Business Services Training Package

BSB01

Volume 6 of 8

The contents of this volume refer only to the Endorsed Components
of BSB01 Business Services Training Package. This volume should not
be read in isolation but in the context of the Training Package as a whole
Please refer to the following page for details of other volumes in this Training Package.

This volume contains units of competency for
e-Business

BSB01 Business Services Training Package

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 and 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	**Fields and domains** Version 4 includes all the fields and domains in Version 3 plus: - 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. In total Version 4 BSB01 contains eight fields and twenty-four domains. **Qualifications added to BSB01 in Version 4** Version 4 includes all the qualifications in Version 3 plus the following six new qualifications. BSB30803 Certificate III in Business (International Trade) BSB42003 Certificate IV in Business (International Trade) BSB41603 Certificate IV in Occupational Health and Safety BSB51903 Diploma in International Business BSB51603 Diploma of Occupational Health and Safety BSB61003 Advanced Diploma of Occupational Health and Safety **Qualification Guide amendments** The Qualification Guide has been amended to include the new qualifications.

Version	Release Date	Comments
		Units of competency
		This version includes all the units of competency provided in Version 3 plus the following additional fifty-seven new units of competency.
		BSBCMN421A Assist with compliance with OHS and other relevant laws
		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
		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
		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
		BSBCOM401A Organise and monitor the operation of compliance management system
		BSBCOM402A Implement processes for the management of breaches in compliance requirements
		BSBCOM403A Promote and liaise on compliance requirements, systems and related issues
		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
		BSBCOM601A Research compliance requirements and issues
		BSBCOM602A Develop and create compliance requirements
		BSBCOM603A Plan and establish compliance management systems
		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
		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

Version	Release Date	Comments
		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**	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. **Fields expanded in Phase Two** *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). *Business Administration Services* – expanded to incorporate units of competency and qualifications in two new domains – Purchasing and Medical Administration. *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. *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. *Business Development* – expanded to incorporate additional units of competency for the Marketing domain. **Domains developed in Phase Two** Purchasing Medical Administration Project Management Franchising Unionism Employment Services Quality Auditing Frontline Management (review only) **Qualifications added to BSB01 in Phase Two** 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 **Deleted/replaced qualifications** 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. **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.

Version	Release Date	Comments
		Deleted/replaced units of competency • BSBFLM302A Support leadership in the workplace (deleted) • BSBFLM304A Participate in work teams (deleted) Because of overlap these units were replaced with a new unit – BSBFLM312A Contribute to team effectiveness • BSBFLM402A Show leadership in the workplace (deleted) • BSBFLM404A Lead work teams (deleted) Because of overlap these units were replaced with a new unit – BSBFLM412A Promote team effectiveness • BSBFLM502A Provide leadership in the workplace (deleted) • BSBFLM504A Facilitate work teams (deleted) Because of overlap these units were replaced with a new unit – BSBFLM512A Ensure team effectiveness **Imported units of competency** The following units of competency included in this version were imported from other Training Packages 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 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.

Version	Release Date	Comments
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. • Common Business • Business Administration Services • Business Information Services • Business Management Services • Human Resource Management • Business Development **Domains developed in Phase One:** • 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)
BSB30503 Certificate III in Business (Frontline Management)
BSB30601 Certificate III in e-Business
BSB30703 Certificate III in Business (Medical Administration)
BSB30803 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)
BSB41003 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
BSB41403 Certificate IV in Business (Purchasing)
BSB41503 Certificate IV in Project Management
BSB41703 Certificate IV in Business (Franchising)
BSB41803 Certificate IV in Unionism
BSB41903 Certificate IV in Business (Employment Services)
BSB42003 Certificate IV in Business (International Trade)
BSB41603 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)
BSB51003 Diploma of Business (Frontline Management)
BSB51101 Diploma of e-Business
BSB51201 Diploma of Strategic e-Business Development
BSB51301 Diploma of e-Learning
BSB51403 Diploma of Business (Purchasing)
BSB51503 Diploma of Project Management
BSB51703 Diploma of Business (Franchising)
BSB51803 Diploma of Unionism
BSB51903 Diploma of Business (Quality Auditing)
BSB51903 Diploma in International Business
BSB51603 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

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

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

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	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

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
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

Diploma

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

IMPORTED UNITS 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
ICAITD208A	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-commerce 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

UNITS IMPORTED FROM OTHER TRAINING PACKAGES (SEE NOTE AT TOP OF TABLE ON PAGE 14)

Diversity

THHGLE09B	Manage workplace diversity

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

CHCES303A	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

Purchasing

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

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

	VOLUME 4D	VOLUME 5A	VOLUME 5B	VOLUME 6	VOLUME 7	VOLUME 8
Units of Competency **Field:** COMMON BUSINESS **Domain:** Common	**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 *[This domain will be replaced after the Training And Assessment Training Package is endorsed]*	**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

