the competencies
- be consistent with the concept that people at this level, while working with some autonomy and possibly responsibility for the work of others, still generally work according to workplace policies and procedures

Information may include:

- organisational policies and procedures
- relevant environmental legislation requirements
- voluntary environmental agreements entered into with external organisations
- continuous improvement policies and processes for the organisation
- environmental data

Work team may include:

- formal or unstructured groups
- two or more people

Environmental performance may be defined as:

- a measure of an organisation's impact on the environment and of their ability to manage that impact

Range Statement

Some approaches to improving environmental performance may include but are not restricted to:

- preventing and minimising the production of pollution (eg discharges to air, land and water, hazardous waste)
- improving housekeeping (eg using a broom instead of a hose, using old rags for cleaning instead of toxic cleaners or water)
- substituting materials (eg replacing toxic solvent based coatings with water based ones)
- changing processes (eg mechanical cleaning, re-design of products/ procedures so that materials are used more efficiently)

Environmental management policies must be appropriate to the scope and scale of the business and may include:

- environmental load reduction and waste minimisation
- tenders for the provision of goods and services that specify environmentally preferred selection criteria
- protection of land and habitat
- environmentally sustainable work practices
- continuous improvement policies

Business sustainability means:

- a sustainable business in this sense is profitable and competitive for the foreseeable future. Effective management of environmental impacts and opportunities can contribute to business sustainability by reducing costs, differentiating goods and services and contributing to a better corporate image.

Environmental improvement plans may be established at management level and may include:

- measuring, monitoring and recording environmental performance, and continually setting targets for measurable improvements
- all aspects of environmental performance including energy use, waste minimisation, recycling, transport use etc

Expert assistance and/or advice may be sought from:

- internal or external sources/specialists
- consultants or other experts or specialists

Links between environmental, financial and safety policies means:

- an integrated approach to systems within the organisation

Supply chain can be:

- a key determinant of environmental performance
- a source of positive input and advice to enhance environmental performance

Range Statement

Supply chain may include:

- suppliers
- contractors
- others acting on organisation's behalf

Environmental risks may be identified as:

- actual and potential sources of *waste*
- pollution (eg discharges to air, land and water, hazardous waste)
- planned or unplanned emissions or
- any aspect of the business operation which may have an impact on environmental performance

and may be assessed:

- on an ongoing basis
- with regard to probability, scale and likely impact on business and environmental performance

Environmental training program should be:

- integrated into the organisation's existing training arrangements

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence

- Evidence needs to be provided of the ability to implement and monitor integrated environmental management policies and procedures within an organisation. The work team must be informed of environmental and other risk areas, training needs must be addressed and records must be kept.
- N.B. Particular note must be taken that evidence must be strictly relevant to the particular workplace role and is not intended to include detailed technical aspects of environmental science

Evidence Guide

Underpinning Knowledge*

* At this level the learner must demonstrate understanding of a broad knowledge base incorporating some theoretical concepts.

- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- required knowledge is to be limited to that which is sufficient to perform the particular workplace competency and is intended to promote environmental awareness rather than technical environment competencies
- relevant environmental systems and procedures
- knowledge of best practice approaches relevant to own work area
- quality assurance systems relevant to own work area
- supply chain procedures
- strategies to maximise opportunities and minimise impacts relevant to own work area
- relevant knowledge of environmental issues especially in regard to water catchments, air, noise, ecosystems, habitat, waste minimisation relevant to own work area

Underpinning Skills

- communication skills to ensure information is supplied to the work team
- consultation skills to assist in workplace negotiations
- literacy skills for comprehending documentation and interpreting environment requirements
- operational skills relevant to the workplace, including the ability to operate and shut down equipment
- ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Evidence Guide

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the Business Services Common Competencies for the particular AQF Level. Refer to the Key Competency Levels at the end of this unit

Key Competency Levels

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

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

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

1. Perform 2. Administer 3. Design

- **Collecting, analysing and organising information** – to provide information and advice
- **Communicating ideas and information** – to resolve environmental issues with the work team and external contacts
- **Planning and organising activities** – to plan training and to implement change and improvement
- **Working with teams and others** – to gain support for environmental policies
- **Using mathematical ideas and techniques** – to aid planning
- **Solving problems** – to implement change and maintain procedures
- **Using technology** – to assist implementation

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

BSBCMN414A Undertake marketing activities

Unit Descriptor This unit covers the planning, implementation, management and review of basic marketing and promotional activities.

Competency Field *Common*

Domain *Generalist marketing*

Application of the Competency This unit covers general and basic marketing and promotional activities that do not require detailed or complex planning or implementation. It could be undertaken as part of a broader role of a person in a small enterprise, or as part of a marketing plan for a larger enterprise.

This unit differs from BSBCMN409A Promote products and services in that the marketing activities for this unit will be basic, or undertaken for specific (rather than a range of) goods and services, or for the enterprise itself.

Where marketing is an integral part of the person's role, other more relevant units are available from the Business Services Training Package, such as BSBMKG405A Implement and monitor marketing activities.

Element

Elements define the critical outcomes of a unit of competency.

Performance Criteria

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. *Italicised* terms are elaborated in the Range Statement.

1. Plan marketing activities

- 1.1 *Need for marketing activities* is identified
- 1.2 Previous marketing activities are investigated for relevant information
- 1.3 Relevant policies and procedures are identified and analysed
- 1.4 *Outcomes* expected from marketing activities are identified
- 1.5 *Analysis* of collected basic market information is undertaken
- 1.6 *Work activity plans* for marketing activities are developed and documented
- 1.7 Approval of plans is obtained from *relevant enterprise personnel*

2. Implement marketing activities

- 2.1 *Resources* required for work activity are determined and accessed
- 2.2 Marketing activities are undertaken
- 2.3 Responsibilities and functions are assigned to *relevant personnel performing specific marketing functions*

- 3. Manage marketing activities**
- 3.1 Relevant personnel performing specific marketing functions are managed
 - 3.2 Marketing activities are monitored and work activity plans reviewed and amended as required
- 4. Review marketing activities**
- 4.1 Outcomes of marketing activities are measured and documented
 - 4.2 Marketing activities are reviewed against expected outcomes and identified improvements documented
 - 4.3 Reports of marketing activities are prepared and communicated to relevant enterprise personnel

Range Statement

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the Performance Criteria.

Legislation, codes and national standards relevant to the workplace which may include:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

Need may be determined by:

- analysis of sales figures and other performance data
- analysis of client information
- direction from relevant enterprise personnel
- development of new products and services

Marketing activities may include:

- attendance at trade shows, conferences and other events
- development of displays and signs
- development of media releases, articles and media background information
- basic advertising
- telephone promotions
- online information
- information sessions for clients, suppliers and stakeholders
- development and distribution of general promotional and informational materials
- development and distribution of samples, case studies, testimonials and other evidence of enterprise activity

Outcomes may include:

- projections for potential client inquiries
- projections for detailed potential client follow-ups
- projections for sales and service levels

Analysis may include:

- market definition, statistics and basic research
- basic market segmentation
- target audience profiles

Work activity plans may include:

- human resource plans
- plans for other required resources
- financial plans
- time plans
- detailed implementation plans (covering the how/what/when of activities)
- activity monitoring and evaluation plans

Relevant enterprise personnel might include:

- owners
- managers
- section leaders
- coordinators
- supervisors
- team leaders

Resources may include:

- finance
- resource contributions from suppliers and/or partners
- human resources

Relevant personnel performing specific marketing functions may include:

- desktop publishers
- graphic artists and designers
- copywriters
- administrators
- marketing specialists
- printers, sign writers and other tradespeople
- external consultants

Evidence Guide

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of the assessment requirements followed by identification of specific aspects of evidence that will need to be addressed in determining competence. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

Assessment must reflect the endorsed Assessment Guidelines of the parent Training Package.

Overview of Assessment Requirements

A person who demonstrates competence in this standard must be able to provide evidence that they have planned, implemented, managed and reviewed a range of marketing activities for a small enterprise or as part of the marketing plan for a larger enterprise. Evidence will likely be in a form that details the outcomes of specific marketing activities and the processes followed.

Specific Evidence Requirements

Required knowledge and understanding include:

- legislation, codes of practice and national standards, for example:
 - relevant industry codes of practice relating to marketing
 - Trades Practices Act
 - consumer laws
 - privacy laws
 - anti-discrimination legislation
 - ethical principles
- enterprise policies and procedures including:
 - marketing plans and policies
 - enterprise standards for ethics
 - corporate identity and branding
- specific product knowledge related to goods and services being marketed including:
 - costing, quoting, pricing and availability
 - technical features of products

Required skills and attributes include:

- ability to relate to people from a range of social, cultural and ethnic backgrounds, and physical and mental abilities
- planning and organising
- project management skills:
 - managing other personnel involved in the activity
 - time management
 - financial management
- communication and interpersonal skills:
 - written and verbal communication skills
 - ability to relate to potential clients and customers

Key competencies or generic skills relevant to this unit

The seven key competencies represent generic skills considered essential for effective work participation. Innovation skills represent a further area of generic competence. The bracketed numbering indicates the performance level required in this unit:

Level (1) represents the competence to undertake tasks effectively

Level (2) represents the competence to manage tasks

Level (3) represents the competence to use concepts for evaluating and reshaping tasks

The bulleted points provide examples of how the key competencies can be applied for this unit.