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.
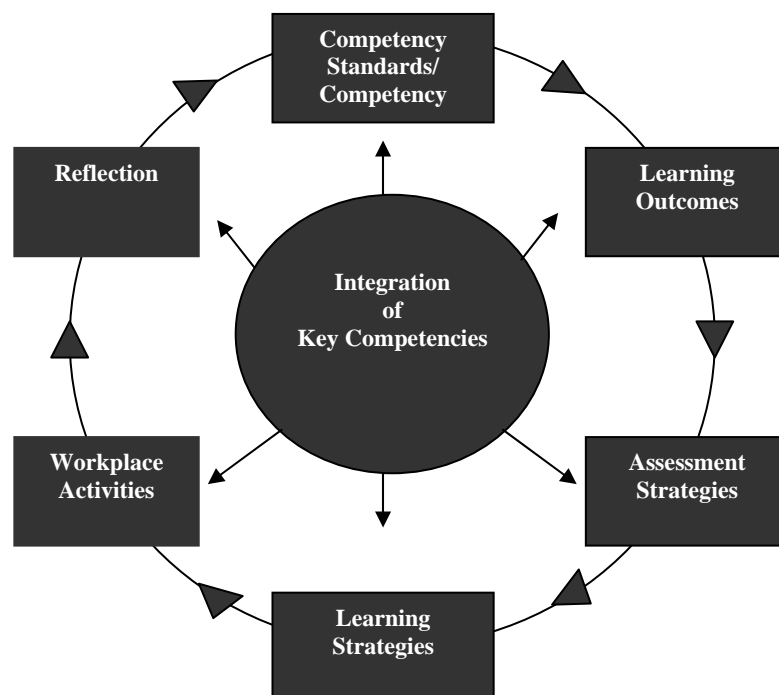
BSB01 Business Services Training Package

e-business

Competency Standards

CONTENTS

BSBEBUS301A   Search and assess online business information

Unit Descriptor

This unit covers determining, locating and retrieving business information using Internet, intranet or extranet. It also covers evaluation of research results.

This unit is related to BSBEBUS401A Conduct online research. Consider co-assessment with BSBEBUS302A Use and maintain electronic mail system.

Competency Field   e-business

Element	Performance Criteria
1. Determine and assess information requirements	1.1 Purpose and scope of the required information is identified and clarified
	1.2 Possible internal and external sources of online information are identified in accordance with organisational requirements
	1.3 Search engines and databases relating to required information are identified and utilised in consultation with *relevant personnel* to satisfy information requirements
	1.4 Key words and phrases are determined and used to assist in locating online sources
2. Locate *online information*	2.1 Websites and databases are identified using relevant search engines / information brokers / potholes
	2.2 *Key words and phrases* are identified for the search using logic and other research tools
	2.3 Websites are navigated and information located using key words and phrases identified for the research topic
	2.4 Breadth and depth of information source/s meet the requirements of the research brief in terms of its scope and purpose
	2.5 Information is located and assessed against *set criteria* in accordance with organisational requirements

Element	Performance Criteria

3. Retrieve, evaluate and report on information

3.1 Information is downloaded, printed or ordered in accordance with the requirements of the online source

3.2 Information is analysed for sufficiency, currency and accuracy against initial requirements and further search/es conducted where information is insufficient, inaccurate or outdated

3.3 *Legal and ethical requirements* relating to copyright and protection of intellectual property are met

3.4 Information is organised in a format suitable for use in accordance with organisational requirements and reported on as required

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
- national, State/Territory legislative requirements especially in regard to Occupational Health and Safety
- industry codes of practice
- copyright law
- privacy legislation
- intellectual property, confidentiality requirements
- legal and regulatory policies affecting e-business

Relevant personnel may include:

- senior staff
- information management staff
- help desk
- librarians

Range Statement

Online information may include:	• price lists • catalogues • technical information relating to products • government information • legislation and regulations • statistical information • market research data • travel information • banking information • employment opportunities • electronic tendering opportunities • business opportunities • copyright information • public information
Websites and databases may include:	• industry websites • Government online information services • virtual business communities/networks • educational institutions' websites • archived material • value chain integrators eg recruitment websites, mortgage brokers websites
Search engines/information brokers may include:	• global Internet search engines • Internet search engines focusing on particular locations eg Australia and New Zealand • online market research organisations
Key words and phrases may include:	• American spelling when searching • cultural or geographic terms • different thesauri in different databases

Range Statement

Set criteria may include:	• relevance • currency • authenticity • quality • accuracy • reliability • validity • reputability of source
Legal and ethical requirements may include:	• the organisation's code of ethics • policy and protocols for online use • copyright and intellectual property protection laws and regulations • Trade Practices Act
Reports may include but are not restricted to:	• sales and/or marketing information • market research data • statistical information • labour market or employment data

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 • Information is relevant, sufficient, accurate and from reputable sources • Location and retrieval of information complies with legal and ethical requirements

Evidence Guide

Underpinning Knowledge*
* Required knowledge/skills is to be limited to that which is sufficient to perform the particular workplace competency

- 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
- Use of Internet / World Wide Web
- Knowledge of service provider requirements especially with regard to downloading large files
- Copyright and intellectual property requirements as they relate to online information
- Online navigation tools
- Electronic file handling (saving, copying, printing)
- Occupational Safety and Health requirements for working with computer technology

Underpinning Skills

- Basic computer skills
- Communication skills to confirm search requirements and access relevant personnel
- Literacy skills to determine key words, read and analyse information and follow policies and procedures
- Numeracy skills for using logic
- 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 1	Level 1	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 locate and assess online information and to produce research results
- **Communicating ideas and information** – when clarifying information requirements and reporting when required
- **Planning and organising activities** – to prepare for and conduct online research, and in the assessment and reporting of results
- **Working with teams and others** – to identify information sources
- **Using mathematical ideas and techniques** – when using logic and other search tools
- **Solving problems** – to identify sufficiency of results and conduct further searches
- **Using technology** – to locate and retrieve online information and to produce reports

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

BSBEBUS302A   Use and maintain electronic mail system

Unit Descriptor   This unit covers the organisation and maintenance of electronic mail system.

This unit is related to BSBEBUS402A Implement e-correspondence policies. Consider co-assessment with BSBEBUS301A Search and assess online business information.

Competency Field   e-business

Element	Performance Criteria
1. Access and organise electronic mail	1.1 Urgent mail is identified, prioritised and dealt with first in accordance with organisational requirements
	1.2 *Suspicious or potentially dangerous electronic mail* is identified and handled in accordance with organisational requirements and information/warnings/remedial action is conveyed to work team
	1.3 Electronic mail is checked for completeness, opened or forwarded in accordance with organisational policy and procedures relating to confidentiality or privacy
	1.4 *Returned email is dealt with* in accordance with organisational policy and procedures
2. Initiate and respond to electronic mail	2.1 Messages are prepared in accordance with *organisational protocols* for language, tone and format
	2.2 Content, structure and recipient address/es for electronic mail are checked for *accuracy* and any attachments identified and *prepared* in accordance with organisational and service provider requirements
	2.3 Electronic mail is *dispatched* in accordance with organisational requirements within required timeframes
3. Maintain housekeeping system	3.1 Electronic mail and/or attachments are copied or *stored* in accordance with organisational requirements
	3.2 Electronic *mailing lists* are prepared and maintained in accordance with organisational requirements
	3.3 Inboxes are emptied and electronic mail is archived or permanently deleted 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 may include:	• award and enterprise agreements • national, State/Territory legislative requirements especially in regard to Occupational Health and Safety • industry codes of practice • and must include: • copyright laws • defamation laws • privacy legislation • intellectual property, confidentiality requirements • legal and regulatory policies affecting e-business
Suspicious or potentially dangerous electronic mail may include:	• unsolicited mail containing viruses • spam (unsolicited commercial email or junk mail) • mail where sender is unknown and subject line is enticing and/or personal (eg urging the receiver to open immediately) • attachments • particular file extensions
Dealing with returned (bounced) email may include:	• checking email address • checking size of attachment/s • re-sending • sending message by other means eg facsimile, post • telephoning addressee

Range Statement

Organisational protocols may include:	- net etiquette - net ethics - form of address - formality / informality of language, tone and structure - length of emails (ie short and to the point) - concise, relevant subject line - carbon copies or blind carbon copies - including original message in the reply - requesting read receipt - sender's name and address - electronic signature
Net etiquette (netiquette) refers to:	- codes of conduct or codes of practice such as those used by discussion groups - accepted (not mandated) rules for being a good net citizen (netizen) - remember you're dealing with real people not computers - if you wouldn't do it in real life don't do it in cyberspace - adjust to the style and tone of discussion groups - respect other's time and bandwidth - look good online (spelling, grammar, and something worth saying) - share expert knowledge - keep flames under control (flaming is making personal attacks on others) - respect other people's privacy - don't abuse your power - be forgiving of other's mistakes from Virginia Shea (1994) *Netiquette,* Albion Books San Francisco pp 32 - 33
Checking for accuracy should include:	- clarity of intended meaning - spelling - grammar - punctuation

Range Statement

Preparing attachments may include:	- dealing with large attachments especially picture files - considering the limitations when sending large files - checking that file size will negotiate the service provider's gateway - separating large documents into a number of files - compressing files
Dispatching email may include:	- single receiver - group email - carbon copies - blind carbon copies - email bulletin board or discussion list
Storage of electronic mail may include:	- within electronic mail application software - specialised record keeping, spreadsheet or database software - paper-based filing system
Mailing lists may include:	- electronic address books - database or spreadsheet records - wordprocessing tables or data 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 electronic mail - Knowledge of service provider requirements

Evidence Guide

Underpinning Knowledge*

*   Required knowledge/skills is to be limited
     to that which is sufficient to perform the
     particular workplace competency

- 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 and procedures relating to electronic mail

- Knowledge of service provider requirements especially with regard to email attachments

- Naming protocols for email addresses

- Electronic file handling (saving, copying, moving, deleting)

- Occupational Safety and Health requirements for working with computer technology

Underpinning Skills

- Computer technology skills to use email

- Literacy skills to compose and check accuracy of messages, and follow policies and procedures

- Communication skills to refer information to supervisors or peers especially in dealing with suspicious or potentially dangerous electronic mail

- 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 1	Level 1	Level 2	Level 1

Three levels of performance denote level of competency required to perform a task.