Communicating ideas and information (3)

- consulting with others and sharing ideas
- communicating with potential clients/customers

Collecting, analysing and organising information (2)

- gathering and analysing previous marketing activities
- researching available methods to market goods and services
- measuring success of marketing activities

Planning and organising activities (2)

- planning and organising marketing activities according to documented plan
- implementing marketing plan if available

Working in a team (2)

- managing work of others performing specific functions as part of marketing activity

Using mathematical ideas and techniques (1)

- costing marketing activities

Solving problems (2)

- solving problems arising in implementing activities

Using technology (1)

- using word-processors and software packages for design of marketing materials, documenting planning and recording success of activity

Innovation skills (2)

- recognising and creating opportunities for promotion and information distribution

Products that could be used as evidence include:

- work activity plans for marketing activities
- marketing materials developed
- implementation documentation (including records of conversations, schedules, programs, correspondence)
- reports of marketing activity

Processes that could be used as evidence include:

- how outcomes for marketing activity were identified
- how marketing activities were undertaken
- how personnel performing specific marketing functions were managed
- how marketing activity has been monitored and evaluated

Resource implications for assessment include:

- enterprise policies, procedures and plans

Validity and sufficiency of evidence requires:

- that where assessment is part of a learning experience, evidence will need to be collected over a period of time, involving both formative and summative assessment
- that full documentation of at least three marketing activities is provided – either simulated projects or actual activities developed and implemented

Integrated competency assessment means:

- that this unit can be assessed alone or as part of an integrated assessment activity involving other relevant units. The following unit is suggested:
 - BSBCMN410A Coordinate implementation of customer service strategies

BSBCMN415A **Manage first aid policy**

Unit Descriptor

This unit specifies the outcomes required to manage the development and implementation of first aid policy in the workplace.

Competency Field

Common

Domain

First aid

Application of the Competency

The unit is about coordinating and implementing effective organisational systems for first aid, implementing effective first aid training and practice, and maintaining up-to-date professional development of knowledge and skills for self and supporting others in this area.

These first aid units are based on the (GFA1A) national guidelines for integrating first aid competencies into industry competency standards. The ANTA guideline competencies approach allows for flexibility of use and promotes effective and efficient importation by other training package developers.

Element

Elements define the critical outcomes of a unit of competency.

Performance Criteria

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. *Italicised* terms are elaborated in the Range Statement.

1. Coordinate and implement effective organisational systems

- 1.1 Participative processes are coordinated to identify and agree on outcomes of organisational *systems*
- 1.2 Processes are initiated to plan, implement and control systems to achieve identified outcomes
- 1.3 Policies and procedures are developed and implemented to give effect to workplace health and safety legislation, site procedures, Training Package requirements and the national training agenda
- 1.4 Processes are developed in accordance with workplace principles and relevant legislation, and maintained for succession of first aid responsibilities
- 1.5 Changes in policy and procedures are distributed to relevant personnel using appropriate communication channels
- 1.6 Review and recommendations of policy and procedures is undertaken and reported when required

- 2. Implement effective first aid training and practice**
- 2.1 Links are maintained with *first aid bodies and professional and clinical organisations/bodies*
 - 2.2 Currency of first aid and personal qualifications are maintained in accordance with industry and organisational requirements
 - 2.3 Risks are reviewed and validated against organisational policies and procedures and *other standards* so that effective risk control procedures can be applied
 - 2.4 Additional training is coordinated, planned, implemented and evaluated in a timely manner to meet the needs of individuals and the workplace
 - 2.5 Practices are consistent with current standards and policies
 - 2.6 Planning is coordinated for response to major incidents and made known to the work group in readiness for implementation
- 3. Maintain up-to-date professional development of knowledge and skills**
- 3.1 *Self education process* is undertaken where required in accordance with workplace principles and opportunities
 - 3.2 Links are accessed with various first aid bodies and organisations to maintain currency in the field
 - 3.3 *Relevant information* is accessed promptly and made known to the work group and certification is maintained in accordance with workplace procedures and legislation

Range Statement

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the Performance Criteria.

Legislation, codes and national standards relevant to the workplace which may include:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

Systems may include:

- ordering
- skills updating
- networking
- communication

- technological
 - training and assessment
- First aid bodies and professional and clinical organisations/bodies may include:*
- Australian Resuscitation Council (ARC)
 - International Liaison Committee on Resuscitation (ILCOR)
 - support groups
 - registered providers and authorities
- Other standards may be provided by:*
- Australian Resuscitation Council
 - National Health and Medical Research Council
 - Australian standards
 - company standard operating procedures (SOPs)
 - risk management standards
- Self education process may include:*
- attendance at relevant seminars and conferences
 - maintenance of professional library
 - membership of other first aid bodies
 - formal training
 - supervised or unsupervised practice to maintain currency of competence
- Relevant information may include:*
- meetings and seminars
 - log books (personal development)
 - conferences
 - alignment with professional first aid bodies

Evidence Guide

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of the assessment requirements followed by identification of specific aspects of evidence that will need to be addressed in determining competence. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

Assessment must reflect the endorsed Assessment Guidelines of the parent Training Package.

Overview of Assessment Requirements

A person who demonstrates competence in this unit must be able to provide evidence that they have managed policy development, implementation and review within the workplace. This will include communicating policy across the organisation; implementing arrangements to ensure that first aiders are trained and that currency of own and others training, knowledge and skills is maintained; that major incidents are planned for across the organisation; and that links to relevant external bodies are made and maintained.

Specific Evidence Requirements

- Required knowledge and understanding include:**
- national training agenda
 - use of referral network

- legal requirements
- duty of care
- state and territory regulations relating to currency of skill and knowledge
- training and assessment
- communication techniques
- first aid principles and practices

Required skills and attributes include:

- ability to relate to people from a range of social, cultural and ethnic backgrounds, and physical and mental abilities
- policy development
- analysis and research skills
- communication (written and verbal) and negotiation skills
- risk management skills
- networking skills
- planning skills

Key competencies or generic skills relevant to this unit

The seven key competencies represent generic skills considered essential for effective work participation. Innovation skills represent a further area of generic competence. The bracketed numbering indicates the performance level required in this unit:

Level (1) represents the competence to undertake tasks effectively

Level (2) represents the competence to manage tasks

Level (3) represents the competence to use concepts for evaluating and reshaping tasks

The bulleted points provide examples of how the key competencies can be applied for this unit.

Communicating ideas and information (2)

- communicating in writing to document policy and procedures
- communicating verbally to liaise with first aiders, staff across the organisation, management and external bodies

Collecting, analysing and organising information (2)

- assessing and managing risk
- collecting information to maintain currency of self and others in area

Planning and organising activities (2)

- planning and organising training and assessment
- planning for major incidents
- planning and organising communications across the organisation

Working in a team (2)

- liaising with first aiders, staff across the organisation, management and external bodies

Using mathematical ideas and techniques (–)	<ul style="list-style-type: none"> • not applicable
Solving problems (2)	<ul style="list-style-type: none"> • applying problem-solving to review of risks
Using technology (1)	<ul style="list-style-type: none"> • using word processing software to produce documentation
Innovation skills (1)	<ul style="list-style-type: none"> • identifying improvements in policy and practices
Products that could be used as evidence include:	<ul style="list-style-type: none"> • policies and procedures developed in this area • improvements made to policies and practices • reviews undertaken of policy and practices • documented training and assessment arrangements for staff • own (documented) professional development program
Processes that could be used as evidence include:	<ul style="list-style-type: none"> • how policy and practices have been developed, implemented and reviewed • how links have been maintained with other relevant professional bodies • how risks have been reviewed • how training needs have been determined across the organisation • how currency of own knowledge and skills has been maintained
Resource implications for assessment include:	<ul style="list-style-type: none"> • access to workplace documentation and • access to first aiders supported within the organisation by the candidate
Validity and sufficiency of evidence requires:	<ul style="list-style-type: none"> • that competence can be demonstrated working individually, under supervision or as part of a first aid team • that assessment should replicate workplace conditions as far as possible. Where (for reasons of safety, space and access to equipment and resources) assessment takes place away from the workplace, simulations should be used to represent workplace conditions as closely as possible
Integrated competency assessment means:	<ul style="list-style-type: none"> • that this unit will usually be assessed alone or together with other units in OHS, training and assessment, management, frontline management and industry specific units from other Training Packages

BSBCM416A Identify risk and apply risk management processes

Unit Descriptor	This unit specifies the outcomes required to identify risks and apply established risk management processes to a subset of the organisation's operations that are within the person's own work responsibilities and area of operation.
Competency Field	<i>Common</i>
Domain	<i>Risk Management</i>
Application of the Competency	<p>This unit addresses identifying risks, analysing and evaluating risks, treating risks and monitoring and reviewing the effectiveness of treatment of risks. Risks are those applicable within own work responsibilities and area of operation. This may include projects being undertaken individually or by a team, or to operations within a section of the organisation. Risk management processes aim to minimise potential adverse impacts and maximise continuity of operations.</p> <p>This unit does not cover design, implementation or management of risk management processes. These are covered by BSBMGT512A Manage risk management system and BSBMGT611A Develop risk management strategy</p>

Element

Elements define the critical outcomes of a unit of competency.