1. Perform

2. Administer

1 3. Design

*   **Collecting, analysing and organising information** – to receive and administer incoming mail and to dispatch outgoing electronic mail

*   **Communicating ideas and information** – when initiating and responding to incoming mail and when composing and sending electronic mail

*   **Planning and organising activities** – when dividing or compressing email attachments and for the administration and dispatch of electronic mail

*   **Working with teams and others** – to deal with suspicious or potentially dangerous email and to administrate the electronic mail system

*   **Using mathematical ideas and techniques** – to sort and record electronic mail

*   **Solving problems** –in the administration of the system especially in dealing with returned mail and in dealing with suspicious or potentially dangerous email

*   **Using technology** – to administrate the electronic mail system and to send and receive email

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

BSBEBUS303A   Participate in a virtual community

Unit Descriptor   This unit covers participation in a virtual business community built around a common interest / area of business.

This unit is related to BSBEBUS403A Communicate electronically and BSBEBUS508A Build a virtual community. Consider co-assessment with BSBEBUS310A Work effectively as an off-site e-worker.

Competency Field   e-business

Element	Performance Criteria
1. Investigate virtual communities	1.1 The area of business or common interest for a *virtual community* is identified and online research undertaken to identify potential virtual communities for investigation
	1.2 Technology requirements to achieve optimum access to each virtual community are identified and compared with personal / organisational resources
	1.3 Products and/or services available within the virtual community are identified and compared with personal / organisational requirements
	1.4 Fee structures and the availability of free and priced services within each virtual community is assessed and compared
	1.5 Security measures in place for each virtual community are identified and compared with personal / organisational requirements
2. Join a virtual community	2.1 Registration / membership requirements and *guidelines* for participating in the virtual community are confirmed
	2.2 Registration information is provided for authentication in accordance with membership requirements
3. Contribute to a virtual community	3.1 Accepted *net etiquette* within the virtual community is identified
	3.2 Contributions are made to the virtual community in accordance with accepted net etiquette
	3.3 Services are accessed and feedback provided on personal / organisational satisfaction with the virtual community
	3.4 Information is provided to the virtual community on personal / organisational needs to allow products / services to be adjusted to suit changing member 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 may include:

- award and enterprise agreements
- national, State/Territory legislative requirements especially in regard to Occupational Health and Safety
- industry codes of practice
- OECD International Guidelines for Consumer Protection in E-Commerce
- copyright laws
- defamation laws
- privacy legislation
- intellectual property, confidentiality requirements
- legal and regulatory policies affecting e-business

Virtual community refers to:

- a website built around a common interest / area of business where members / clients contribute and access information

Guidelines may include:

- legal, ethical and security issues
- pre-requisites for membership
- roles, rights and responsibilities of members
- open posting and viewing of free materials
- moderated postings
- roles, rights and responsibilities of moderator
- viewing restricted by log-on and/or password
- subscription conditions and fees

Range Statement

Net etiquette (netiquette) refers to:

- protocols for discussion groups
- accepted (not mandated) rules for being a good net citizen (netizen)
- remember you're dealing with real people not computers
- if you wouldn't do it in real life don't do it in cyberspace
- adjust to the style and tone of discussion groups
- respect other's time and bandwidth
- look good online (spelling, grammar, and something worth saying)
- share expert knowledge
- keep flames under control (flaming is making personal attacks on others)
- respect other people's privacy
- don't abuse your power
- be forgiving of other's mistakes
- from Virginia Shea (1994) *Netiquette,* Albion Books San Francisco pp 32 - 33

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
- Level of participation in the virtual community
- Contributing to building the culture of the virtual community

Underpinning Knowledge*
* Required knowledge/skills is to be limited to that which is sufficient to perform the particular workplace competency

- 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
- Internet / World Wide Web
- Legal, ethical and security issues relating to accessing and contributing to virtual communities
- Culture of virtual community versus traditional business community

Evidence Guide

Underpinning Skills	• Computer technology skills
	• Literacy skills to interpret guidelines and provide information to others
	• Numeracy skills for evaluating prices and fee structures
	• Communication skills for interaction with other members
	• Ability to relate to stakeholders 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 2	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 determine the focus and membership of a virtual community

- **Communicating ideas and information** – through the virtual community website