Performance Criteria

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. *Italicised* terms are elaborated in the Range Statement.

- | | |
|--------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Identify risks | <p>1.1 <i>Tools for identification of risks</i> are accessed</p> <p>1.2 <i>Risks</i> are identified</p> <p>1.3 Identified risks are documented in accordance with relevant policies, procedures and legislation</p> |
| 2. Analyse and evaluate risks | <p>2.1 Causes of risks are analysed</p> <p>2.2 Potential impact of risks is determined</p> <p>2.3 Frequency of exposure to risks is determined</p> <p>2.4 Likelihood of risks is determined</p> <p>2.5 <i>Risks categorisation</i> is undertaken and <i>risk priorities</i> set</p> <p>2.6 Analysis processes and outcomes are documented</p> |
| 3. Treat risks | <p>3.1 Appropriate <i>control measures</i> for risks are determined and assessed for strengths and weaknesses</p> <p>3.2 Risks are continuously monitored</p> |

- 3.3 Control measures are identified for all risks
- 3.4 Risks relevant to whole of organisation or having an impact beyond own work responsibilities and area of operation are referred on to others as per established policies and procedures
- 3.5 Control measures for own area of operation and/or responsibilities are chosen and implemented
- 3.6 Treatment plans are prepared and implemented
- 4. Monitor and review effectiveness of treatment of risks**
 - 4.1 Implemented treatments are regularly reviewed against *measures of success*
 - 4.2 Review results are used to improve the treatment of risks
 - 4.3 Assistance is provided to auditing risk in own area of operation
 - 4.4 Management of risk in own area of operation is monitored and reviewed

Range Statement

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the Performance Criteria.

Legislation, codes and national standards relevant to the workplace which may include:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

Tools include:

- documentation to assist in process of identifying risk and assessing impact and likelihood of occurrence
- standard instruments developed for the organisation and contextualised for sections of the workplace's operations, such as checklists and testing procedures
- tools to prioritise risks, including where relevant, numerical scoring systems for risks

Identification of risks is undertaken:

- within established risk management processes
- within own role and responsibilities as assigned in process documentation
- by taking reasonable steps (including consideration of possible scenarios) to ensure all risks have been identified

Risks may include those relating to:

- commercial and legal relationships
- economic circumstances and scenarios
- human behaviour
- natural events
- political circumstances
- technology – technological issues
- management activities and controls
- individual activities

Risk categorisation:

- is within established guidelines
- differentiates between risks that have high impact/consequence/likelihood and those having low impact/consequence/likelihood

Risk priorities include:

- assigning a value to identified risks using available tools
- an assessment of consequences and likelihoods

Control measures may include:

- hierarchy of controls:
 - risk aversion
 - reduction in likelihood of risks
 - reduction of consequences of risks
 - transfer of responsibility of risks
 - retention of risks

Measures of success include:

- costs
- reductions in impact
- reductions in likelihood
- reductions in occurrence

Evidence Guide

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of the assessment requirements followed by identification of specific aspects of evidence that will need to be addressed in determining competence. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

Assessment must reflect the endorsed Assessment Guidelines of the parent Training Package.

Overview of Assessment Requirements

A person who demonstrates competence in this unit must be able to provide evidence that they have identified and managed the risks associated with activities in their own area of operations, within their role and responsibilities, and in line with the organisation's risk management process. They will have monitored and reviewed risks and may have recommended improvements to risk management processes or procedures.

Specific Evidence Requirements

Required knowledge and understanding include:

- legislation, codes of practice and national standards relevant to organisation's operation as a business entity, for example
 - occupational health and safety (OHS), public safety and duty of care
 - company and contract law
 - industrial relations law
 - privacy, confidentiality and freedom of information
 - environmental law
 - Australian/New Zealand risk management standards
- organisational policies and procedures:
 - risk management strategy
 - policies and procedures for risk management
- auditing requirements

Required skills and attributes include:

- ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- risk assessment and treatment skills
- auditing skills to assist in audit of own area
- monitoring, review and evaluation skills
- attributes
 - safety consciousness
 - concern for continuity of operations
 - thoroughness
 - attention to detail

Key competencies or generic skills relevant to this unit

The seven key competencies represent generic skills considered essential for effective work participation. Innovation skills represent a further area of generic competence. The bracketed numbering indicates the performance level required in this unit:

Level (1) represents the competence to undertake tasks effectively

Level (2) represents the competence to manage tasks

Level (3) represents the competence to use concepts for evaluating and reshaping tasks

The bulleted points provide examples of how the key competencies can be applied for this unit.

Communicating ideas and information (1)

- communicating in writing to monitor and review risk in own area of operations
- documenting risk analysis

Collecting, analysing and organising information (2)	<ul style="list-style-type: none"> • collecting and analysing data to monitor and review risk management in own area of operations • identifying and analysing risk processes
Planning and organising activities (1)	<ul style="list-style-type: none"> • planning how to identify, analyse and treat risks in own area, in line with established process
Working in a team (1)	<ul style="list-style-type: none"> • working with auditors, specialists, other personnel to manage risks
Using mathematical ideas and techniques (1)	<ul style="list-style-type: none"> • calculating costs of risk treatment options
Solving problems (2)	<ul style="list-style-type: none"> • applying problem-solving techniques to identification of risk and determining treatment options
Using technology (1)	<ul style="list-style-type: none"> • using software for document production, collation and analysis of data • using software specifically designed for risk management
Innovation skills (-)	<ul style="list-style-type: none"> • not applicable

Products that could be used as evidence include:

- documentation of prioritised risks
- treatment options implemented
- data and statistics related to risks including incidents and accidents, discontinuity in operations and costs associated with discontinuity
- identified improvements to risk management and treatment

Processes that could be used as evidence include:

- how risks have been identified, analysed and evaluated
- how treatments for risk were determined and implemented
- how risk in own area of operations has been monitored and reviewed

Resource implications for assessment include:

- access to workplace documentation

Validity and sufficiency of evidence requires:

- that where assessment of underpinning knowledge and skills is part of a learning experience, evidence will need to be collected over a period of time, involving both formative and summative assessment
- that assessment may be through simulated project-based activity or actual management of a risk in own area of operations

Integrated competency assessment means:

- that this unit can be assessed alone or as part of an integrated assessment activity involving other relevant units

BSBCM417A Coordinate customer service activities

Unit Descriptor	This unit specifies the outcomes required to contribute to quality customer standards and to support personnel to implement customer service standards and systems within the organisation.
Competency Field	<i>Common</i>
Domain	<i>Customer service</i>
Application of the Competency	<p>Note that this unit is not about delivering service directly to the customer, but rather responsibility for the implementation of the customer service systems, policies and procedures.</p> <p>Typically this unit would apply to a person who is a manager, team leader or frontline manager and would be expected to have a detailed knowledge of customer service systems and procedures.</p> <p>This unit does contain some similar outcomes to BSBCM410A Coordinate implementation of customer service strategies. Care should be taken in including both of these units in a qualification.</p> <p>The customer service units are based on the GCS01 Customer Service Generic Guideline Competencies, one of the sets of guideline competencies developed by ANTA.</p>

Element	Performance Criteria
Elements define the critical outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. <i>Italicised</i> terms are elaborated in the Range Statement.
1. Contribute to quality customer standards	<p>1.1 <i>Customer</i> service standards are accessed, interpreted, applied and monitored in the workplace in accordance with the <i>organisation's standards, policies and procedures</i></p> <p>1.2 Contributions are made to the development, refinement and improvement of service policies, standards and processes</p>
2. Implement customer service systems	<p>2.1 All personnel are encouraged to consistently implement customer service systems</p> <p>2.2 Customer feedback is reviewed in consultation with appropriate personnel and is analysed when improving work practices</p> <p>2.3 Customer service problems are identified and adjustments made to ensure continued service quality</p> <p>2.4 Adjustments are communicated to all those involved in service delivery within appropriate timeframes</p>

- 2.5 Delivery of services and products is coordinated and managed to ensure they effectively and efficiently meet agreed quality standards
- 3. Implement team customer service standards**
- 3.1 Team and work activities are planned and implemented to meet customer needs and expectations and minimise inconvenience
- 3.2 Resources required to undertake team tasks while meeting required customer service levels are identified

Range Statement

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. Some specific aspects which require elaboration are identified by the use of italics in the Performance Criteria.

Legislation, codes and national standards relevant to the workplace may include:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety and environmental issues, equal opportunity, industrial relations, anti-discrimination, privacy and consumer law
- relevant industry codes of practice

Customers may include:

- internal and external customers
- customers with routine or special requests
- regular and new customers
- people from a range of social, cultural or ethnic backgrounds
- people with varying physical and mental abilities
- people who may be unwell, drug affected or emotionally distressed

Organisation's standards, policies and procedures may include:

- procedural manuals
- product and service manuals, labels, instructions
- requirements for staff appearance and presentation
- quality systems, standards and guidelines
- continuous quality improvement – plan/do/check/act cycle

Evidence Guide

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of the assessment requirements followed by identification of specific aspects of evidence that will need to be addressed in determining competence. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

Assessment must reflect the endorsed Assessment Guidelines of the parent Training Package.

Overview of Assessment Requirements

A person who demonstrates competence in this standard must be able to:

- access and contribute to quality customer standards
- ensure that customer systems are delivered to standard and in an appropriate timeframe
- ensure staff deliver customer service to standard.

Specific Evidence Requirements

Required knowledge and understanding include

- relevant legislation, regulations, standards and codes from all levels of government that affect business operation and customer relations, especially in regard to:
 - occupational health and safety and environmental issues
 - equal opportunity, anti-discrimination and diversity
 - industrial relations and consumer relations
 - privacy
- relevant organisational procedures and standards for customer service relationships
- an understanding and application of:
 - the importance of customer service
 - the importance of good communication
- the individual's role in delivering customer service
- detailed product knowledge which may be:
 - of significant breadth (so as to propose alternative products and services) or
 - of significant depth (so as to propose variations within a limited product and service range)

Required skills and attributes include:

- ability to relate to people from a range of social, cultural and ethnic backgrounds, and physical and mental abilities
- language, literacy and numeracy requirements:
 - language skills which allow for adequate communication with customer and all relevant personnel
 - literacy skills to the level required to acquire the required read and write procedures
 - numeracy skills to the level required to develop and implement customer service procedures
- ability to present and weigh the advantages and disadvantages of differing possible solutions to the customer need is required

Key competencies or generic skills relevant to this unit

The seven key competencies represent generic skills considered essential for effective work participation. Innovation skills represent a further area of generic competence. The bracketed numbering indicates the performance level required in this unit:

Level (1) represents the competence to undertake tasks effectively

Level (2) represents the competence to manage tasks

Level (3) represents the competence to use concepts for evaluating and reshaping tasks

The bulleted points provide examples of how the key competencies can be applied for this unit.

Communicating ideas and information (2)

- communicating information to customers and all relevant personnel
- identifying customer service requirements

Collecting, analysing and organising information (2)

- identifying customer needs and expectations

Planning and organising activities (2)

- developing improved procedures
- ensuring staff are adequately trained to deliver customer service to standard

Working in a team (2)

- working with team members to promote customer relationships

Using mathematical ideas and techniques (1)

- developing procedures

Solving problems (2)

- ensuring customer needs and expectations are delivered to standard

Using technology (1)

- maintaining and develop customer service information

Innovation skills (2)

- improving customers service procedures
- developing opportunities to provide excellent service

- Products that could be used as evidence include:**
- customer satisfaction surveys
 - diaries or journals
 - evidence from role-plays
 - reports from customers, colleagues or supervisors
- Processes that could be used as evidence include:**
- completed written materials including customer record forms
 - direct observation of work performance
 - customer satisfaction survey reports
- Resource implications for assessment include:**
- where questions, case studies/scenarios form part of the assessment, a bank of relevant material will be required
 - access to workplace documents
 - access to opportunities to observe the individual in the workplace or in small group discussions and presentations
- Validity and sufficiency of evidence requires:**
- that where assessment is part of a learning experience, evidence will need to be collected over a period of time, involving both formative and summative assessment
 - at least two examples of candidate applying leadership skills to implement, monitor and improve customer service delivery standards and procedures
- Integrated competency assessment means:**
- that, where practical, this unit should be assessed in an integrated fashion with other appropriate units
 - that this unit is essentially skills-based and it is expected that assessment will be largely practical (that is, workplace-based or by simulation) in nature, supported by questioning to assess product knowledge
 - that practical assessment will frequently be in the workplace or a suitable similar environment. Access to such an environment will be required. Questioning may occur in the work environment, or another suitable room such as an office, classroom or lunchroom

BSBCMN418A Address customer needs

Unit Descriptor

This unit specifies the outcomes required to manage the ongoing relationship with a customer, which includes assisting the customer to articulate their needs, meeting the customer's needs and managing networks to ensure customer's needs are addressed.

Competency Field

Common

Domain

Customer service

Application of the Competency

Customer relationships are of the complexity where the worker would explore with the customer possible and satisfactory outcomes. The worker is required to be familiar with a product and/or service that varies widely and is capable of significant customisation. The customer relationship would typically involve direct interaction a number of times over an extended period.

This unit is appropriate to a worker who is expected to have detailed product knowledge in order to recommend customised solutions. They would be expected to apply organisation procedures and be aware of, and apply as appropriate, broader factors involving ethics, industry practice and relevant government policies and regulations.

The customer service units are based on the GCS01 Customer Service Generic Guideline Competencies, one of the sets of guideline competencies developed by ANTA.

Element

Performance Criteria

Elements define the critical outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. *Italicised* terms are elaborated in the Range Statement.

1. Assist customer to articulate needs

- 1.1 *Customer* needs are fully explored, understood and agreed
- 1.2 Available services and products are explained and matched to customer needs
- 1.3 The *rights and responsibilities of customers* are identified and effectively communicated to the customer as appropriate

2. Satisfy complex customer needs

- 2.1 Possibilities for meeting customer needs are explained
- 2.2 Customers are assisted to evaluate service and/or product options to satisfy their needs
- 2.3 Preferred action is determined and prioritised
- 2.4 Potential areas of difficulty in customer service delivery are identified, and appropriate actions are taken in a positive manner

- 3. Manage networks to ensure customer needs are addressed**
- 3.1 *Effective regular communication* is established with customers
 - 3.2 Relevant networks are established, maintained and expanded to ensure appropriate referral of customers to products and services from within and outside the organisation
 - 3.3 Procedures are put in place to ensure that decisions about targeting of customer services are based on up-to-date information about the customer and the products and services available
 - 3.4 Procedures are put in place to ensure that referrals are based on the matching of the assessment of customer needs and availability of products and services
 - 3.5 Records of customer interaction are maintained in accordance with *organisational procedures*

Range Statement

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the Performance Criteria.

Legislation, codes and national standards relevant to the workplace may include:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety and environmental issues, equal opportunity, industrial relations, anti-discrimination, privacy and consumer law
- relevant industry codes of practice

Customers may include:

- internal and external customers
- customers with routine or special requests
- regular and new customers
- in-person, computer-based and telephone customers
- people from a range of social, cultural or ethnic backgrounds
- people with varying physical and mental abilities
- people who may be unwell, drug affected or emotionally distressed

Rights and responsibilities of customers may include:

- informed consent
- fulfilment of external obligations

Effective communication may

- using active listening techniques

- using open and/or closed questions
 - speaking clearly and concisely
 - using appropriate language and tone of voice
 - giving customers full attention
 - maintaining eye-contact (for face-to-face interactions), except where eye contact may be culturally inappropriate
 - using non-verbal communication e.g. body language, personal presentation (for face-to-face interactions)
 - using clear written information/communication
 - handling sensitive and confidential issues
- Organisational procedures* may include:
- procedural manuals
 - quality systems, standards and guidelines

Evidence Guide

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of the assessment requirements followed by identification of specific aspects of evidence that will need to be addressed in determining competence. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

Assessment must reflect the endorsed Assessment Guidelines of the parent Training Package.

Overview of Assessment Requirements

Competence must be demonstrated in the ability to:

- identify the need(s) required by the customer
- assist the customer to evaluate their service and product options
- help determine the most appropriate action and deal with any difficulties in the process
- manage and maintain information and networks to ensure customer needs are met.

Specific Evidence Requirements

Required knowledge and understanding include:

- relevant legislation, regulations, standards and codes from all levels of government that affect business operation and customer relations, especially in regard to:
 - occupational health and safety and environmental issues
 - equal opportunity, anti-discrimination and diversity
 - industrial relations and consumer relations
 - privacy
- relevant organisational procedures and standards for customer service relationships

- an understanding and application of:
 - the importance of customer service
 - the importance of good communication
 - the individual's role in delivering customer service
- detailed product knowledge which may be:
 - of significant breadth (so as to propose alternative products and services), or
 - of significant depth (so as to propose variations within a limited product and service range)

Required skills and attributes include:

- ability to relate to people from a range of social, cultural and ethnic backgrounds, and physical and mental abilities
- language, literacy and numeracy requirements:
 - language skills which allow for adequate communication with customer and all relevant personnel
 - literacy skills to the level required to acquire the required read and write procedures
 - numeracy skills to the level required to develop and implement customer service procedures
- ability to synthesise and develop a solution unique to a customer

Key competencies or generic skills relevant to this unit

The seven key competencies represent generic skills considered essential for effective work participation. Innovation skills represent a further area of generic competence. The bracketed numbering indicates the performance level required in this unit:

Level (1) represents the competence to undertake tasks effectively

Level (2) represents the competence to manage tasks

Level (3) represents the competence to use concepts for evaluating and reshaping tasks

The bulleted points provide examples of how the key competencies can be applied for this unit.