- **Planning and organising activities** – to contribute to virtual community

- **Working with teams and others** – to participate in a virtual community

- **Using mathematical ideas and techniques** – to compare prices and fee structures

- **Solving problems** – to select the most appropriate community

- **Using technology** – to participate in a virtual community

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

BSBEBUS304A   Buy online

Unit Descriptor	This unit covers the identification and assessment of suppliers, the purchase of goods and services online and recommendations for future provision of goods and/ or services.
	This unit is related to BSBEBUS404A Trade online. Consider co-assessment with BSBEBUS305A Sell online and BSBEBUS306A Make payments online.
Competency Field	e-business

Element

Performance Criteria

1. Identify supplier/s

1.1 Off and online research is conducted to identify *sources/suppliers* for required *products* in accordance with requirements for quality, budget and timeframes

1.2 Potential suppliers are assessed for authenticity, reliability and financial stability

1.3 *Payment* and *fulfilment options* are assessed for reliability and security in accordance with organisational requirements

2. Make online purchases

2.1 Value for money comparisons are made and products are ordered in accordance with personal / organisational requirements

2.2 Purchase is completed in accordance with organisational requirements and the terms of the purchase order

3. Review online purchasing

3.1 Products received are checked to ensure they meet purchase order requirements and shortfalls addressed in accordance with personal / organisational requirements

3.2 Supplier is reviewed to determine quality, timeliness and level of customer service in relation to advertised profile

3.3 Recommendations are made regarding continued or future use of online purchasing provider and are supported by purchase information

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 • national, State/Territory legislative requirements especially in regard to Occupational Health and Safety • industry codes of practice • copyright laws • defamation laws • privacy legislation • intellectual property, confidentiality requirements • legal and regulatory policies affecting e-business
Online sources may include:	• e-shop • e-mall • e-brokerage service • e-procurement service • third party market place • e-auction
Products may include:	• goods • services • shares • insurance • loans • financial services
Payment options may include:	• online payment using credit card, debit card, electronic funds transfer, digital signature • off-line payment eg credit card authorised via telephone or facsimile, mailed cheque, over the counter

Range Statement

Fulfilment options may include:
- direct delivery by online provider
- delivery by off-line supplier
- delivery by post, courier or other third party
- download of electronic information
- electronic delivery of digitised information, software, books etc

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
- Choice of supplier and value for money decisions
- Legal requirements relating to online purchasing

Underpinning Knowledge*
* Required knowledge/skills is to be limited to that which is sufficient to perform the particular workplace competency

- 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
- Internet / World Wide Web
- Knowledge of policies and procedures relating to use of Internet and online purchasing
- Knowledge of service provider requirements
- Proof of ownership requirements relating to online purchasing
- Online navigation tools
- Occupational Safety and Health requirements for working with computer technology

Underpinning Skills
- Computer technology skills
- Literacy skills to read and analyse information for its relevance and sufficiency, and follow policies and procedures
- Numeracy skills to determine value for money
- Communication skills to negotiate with online service provider/s
- 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 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 compare online purchasing suppliers and assess information on potential suppliers and on payment options

- **Communicating ideas and information** – through purchase orders and other purchase related correspondence, especially in regard to problems and or recommendations for future provision of goods and/ or services

- **Planning and organising activities** – to assess information, and to complete purchases and receive goods / services

- **Working with teams and others** – to assess information, to address shortfalls in purchase orders and to make recommendations for future provision of goods and/ or services

- **Using mathematical ideas and techniques** – to estimate value for money and to assess information

- **Solving problems** – to select the most appropriate supplier and to investigate problems in regard to supply

- **Using technology** – to buy online

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

BSBEBUS305A   Sell online

Unit Descriptor   This unit covers the identification, pricing, cataloguing, advertising and selling of goods and services online. It also covers the negotiation of online services and sales with online outlets, review of product sales and recommendations for future operations.

This unit is related to BSBEBUS404A Trade online. Consider co-assessment with BSBEBUS304A Buy online and BSBEBUS306A Make payments online.

Competency Field   e-business

Element	**Performance Criteria**
1. Prepare for the sale of goods / services	1.1 *Products* to be sold are identified, priced and catalogued in accordance with personal / organisational requirements
	1.2 Websites providing sales outlets are investigated and their terms and conditions compared
	1.3 An *online outlet* is identified and *arrangements* negotiated for the sale of goods / services
	1.4 The online outlet is contracted in accordance with legal and organisational requirements
2. Sell goods / services online	2.1 Products are advertised and supplied in accordance with negotiated terms and conditions and personal / organisational requirements
	2.2 Products are sold and any after sales requirements met in accordance with negotiated terms and conditions
	2.3 *Payment* arrangements are finalised with online outlet in accordance with negotiated terms and conditions
3. Review online sales	3.1 Product sales are reviewed and analysed to identify areas for improvement in accordance with personal / organisational requirements
	3.2 Online outlet is reviewed to determine quality, timeliness and level of customer service in relation to negotiated terms and conditions
	3.3 Recommendations are made regarding continued or future use of online selling outlet and are supported by sales information

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 • national, State/Territory legislative requirements especially in regard to Occupational Health and Safety • industry codes of practice • OECD International Guidelines for Consumer Protection in E-Commerce • copyright laws • defamation laws • privacy legislation • intellectual property, confidentiality requirements • legal and regulatory policies affecting e-business
Products may include:	• goods • services • shares
Online outlets may include:	• e-shop • e-mall • e-brokerage service • e-procurement service • third party market place • e-auction
Arrangements may include:	• trading terms • advertising • supply • delivery • payment • warranty • customer service • after sales service

Range Statement

Payment options may include:	• online payment using credit card, debit card, electronic funds transfer, digital signature
	• off-line payment eg credit card authorised via telephone or facsimile, mailed cheque, over the counter
	• payment less commission from online outlet
	• direct payment by buyer with commission to be remitted back to online outlet

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
- Choice of supplier and value for money decisions
- Legal requirements relating to online selling

Underpinning Knowledge*
* Required knowledge/skills is to be limited to that which is sufficient to perform the particular workplace competency

- 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
- Internet / World Wide Web
- Knowledge of policies and procedures relating to use of Internet and online trade
- Knowledge of online sales requirements
- Copyright, intellectual property and proof of ownership requirements relating to online trade
- Online navigation tools
- Occupational Safety and Health requirements for working with computer technology

Evidence Guide

Underpinning Skills	• Computer technology skills
	• Literacy skills to read and analyse information for its relevance and sufficiency, and follow policies and procedures
	• Numeracy skills to determine value for money etc
	• Communication skills to negotiate with online sales outlets
	• 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 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, price and catalogue, goods and services for sale online and to review product sales

- **Communicating ideas and information** – through cataloguing sales information and selling products

- **Planning and organising activities** – to prepare products for sale and to prepare reports

- **Working with teams and others** – to negotiate terms and conditions of online selling

- **Using mathematical ideas and techniques** – to price products for sale and to review sales figures

- **Solving problems** – to resolve contractual problems relating to the sale of goods and services online and to improve sales and service figures

- **Using technology** – to sell online

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

BSBEBUS306A   Make payments online

Unit Descriptor	This unit covers the investigation and use of online payment facilities. It also covers security aspects of online payments and the maintenance of payment records.
	This unit is related to BSBEBUS404A Trade online. Consider co-assessment with BSBEBUS304A Buy online and BSBEBUS305A Sell online or BSBEBUS307A Bank online.

Competency Field	e-business

Element

Performance Criteria

1. Investigate online payment facilities

1.1 Online policies, codes of practice and guarantees are obtained and analysed for providers of online payment facilities

1.2 Confidentiality and privacy aspects of online bill paying facilities are assessed in accordance with individual and organisational requirements

1.3 Security of credit card transactions is confirmed and *authentication* methods verified in accordance with individual and organisational requirements

2. Use online payment facilities

2.1 Personal or organisational authentication information is kept secure in accordance with individual / organisational requirements and used to access online bill-paying facilities

2.2 Invoices are checked for accuracy and to ensure payment has not previously been made

2.3 Payments are made in accordance with financial controls, security procedures and level of authority

2.4 Difficulties in accessing or using online payment facilities are conveyed to the service provider in accordance with organisational policy and procedures

3. Maintain payment records

3.1 Records of payments are maintained in accordance with individual / organisational requirements for accounting purposes

3.2 Records are reconciled with online transaction records, and irregularities dealt with in accordance with organisational policy 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 may include:	• award and enterprise agreements • national, State/Territory legislative requirements especially in regard to Occupational Health and Safety • industry codes of practice • OECD International Guidelines for Consumer Protection in E-Commerce • copyright laws • defamation laws • privacy legislation • intellectual property, confidentiality requirements • legal and regulatory policies affecting e-business
Authentication may include:	• user name and password • Personal Identification Number (PIN) • authentication services eg Verisign
Online payments may include:	• credit card • debit card • electronic funds transfer • requirement for digital signature

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 secure payment systems • Legal requirements relating to online payments

Evidence Guide

Underpinning Knowledge*

* Required knowledge/skills is to be limited to that which is sufficient to perform the particular workplace competency

- 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
- Internet / World Wide Web
- Knowledge of the organisation's policies and procedures relating to use of Internet and online payment facilities
- Knowledge of service provider requirements
- Online navigation tools
- Occupational Safety and Health requirements for working with computer technology

Underpinning Skills

- Computer technology skills
- Literacy skills to read and analyse information for its relevance and sufficiency, and follow policies and procedures
- Numeracy skills to reconcile payment records
- 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 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 assess online payment facilities and to maintain payment records
- **Communicating ideas and information** – regarding difficulties in using online facilities and in investigation of security issues
- **Planning and organising activities** – to check invoices for accuracy and make payments and to maintain payment records
- **Working with teams and others** – to discuss irregularities in online payment records
- **Using mathematical ideas and techniques** – to check invoice amounts
- **Solving problems** – to reconcile transaction records, to maintain security and investigate and use online payment facilities
- **Using technology** – to make payments online

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

BSBEBUS307A   Bank online

Unit Descriptor	This unit covers the investigation, confirmation and use of online banking services. It also covers security issues in regard to transactions and maintenance of banking records.
	This unit is related to BSBSEBUS405A Conduct online financial transactions. Consider co-assessment with BSBSEBUS306A Make payments online.