Communicating ideas and information (3)

- communicating specialised information to customers and all relevant personnel
- identifying complex customer service requirements

Collecting, analysing and organising information (3)

- identifying complex customer needs and expectations

Planning and organising activities (2)

- developing improved procedures
- ensuring customer service is delivered to standard

Working in a team (2)

- working with team members to promote customer relationships

Using mathematical ideas and techniques (1)	<ul style="list-style-type: none">• developing procedures
Solving problems (3)	<ul style="list-style-type: none">• ensuring customer needs and expectations are delivered to standard
Using technology (1)	<ul style="list-style-type: none">• maintaining and developing customer service information
Innovation skills (3)	<ul style="list-style-type: none">• improving customers service procedures• developing opportunities to provide excellent service
Products that could be used as evidence include:	<ul style="list-style-type: none">• customer satisfaction surveys• diaries or journals• evidence from role-plays• reports from customers, colleagues or supervisors
Processes that could be used as evidence include:	<ul style="list-style-type: none">• completed written materials including customer record forms• direct observation of work performance• customer satisfaction survey reports
Resource implications for assessment include:	<ul style="list-style-type: none">• where questions, case studies/scenarios form part of the assessment, a bank of relevant material will be required• access to workplace documents• access to opportunities to observe the individual in the workplace or in small group discussions and presentations
Validity and sufficiency of evidence requires:	<ul style="list-style-type: none">• that where assessment is part of a learning experience, evidence will need to be collected over a period of time, involving both formative and summative assessment• at least two examples of the candidate applying significant skills and knowledge to assist the customer to articulate their needs, meet the customer's needs, and manage networks to ensure customer need are addressed

Integrated competency assessment means:

- that, where practical, this unit should be assessed in an integrated fashion with other appropriate units
- that this unit is essentially skills-based and it is expected that assessment will be largely practical (that is, workplace-based or by simulation) in nature, supported by questioning to assess product knowledge or, alternatively, project type assessment may be valid
- that practical assessment will frequently be in the workplace or a suitable similar environment. Access to such an environment will be required. Questioning may occur in the work environment, or another suitable room such as an office, classroom or lunchroom

BSBCMN419A Manage projects

Unit Descriptor

This unit covers the management of a straightforward project or a section of a larger project. It focuses on the application of project management skills and the requirement to meet timelines, quality standards, budgetary limits and other requirements set for the project.

Competency Field

Common

Domain

Project management

Application of the Competency

This unit addresses the management of projects including the development of a project plan, administering and monitoring the project, finalising the project and reviewing the project to identify lessons learnt for application to future projects.

The unit does not apply to specialist project managers. For specialist project managers, the units of competency in the Project Management domain will be applicable.

Element

Elements define the critical outcomes of a unit of competency.

Performance Criteria

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. *Italicised* terms are elaborated in the Range Statement.

1. Define project

- 1.1 *Project scope and other relevant documentation* is accessed
- 1.2 *Project stakeholders* are defined
- 1.3 Clarification is sought from *delegating authority* of any issues related to project and *project parameters*
- 1.4 Limits of own responsibility and reporting requirements are identified
- 1.5 Relationship of project to other projects and to the organisation's objectives is clarified
- 1.6 Available resources to undertake project are determined and accessed

2. Develop project plan

- 2.1 *Project plan* including timelines, task breakdown, roles and responsibilities is developed
- 2.2 Appropriate *project management tools* are identified and accessed
- 2.3 Risk management plan, which includes OHS, is formulated for project
- 2.4 Project budget is developed and approved
- 2.5 Team members are consulted and their views taken account of in planning the project

- 2.6 Project plan is finalised and any necessary approvals gained to commence project according to documented plan
- 3. Administer and monitor project**
 - 3.1 Action is taken to ensure that project team members are clear about their responsibilities and the requirements of the project
 - 3.2 *Support* is provided to project team members, especially with regard to special needs, to ensure that the quality of the expected outcomes of the project and documented timelines are met
 - 3.3 *Required record keeping systems* are established and maintained throughout the project
 - 3.4 Plans for managing project finances, human, physical and technical resources and quality are implemented and monitored
 - 3.5 Project reports are completed and forwarded as required to stakeholders
 - 3.6 *Risk management* is undertaken as required to ensure project outcomes are met
 - 3.7 Project deliverables are achieved
- 4. Finalise project**
 - 4.1 Financial record keeping associated with project is completed and checked for accuracy
 - 4.2 Staff involved in project are assigned to new roles or reassigned to previous roles
 - 4.3 Project documentation is completed and any necessary sign offs obtained for concluding project
- 5. Review project**
 - 5.1 Project outcomes and processes are reviewed against the project scope and plan
 - 5.2 Team members are involved in the review of the project
 - 5.3 Lessons learnt from project are documented and reported within the organisation

Range Statement

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the Performance Criteria.

Legislation, codes and national standards relevant to the workplace which may include:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

Project scope and other relevant documentation refers to:

- project brief
- contract or other agreement
- project plan or summary
- other documents outlining the expected outcomes of the project, inclusions and exclusions from project, timeframes for project, quality standards for project, project resources

Stakeholders might include:

- project sponsor
- management, employees and relevant key personnel (internal and external) with special responsibilities
- clients or customers (internal and external)
- funding bodies

Delegating authority might include:

- project sponsor
- manager or management representative
- funding body
- customer or client

Project parameters will include:

- scope of project
- legislative and quality standards
- timelines
- finances for project
- integration of project within organisation
- risks associated with project, including OHS
- reporting requirements
- procurement requirements associated with project
- physical, human and technical resources available or required for project

Project plan will include:

- details of how the project will be executed including management of project in relation to the project parameters identified above

Project management tools might include:

- project management software
- technical resources required for the project e.g. OHS management system tools
- Gantt and bar charts

- PERT charts
- Critical Path Method
- cost schedule control system
- logistics support analysis
- life cycle cost analysis
- spreadsheets

Support for team members might include:

- supervision, mentoring and coaching
- feedback
- encouragement
- additional physical, human and technical resources (within allocated budget) if and as required
- regular meetings of project team
- learning and development

Required record keeping systems might include systems for:

- financial data including costs, expenditure, income generated, purchases
- quality data including any test results
- recording of time spent on project and progress in completing project
- correspondence
- samples, prototypes, models
- outcomes of project

Risk management might include:

- seeking further resources to meet deadline
- negotiating an extension of deadline or redefining completion or quantities or quality of outcomes
- reducing costs
- researching and applying more efficient methods of completing project tasks
- sharing of ideas to gain improvements to work undertaken within the project
- outsourcing some aspects of the project
- changing roles and responsibilities within project team

Necessary sign-offs might be required by:

- project sponsor
- management
- funding body
- clients customers

Evidence Guide

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of the assessment requirements followed by identification of specific aspects of evidence that will need to be addressed in determining competence. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

Assessment must reflect the endorsed Assessment Guidelines of the parent Training Package.

Overview of Assessment Requirements

A person who demonstrates competency in this standard must be able to provide evidence that they have successfully managed projects – either a straightforward project or a section of a larger project.

This evidence will cover the application of project management skills and the meeting of timelines, quality standards, budgetary limits and other requirements set for the project.

Specific Evidence Requirements

Required knowledge and understanding include:

- organisational policies and procedures that may impact on the project and management of the project, for example:
 - OHS
 - procurement
 - human resources
 - quality standards
 - risk assessment
- organisational structure and lines of authority and communication within the organisation
- how the project relates to organisation's overall mission, goals, objectives and operations
- available learning and development options external and internal to organisation

Required skills and attributes include:

- ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- communication and negotiation skills
- written and verbal communication skills
- ability to relate to team members and delegating authority, clients and customers as appropriate
- personal time management skills
- budget review and monitoring skills
- leadership and management skills
- use of project management tools
- attributes:
 - attention to detail
 - thoroughness

- communicative
- accuracy

Key competencies or generic skills relevant to this unit

The seven key competencies represent generic skills considered essential for effective work participation. Innovation skills represent a further area of generic competence. The bracketed numbering indicates the performance level required in this unit:

Level (1) represents the competence to undertake tasks effectively

Level (2) represents the competence to manage tasks

Level (3) represents the competence to use concepts for evaluating and reshaping tasks.

The bulleted points provide examples of how the key competencies can be applied for this unit.

Communicating ideas and information (2)

- written and verbal communication skills for report writing, documenting project, working with team members and stakeholders
- negotiating and consulting with team members, stakeholders

Collecting, analysing and organising information (2)

- gathering information associated with planning, monitoring and evaluating project

Planning and organising activities (2)

- scheduling required for project
- supervising project team

Working in a team (3)

- leading project team
- liaising with other enterprise personnel including management, funding bodies, customers/clients, stakeholders involved in project

Using mathematical ideas and techniques (1)

- applying basic numerical skills for managing finances associated with project and procurement activity
- using basic numerical skills to develop schedules for project

Solving problems (2)

- identifying potential problems that may arise in project
- addressing problems arising in project

Using technology (1)

- using word processing packages to complete necessary documentation
- using spreadsheets or other relevant project management software and tools

Innovation skills (2)

- determining lessons learnt from project to apply to future projects

Products that could be used as evidence include:

- project plans
- emails, letters, financial statements, other documentation relating to project management and execution
- project reports
- samples, prototypes, other physical products produced in project
- reports of lessons learnt from review process

Processes that could be used as evidence include:

- how project scope and other relevant documentation was accessed
- how project stakeholders were defined
- how risk management plan was developed and implemented
- how resources were determined and accessed
- how project plan was formulated
- how project team members were led in managing project
- how project was monitored and managed
- how project was finalised and closure effected
- how project was reviewed

Resource implications for assessment include:

- access to workplace project documentation
- reports from third parties consulted in managing projects

Validity and sufficiency of evidence requires:

- that where assessment is part of a learning experience, evidence will need to be collected over a period of time, involving both formative and summative assessment
- at least three examples of projects managed by the assessee
- assessment may be through simulated project based activity or actual development and implementation of contracting arrangements

Integrated competency assessment:

- this unit can be assessed alone or as part of an integrated assessment activity involving other relevant common business and frontline management units associated with customer service delivery, teamwork, documentation and organising own work.

BSBCM420A Write complex documents

Unit Descriptor This unit specifies the outcomes required to plan documents, draft text, prepare final text and produce documents of some complexity.

Competency Field *Common*

Domain *Business communication*

Application of the Competency This unit covers reports, information and general promotion documents that are more complex than basic correspondence, memos or forms and that require review and analysis of a range of information sources.

The unit does not cover structured research but does include technical and non-technical reporting based on information and data gathered through research processes.

Documents are wholly or primarily text, but may include simple illustrative material. Production of documents is for single-copy documents, documents for simple reproduction, or documents that will be further designed.

This unit does not cover the roles of copywriter, journalist, editor or subeditor, but applies to people who assemble, analyse and output information as part of a broader role.

Element

Elements define the critical outcomes of a unit of competency.

Performance Criteria

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. *Italicised* terms are elaborated in the Range Statement.

1. Plan documents

- 1.1 The *purposes* of documents are determined
- 1.2 *Appropriate formats* for documents are chosen
- 1.3 *Means of communication* is established
- 1.4 *Requirements of documents* are determined
- 1.5 *Categories and logical sequences of data, information and knowledge* to achieve document objectives are determined
- 1.6 Develop overview of structure and content of documents

2. Draft text

- 2.1 Available data, information and knowledge are reviewed and organised according to proposed structure and content
- 2.2 Data, information and knowledge is aggregated, interpreted and summarised to prepare text that satisfies document purposes and objectives
- 2.3 Graphics are included as appropriate

- 2.4 Gaps in required data and information are identified and additional material collected from *relevant enterprise personnel*
 - 2.5 Text is drafted according to document requirements and genre
 - 2.6 Language used is appropriate to the audience
- 3. Prepare final text**
- 3.1 Draft texts are reviewed to ensure document objectives are achieved and requirements are met
 - 3.2 Grammar, spelling and style are checked for accuracy and punctuation
 - 3.3 Draft texts are approved by *relevant enterprise personnel*
 - 3.4 Text amendments are processed as required
- 4. Produce document**
- 4.1 Basic *design elements* are chosen for documents appropriate to audience and purpose
 - 4.2 Word processing software is used to apply basic design elements to texts
 - 4.3 Documents are checked to ensure all requirements are met

Range Statement

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the Performance Criteria.

Legislation, codes and national standards relevant to the workplace which may include:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

Purposes of documents may include:

- conveying research findings
- influencing attitudes, opinions, beliefs
- proposing recommendations, options and actions
- meeting legal requirements
- documenting policies, procedures and processes
- meeting other data, information or knowledge needs of an audience

Appropriate formats for documents may include:

- detailed business letters
- instructions and procedures
- manuals
- reports

- speeches and presentations
- publications, leaflets, brochures
- tender documentation and public notices
- website text
- emails
- submissions

Means of communication may include:

- software packages such as Word, Excel, PageMaker, PowerPoint, and templates

Requirements of documents may include:

- legal or traditional requirements for the particular document format
- compliance with proformas, standardised reporting requirements or undertakings made by the organisation about reporting
- organisational policy, procedures and guidelines applying to writing documents, including house style
- timelines, including deadlines
- word length
- compliance with genre
- requirements for illustrations, photographs, graphs, charts, maps and other illustrative material to explain texts
- standards for references, footnotes, citations, acknowledgements
- file types and sizes for online documents
- point numbering systems
- writing styles, including simplicity of English and use of technical language
- languages other than English requirements

Categories and logical sequences of data, information and knowledge may include:

- chronological, alphabetical or operating sequences
- facts, observations, conclusions and recommendations
- arguments and rebuttals
- recommendations and supporting arguments
- linking and summary statements
- illustrative case studies and other examples
- categories and sequences traditionally used for the particular type of document being prepared

Relevant enterprise personnel may include:

- consultative committees
- internal providers of specialist expertise
- owners
- managers/leaders/coordinators/supervisors

Design elements may include:

- staff in own work section/team members/colleagues
- staff in relevant work sections
- page size
- page shape
- margins and paragraph indentation
- illustrations, photographs and other illustrative material for design purposes
- use and amount of colour
- use and amount of white space
- fonts
- justification and alignment
- capitals and underlining
- headings
- lists and tables
- logos, branding, organisational identity requirements
- templates

Evidence Guide

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of the assessment requirements followed by identification of specific aspects of evidence that will need to be addressed in determining competence. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

Assessment must reflect the endorsed Assessment Guidelines of the parent Training Package.

Overview of Assessment Requirements

A person who demonstrates competence in this unit must be able to provide evidence that they have planned documents, drafted texts, prepared final texts and produced documents that meet specified purposes, objectives and requirements. They must include a range of documents covering a broad number of purposes, objectives and requirements.

Specific Evidence Requirements

Required knowledge and understanding include:

- legislation, codes of practice and standards, for example:
 - privacy law
 - copyright law
 - Commonwealth Government Style Manual for Authors, *Editors and Printers*
- enterprise policies and procedures related to drafting, reviewing and producing documents
- enterprise style guide/house style
- rules and conventions for written English, as defined by general and specialist dictionaries and books about grammar

Required skills and attributes include:

- ability to relate to people from a range of social, cultural and ethnic backgrounds, and physical and mental abilities
- ability to arrange data, information and knowledge into categories and logical sequences
- ability to write grammatically-correct English in a variety of styles
- ability to proofread a document for correct grammar and spelling and punctuation
- ability to identify audience characteristics and needs
- ability to write in a range of styles (formal/informal)
- ability to select and use language appropriate to context (style, tone, word choice)
- ability to use appropriate style and tone to convey empathy and understanding of cultures (including a range of cultures such as socio-economic, ethnic, gender, workplace, age, special needs/interests)
- basic research skills
- ability to use the basic functions of word processing software to produce a document, including, where appropriate, through use of assistive technologies

Key competencies or generic skills relevant to this unit

The seven key competencies represent generic skills considered essential for effective work participation. Innovation skills represent a further area of generic competence. The bracketed numbering indicates the performance level required in this unit:

Level (1) represents the competence to undertake tasks effectively

Level (2) represents the competence to manage tasks

Level (3) represents the competence to use concepts for evaluating and reshaping tasks

The bulleted points provide examples of how the key competencies can be applied for this unit.

Communicating ideas and information (3)

- applying written communication skills to achieve required document outcomes
- producing complex documentation

Collecting, analysing and organising information (3)

- defining categories and logical sequences of data, information and knowledge
- aggregating, interpreting and summarising data, information and knowledge

Planning and organising activities (2)

- planning and organising all aspects of document writing

Working in a team (2)

- working with relevant enterprise personnel to clarify or add to data, information and knowledge

Using mathematical ideas and techniques (1)

- presenting mathematical ideas as graphs, charts and other visual representations

Solving problems (2)	<ul style="list-style-type: none">• identifying and resolving gaps in data, information or knowledge
Using technology (2)	<ul style="list-style-type: none">• using word processing software• use of assistive technologies, if appropriate
Innovation skills (-)	<ul style="list-style-type: none">• not applicable
Products that could be used as evidence include:	<ul style="list-style-type: none">• contents lists• completed text• completed documents
Processes that could be used as evidence include:	<ul style="list-style-type: none">• how final content, structure and format of written documents was decided• how data, information and knowledge were organised into categories and logical sequences• how grammar and spelling were checked• how design elements were chosen
Resource implications for assessment include:	<ul style="list-style-type: none">• access to workplace documents
Validity and sufficiency of evidence requires:	<ul style="list-style-type: none">• that where assessment is part of a learning experience, evidence will need to be collected over a period of time, involving both formative and summative assessment• that assessment may either be through simulations or actual case studies of individual's work in this area• at least ten examples of documents written and produced by the candidate
Integrated competency assessment means:	<ul style="list-style-type: none">• that this unit can be assessed alone or as part of an integrated assessment involving other related communication units. Examples might include:<ul style="list-style-type: none">– BSBMGT501A Market services and concepts to internal customers– BSBFLM502A Provide leadership in the workplace

BSBCM421A Assist with compliance with OHS and other relevant laws

Unit Descriptor	This unit specifies the outcomes required to apply an understanding of the legal and regulatory framework of OHS in order to provide advice regarding the OHS legislative responsibilities of an OHS practitioner, company director, manager, supervisor and employee.
Competency Field	Common business
Domain	Occupational health and safety
Application of the Competency	This unit addresses the actions necessary to ensure OHS legal compliance as part of a systematic approach to managing OHS. It includes identification of common law duty of care, appropriate legislation and regulations and the necessary actions to ensure compliance in the workplace. The unit applies equally to a small, medium and/or large organisation, as well as a microbusiness.
Element	Performance Criteria
Elements define the critical outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. <i>Italicised</i> terms are elaborated in the Range Statement.
1. Determine the legal framework of OHS in the workplace	<p>1.1 <i>Current legislation and related documentation relevant to OHS</i> and the organisation's operations are sought</p> <p>1.2 Knowledge of the relationship between OHS acts, OHS regulations, codes of practice, associated standards and guidance material is used to determine legal requirements in the workplace</p> <p>1.3 <i>Responsibilities and requirements</i> under legislation are identified and confirmed as relevant</p> <p>1.4 Responsibilities and requirements are clarified and advice from <i>legal advisors</i> is sought where necessary</p>
2. Provide advice on OHS compliance	<p>2.1 Advice about the specific legal responsibilities of employers including duty of care and how it is codified in relevant OHS legislation is provided to <i>appropriate personnel</i></p> <p>2.2 Advice about administration of <i>enforcement processes and instruments</i> including penalties that apply to organisations prosecuted under relevant OHS legislation is provided to appropriate personnel</p> <p>2.3 Advice is provided to appropriate personnel on how negligence is determined at statutory and common law</p>

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| 3. Comply with legal requirements | <p>3.1 Action is taken to ensure that the workplace, including systems of work and work organisation, is appraised against and complies with relevant legislation</p> <p>3.2 Training needs of <i>those with OHS responsibilities</i> are identified and training is provided as required according to legal requirements</p> <p>3.3 Requirements for other training under OHS legislation are identified and training is arranged as required</p> <p>3.4 Limits of own professional expertise are recognised and legal advisors are consulted as required</p> |
| 4. Report incidents of non compliance | <p>4.1 Possible breaches are raised promptly with <i>responsible persons</i>, health and safety representatives, OHS committees or other parties/agencies as required</p> <p>4.2 Advice on arrangements for incident reporting to government authorities is provided in accordance with relevant OHS legislation and organisational procedures</p> <p>4.3 Inadequacies in systematic approaches to managing OHS procedures and/or practices which may contribute to non compliance are raised in accordance with OHS procedures</p> |
| 5. Contribute to ongoing monitoring of compliance with OHS legislation | <p>5.1 Compliance with OHS legislative requirements is monitored</p> <p>5.2 Compliance issues are resolved or referred in accordance with OHS policies and procedures, and relevant OHS legislation</p> |

Range Statement

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the Performance Criteria.

Legislation and related documentation relevant to OHS will include:

- current Commonwealth and relevant state/territory OHS legislation, regulations, codes of practice, associated standards and guidance material
- workers compensation
- privacy legislation
- contract law
- trade practices
- criminal law
- common law
- industrial relations law

- equal employment opportunity and anti-discrimination law
 - Australian and international standards
- Responsibilities and requirements* may include legal obligations under relevant OHS legislation for the following persons:
- employers
 - self-employed persons
 - persons in control of workplaces
 - contractors
 - designers, manufacturers, importers, suppliers of plant
 - erectors and installers of certain plant
 - manufacturers, importers and suppliers of substances
 - employees
 - OHS committees
 - OHS representatives
- Legal advisors* may include:
- legal practitioners, either internal or external
 - government OHS inspectors
- Appropriate personnel* may include:
- employers
 - company directors
 - managers
 - supervisors
 - employees
 - OHS representatives and committees
 - contractors
- Enforcement processes and instruments* may include:
- prohibition notices
 - improvement notices
 - on-the-spot fines
 - provisional improvement notices
- Those with OHS responsibilities* may include:
- company director
 - manager
 - supervisors
 - OHS representatives
- Responsible persons* may include:
- OHS advisor
 - manager
 - supervisor
 - other appropriate person(s) delegated authority to act or apply rectification controls within the organisation

Evidence Guide

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of the assessment requirements followed by identification of specific aspects of evidence that will need to be addressed in determining competence. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

Assessment must reflect the endorsed Assessment Guidelines of the parent Training Package.

Overview of Assessment Requirements

A person who demonstrates competency in this standard must be able to provide evidence of the application of advice regarding the legal and regulatory framework of OHS and other relevant legislation, either in an actual workplace, simulation exercise or scenario.

Evidence gathered for demonstration of competence will involve products developed for provision of advice on OHS legal compliance issues, evidence of how these products were developed and evidence of use of these products.

Specific Evidence Requirements

Required knowledge and understanding include:

- State/Territory/Commonwealth OHS legislation (Acts, Regulations, Codes of Practice and guidance material) including prescriptive and performance approaches and links to industrial relations, equal employment opportunity, workers compensation and rehabilitation
- obligations and rights under relevant OHS legislation and common law as it applies to employers, employees, contractors, third parties, occupiers, installers, designers, manufacturers, importers, suppliers, etc
- structure and forms of legislation including regulations, codes of practice, associated standards and guidance material
- legislation as it applies to OHS Representatives, OHS committees and OHS inspectors
- requirements for reporting under OHS and other relevant legislation including obligations for notification and reporting of incidents
- difference between common law and statutory law
- concept of common law duty of care
- difference between prescriptive and performance based legislation
- ways of obtaining evidence of compliance with OHS legislation
- understanding of systematic approaches to managing OHS
- understanding of professional liability in relation to giving advice

Required skills and attributes include:

- ability to prepare reports for a range of target groups including OHS committee, OHS representatives, managers, supervisors
- ability to communicate effectively with personnel at all levels of organisation, and legal and OHS specialists
- ability to conduct effective formal and informal meetings
- ability to analyse relevant OHS information and data, and make observations of workplace tasks and interactions between people, their activities, equipment, environment and systems in order to meet requirements of OHS legislation

Key Competencies or Generic Skills relevant to this unit include:

The seven key competencies represent generic skills considered essential for effective work participation. Innovation skills represent a further area of generic competence. The bracketed numbering indicates the performance level required in this unit:

Level (1) represents the competence to undertake tasks effectively

Level (2) represents the competence to manage tasks

Level (3) represents the competence to use concepts for evaluating and reshaping tasks.

The bulleted points provide examples of how the key competencies can be applied for this unit.

Communicating ideas and information (2)

- communicating with workgroup(s) and relevant organisational personnel, specialists, managers and supervisors
- preparing and presenting effective reports for target audiences

Collecting, analysing and organising information (2)

- gathering and analysing information and data from different sources to determine OHS legislative requirements
- collecting and analysing information and data with reference to OHS legal obligations for workplace compliance

Planning and organising activities (2)

- planning and organising processes for OHS information and data collection
- planning own activities

Working in a team (2)

- working with those in the workplace to ensure OHS compliance in the workplace

Using mathematical ideas and techniques (1)

- analysing OHS information and data relevant to appropriate OHS legislation

Solving problems (2)

- contributing strategies to address identified OHS needs
- working with affected employees

Using technology (1)	<ul style="list-style-type: none">• using software systems to extract, analyse and report on required information to ensure effective OHS compliance• using software systems for recording and filing documentation to ensure OHS compliance
Innovation skills (1)	<ul style="list-style-type: none">• applying learning about OHS to enable compliance
Products that could be used as evidence include:	<ul style="list-style-type: none">• interpretation of specialist advice sought and obtained• written action plans• documents used to inform and report to others in the organisation• emails, letters, reports and other records of processes undertaken to ensure OHS compliance• case studies, simulations, scenarios, role plays
Processes that could be used as evidence include:	<ul style="list-style-type: none">• how advice was provided to the workplace• how currency of own knowledge and skills has been maintained and used to provide advice to others
Resource implications for assessment include:	<ul style="list-style-type: none">• access to relevant legislation, codes of practice, standards and guidance material• access to other appropriate workplace documentation• reports from other parties consulted in ensuring OHS compliance
Validity and sufficiency of evidence requires:	<ul style="list-style-type: none">• that the assessment task(s) must be of sufficient scope and depth and across an appropriate time frame to address a range of conditions likely to be encountered when ensuring compliance with OHS legislation• that where assessment is part of a learning experience, evidence will need to be collected over a period of time, involving both formative and summative assessment to ensure consistency of performance• while some access to an actual workplace is required, part of the assessment may be through simulated project based activity, scenarios, case studies, role plays or actual activities associated with a systems approach to managing OHS
Integrated competency assessment means:	<ul style="list-style-type: none">• that this unit can be assessed alone or as part of an integrated assessment activity involving other relevant OHS units such as BSBOHS401A Contribute to implementation of a systematic approach to managing OHS

BSBFLM412A Promote team effectiveness

Unit Descriptor This unit specifies the outcomes required of frontline managers to promote teamwork. It involves developing team plans to meet expected outcomes, leading the work team, and proactively working with the management of the organisation.

Competency Field *Business management services*

Domain *Frontline management*

Application of the Competency This unit replaces BSBFLM402A Show leadership in the workplace and BSBFLM404A Lead work teams, which have been combined to create this unit.

Frontline managers have an important leadership role in the development of efficient and effective work teams. They play a prominent part in team planning, supervising the performance of the team and developing team cohesion by providing leadership for the team and forming the bridge between the management of the organisation and the team members.

At this level, work will normally be carried out within both routine and non-routine methods and procedures which require planning and evaluation, and leadership and guidance of others.

This unit builds on BSBFLM312A Contribute to team effectiveness and is related to BSBFLM512A Ensure team effectiveness

Element

Elements define the critical outcomes of a unit of competency.

Performance Criteria

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. *Italicised* terms are elaborated in the Range Statement.

1. Plan to achieve team outcomes

- 1.1 *Team purpose, roles, responsibilities, goals, plans and objectives* are identified, established and documented in *consultation* with team members
- 1.2 Team members are supported in meeting expected outcomes

2. Develop team cohesion

- 2.1 Opportunities are provided for input of team members into planning, decision making and operational aspects of work team
- 2.2 Team members are encouraged and supported to take *responsibility for own work* and to assist each other in undertaking required roles and responsibilities
- 2.3 *Feedback* is provided to team members to encourage, value and reward individual and team efforts and contributions

- 2.4 Issues, concerns and problems identified by team members are recognised and addressed or referred to *relevant persons* as required
- 3. Participate in and facilitate work team**
- 3.1 Team members are actively encouraged to participate in and take responsibility for team activities and communication processes
- 3.2 The team is given support to identify and resolve problems which impede its performance
- 3.3 Own contribution to work team serves as a role model for others and enhances the organisation's image within the work team, the organisation and with clients/customers
- 4. Liaise with management**
- 4.1 *Communication with line manager/management is kept open at all times*
- 4.2 Information from line manager/management is communicated to the team
- 4.3 Unresolved issues, concerns and problems raised by the team/team members are communicated to line manager/management and followed up to ensure action is taken
- 4.4 Unresolved issues, concerns and problems related to the team/team members raised by line managers/management are communicated to the team and followed up to ensure action is taken

Range Statement

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the Performance Criteria.

Legislation, codes and national standards relevant to the workplace may include:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety (OHS) and environmental issues, equal opportunity, industrial relations, anti-discrimination and record keeping standards and legislation
- relevant industry codes of practice

OHS considerations may include:

- provision of information about OHS legislative requirements, guidelines and the organisation's OHS policies, procedures and programs
- OHS practice as an ethical standard and legislative requirement
- training of all employees in health and safety procedures, and updating of records

Team purpose, roles, responsibilities, goals, plans and objectives may include:

- goals for individuals and the work team
- expected outcomes and outputs
- individual and team performance plans and Key Performance Indicators (KPIs)
- action plans, business plans and operational plans linked to strategic plans
- OHS responsibilities

Consultation may refer to:

- attending meetings, interviews, brainstorming sessions and using email/intranet communications, newsletters or other processes and devices which ensure that all employees have the opportunity to contribute to team and individual effectiveness
- using mechanisms used to provide feedback to the work team in relation to outcomes of consultation

Responsibility for own work may involve:

- individuals and teams
- individual and joint actions

Feedback may refer to:

- informal communication of ideas and thoughts on specific tasks, outcomes, decisions, issues or behaviours
- formal/informal gatherings between team members where there is communication on work related matters

Relevant persons may include:

- frontline manager's direct superior or other management representatives
- colleagues
- OHS committees and other people with specialist responsibilities

Communication may include:

- verbal, written or electronic communication
- face-to-face
- formal/informal interaction

Line manager/management may refer to:

- frontline manager's direct superior or other management representatives

Evidence Guide

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of the assessment requirements followed by identification of specific aspects of evidence that will need to be addressed in determining competence. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

Assessment must reflect the endorsed Assessment Guidelines of the parent Training Package.

Overview of Assessment Requirements

A person who demonstrates competence in this unit must be able to provide evidence that they are able to demonstrate leadership in developing and implementing plans, in leading and facilitating teamwork and in actively liaising with management. They must also provide evidence that teamwork is actively promoted, supported and encouraged within the work team; and their own performance serves as a role model for others and enhances the organisation's image.

Specific Evidence Requirements

Required knowledge and understanding includes:

- relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- organisational policies and procedures
- organisational goals, objectives and plans
- organisational structure, including organisational chart
- the principles and techniques associated with:
 - leadership
 - delegation and work allocation
 - group dynamics and processes
 - motivation
 - goal setting
 - planning
 - negotiation
 - individual behaviour and difference

Required skills and attributes include:

- ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- communication skills
- basic training skills, including mentoring and coaching
- planning and organising skills
- problem solving skills
- leadership skills
- group facilitation skills
- attributes:

- empathic
- communicative
- showing positive leadership
- self-aware
- supportive
- trusting
- open
- flexible
- accommodating
- initiating
- loyal
- recognising achievement
- fair
- adaptable
- assertive
- persuasive

Key competencies or generic skills relevant to this unit

The seven key competencies represent generic skills considered essential for effective work participation. Innovation skills represent a further area of generic competence. The bracketed numbering indicates the performance level required in this unit:

Level (1) represents the competence to undertake tasks effectively

Level (2) represents the competence to manage tasks

Level (3) represents the competence to use concepts for evaluating and reshaping tasks.

The bulleted points provide examples of how the key competencies can be applied for this unit.

Communicating ideas and information (2)

- communicating verbally to lead a team including negotiating, basic training, conducting meetings, questioning and discussing
- communicating in writing, including report writing, communicating with management, identifying issues and concerns in writing

Collecting, analysing and organising information (2)

- maintaining currency of own knowledge and skills and that of team members relevant to organisation planning
- undertaking analysis following planning activities
- using data collection and analysis for monitoring and review

Planning and organising activities (2)

- planning for own work and that of team members including delegation and work allocation

Working in a team (2)

- working with team members and providing leadership to team
- working with line manager/management to represent team interests

Using mathematical ideas and techniques (1)	<ul style="list-style-type: none"> • using calculation skills associated with data manipulation relevant to work of team, including financial data
Solving problems (2)	<ul style="list-style-type: none"> • applying problem solving skills as required to address problems arising in leading team
Using technology (1)	<ul style="list-style-type: none"> • using word processing packages, spreadsheets, databases, and other packages to produce written correspondence and reports related to operations and leadership of team • understanding assistive technologies, as necessary
Innovation skills (2)	<ul style="list-style-type: none"> • developing an innovative approach to the implementation of strategies to improve team effectiveness
Products that could be used as evidence include:	<ul style="list-style-type: none"> • documentation produced in managing people within the work team, such as: <ul style="list-style-type: none"> reports minutes or records of meetings work journals or diaries records of actions taken to address issues raised by team members
Processes that could be used as evidence include:	<ul style="list-style-type: none"> • how communication process has been managed and how processes have been implemented to ensure that consultation takes place • examples of how team members were supported and encouraged to meet expected outcomes • examples of strategies which have been developed to develop and facilitate team cohesion • how performance plan was implemented • how team members were guided and supported in performing their role, including induction process for new team members • how performance management system was implemented within work team • how problems and issues within the work team were addressed • how input and advice was provided to management in relation to human resource management of the work team • how own people management processes were reviewed and evaluated, improvements identified, reported and acted upon

Resource implications for assessment include:

- access by the learner and trainer to appropriate documentation and resources normally used in the workplace

Validity and sufficiency of evidence requires:

- that this unit can be assessed in the workplace or in a closely simulated work environment
- that where assessment is part of a learning experience, evidence will need to be collected over a period of time, involving both formative and summative assessment
- that examples of actions taken by candidate to promote team effectiveness are provided

Integrated competency assessment means:

- that this unit should be assessed with other frontline management units taken as part of this qualification, as applicable to the candidate's leadership role in a work team and as part of an integrated assessment activity