Competency Field   e-business

Element	Performance Criteria
1. Investigate online banking facilities	1.1 Online policies, codes of practice and guarantees are obtained and analysed for *online banking facilities*
	1.2 Confidentiality and privacy aspects of online banking facilities are assessed in accordance with individual and organisational requirements
	1.3 Security of credit card transactions is confirmed and *authentication* methods verified in accordance with individual and organisational requirements
	1.4 *Security and regulatory requirements* for online banking are identified and clarified if necessary
2. Bank online	2.1 Authentication data is kept secure in accordance with organisational requirements and used to access online banking services in accordance with the organisation's security policy and level of authority
	2.2 Bank accounts are accessed online and balances and transaction history checked in accordance with organisational requirements
	2.3 Available funds are confirmed and *transactions* completed in accordance with organisational policy and procedures and level of authority
	2.4 Accountability, security and control requirements for online financial transactions are met
3. Maintain banking records	3.1 Records of banking transactions and balances are maintained in accordance with organisational requirements for accounting purposes
	3.2 Organisational records are compared with online records and balances, and irregularities dealt with in accordance with organisational policy 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 may include:	• award and enterprise agreements • national, State/Territory legislative requirements especially in regard to Occupational Health and Safety • industry codes of practice • OECD International Guidelines for Consumer Protection in E-Commerce • copyright laws • defamation laws • privacy legislation • intellectual property, confidentiality requirements • legal and regulatory policies affecting e-business
Online banking facilities may include:	• access to bank statements • account balances • transfer of money between accounts • electronic funds transfer (EFT) • credit card transactions • account transaction history • online applications for services such as new accounts • electronic cash • stored value smart card (or electronic purse)

Range Statement

Security requirements may include:	- level of encryption - firewall protection - physical site security of web server - terms and conditions of website use - use of 'cookies' – small files automatically downloaded from a web server to the computer of someone browsing a website – information stored in cookies can be accessed any time that computer returns to the site - jurisdiction - warranties - disclaimers - limit of liability - receipting - access to independent reviews of financial services: ACCC, FPA
Regulatory requirements may include:	- national - international
Authentication may include:	- user name and password - Personal Identification Number (PIN) - authentication services eg Verisign
Transactions may include:	- transfer of money between accounts - credit card transactions

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 - Following security procedures to prevent unauthorised use of user name, password or PIN - Control measures to identify and prevent errors

Evidence Guide

Underpinning Knowledge*
* Required knowledge/skills is to be limited to that which is sufficient to perform the particular workplace competency

- 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

- Internet / World Wide Web

- Knowledge of the organisation's policies and procedures relating to use of Internet and online banking services

- Internet security issues

- Organisational security policy

Underpinning Skills

- Computer technology skills

- Literacy skills to read and analyse information for its relevance and sufficiency, and follow policies and procedures

- Numeracy skills to confirm banking records

- Communication skills to negotiate with online banking providers to deal with irregularities

- 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 investigate and confirm online banking services and to check security of transactions and balances and funds available prior to transactions

- **Communicating ideas and information** – on differences between online and organisational records and to confirm transactions

- **Planning and organising activities** – to complete online transactions

- **Working with teams and others** – to discuss transaction irregularities

- **Using mathematical ideas and techniques** – to reconcile online banking records

- **Solving problems** – to resolve irregularities in banking records, resolve security issues in regard to transactions and maintenance of banking records

- **Using technology** – to bank online

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

BSBEBUS308A   Maintain online business records

Unit Descriptor	This unit covers maintenance of records relating to electronic business.
	This unit is related to BSBEBUS406A Monitor and maintain records in an online environment.

Competency Field	e-business

Element	**Performance Criteria**
1. Confirm requirements for keeping online business records	1.1 *Reasons* for recording online business transactions are identified
	1.2 A checklist is prepared in accordance with organisational requirements that identifies criteria for assessing which electronic information should be captured, for how long and in what format
2. Identify records to be stored	2.1 Information is assessed against organisational checklist and records identified for capture
	2.2 Information not to be stored is disposed of in accordance with organisational procedures
	2.3 *Storage* methods and *media* are determined in accordance with *retention requirements*
3. Maintain online business records	3.1 Records are stored on required media in accordance with organisational and record retention requirements
	3.2 *Access and security status*, and disposal requirements of records are determined and recorded in accordance with organisational procedures
	3.3 *Migration* of records from one medium to another is carried out in accordance with organisational procedures
	3.4 Archiving or *disposal* of records is completed and recorded in accordance with disposal schedule and organisational procedures
	3.5 Records are maintained in a usable and accessible form in accordance with security conditions and legislative 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 may include:

- award and enterprise agreements
- national, State/Territory legislative requirements especially in regard to Occupational Health and Safety
- industry codes of practice and standards
- Government State/Territory/Commonwealth standards
- Freedom of Information Acts
- public Records Acts (State/Territory/Commonwealth)
- OECD International Guidelines for Consumer Protection in E-Commerce
- copyright laws particularly in relation to digital material (ie digital amendment)
- privacy legislation
- intellectual property, confidentiality requirements
- legal and regulatory policies affecting business in general and e-business in particular
- records, archive management and disposal laws
- legal deposit requirements (libraries) ie copies of all published documents are usually required to go to libraries
- AS4390 Records Management
- AS9000 Quality Standards – quality records sections

Reasons for keeping records may include:

- legal
- business
- financial
- socio-historical
- security
- backup and recovery

Range Statement

Storage may include:	• online
	• off-line
	• on-site
	• off-site
	• outsourced
	• migration of records from one medium to another eg tape to compact disc
Storage media may include:	• server
	• hard drive
	• diskette
	• computer tape
	• audiotape
	• film
	• video
	• compact disc
	• imaging systems
	• audiovisual
	• multimedia
	• mainframe
	• microform
	• paper based
Retention requirements may include:	• remote storage of backup data in case of fire or other incidents
	• long term storage media for information / records
	• most cost-effective storage media for ephemeral or short term records
Access and security status may include:	• confidential
	• high security (restricted)
	• open
Migration of records may include:	• from tapes, which may deteriorate over time
	• from about-to-be superseded media eg 5¼" disks
Disposal of records may include:	• permanent deletion from electronic media
	• destruction of paper based records eg shredding

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
- Checklist reflects organisational requirements and record keeping principles and practice
- Legal and regulatory requirements relating to online business records

Underpinning Knowledge*
*   Required knowledge/skills is to be limited to that which is sufficient to perform the particular workplace competency

- 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
- Record keeping / information management principles and processes
- Organisational record keeping system
- Online record keeping environment including location and nature of transactions
- Policy and procedures relating to online business records including risk management
- Access and security issues
- Legal and regulatory requirements

Underpinning Skills

- Computer skills especially relating to record keeping systems
- Organisational skills especially attention to detail
- Literacy skills for reading and interpreting information and content of records, retention and disposal schedules, and access/security conditions, and for preparing checklist and schedules
- Communication skills to identify organisational requirements for record keeping in an online 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

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 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 online business records
- **Communicating ideas and information** – to prepare assessment checklist
- **Planning and organising activities** – to identify records for storage
- **Working with teams and others** – to assess incoming and outgoing information
- **Using mathematical ideas and techniques** – to interpret disposal schedules
- **Solving problems** – in determining status of records
- **Using technology** – to maintain online business records

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

BSBEBUS309A   Undertake e-learning

Unit Descriptor   This unit covers self-directed, self-managed e-learning. It relates to the identification of learning needs and opportunities and to the development of an e-learning plan.

This unit relates to BSBEBUS513A Plan e-learning. Consider co-assessment with BSBEBUS310A Work effectively as an off-site e-worker and BSBCMN304A Contribute to personal skill development and learning.

Competency Field   e-business

Element	Performance Criteria
1. Identify learning needs	1.1 Personal *learning needs* and skill gaps are self assessed
	1.2 *Learning factors* related to e-learning are self assessed and any *support requirements* to optimise e-learning outcomes are identified
	1.3 Required outcomes from *e-learning* are identified and prioritised in accordance with individual, team and organisational requirements
2. Identify e-learning opportunities	2.1 *e-learning opportunities* are identified and selected in consultation with management in accordance with identified learning outcomes, available technology, time and budgetary requirements
	2.2 e-learning content, materials and *methodology* are examined to determine their quality, applicability and acceptability to individual and organisational requirements
	2.3 Where e-learning opportunities alone are insufficient for personal learning needs, training solutions that *blend* traditional learning with and e-learning are identified in accordance with organisational requirements

Element	**Performance Criteria**
3. Develop an e-learning plan	3.1 Agreed e-learning opportunities are included in learning plans and timeframes for their completion are negotiated in accordance with individual and organisational needs
	3.2 Time required to access e-learning opportunities is negotiated and included in plans
	3.3 Learning plans are prepared, agreed to and resourced by management
	3.4 Negotiations are undertaken with management to enable recognition of competencies developed through e-learning
4. Undertake e-learning	4.1 Workload and deadlines are re-negotiated to provide for the allocation of e-learning time in accordance with agreed e-learning plan and budgetary requirements
	4.2 e-learning is undertaken in accordance with e-learning plan and contingencies managed when unforeseen circumstances intervene
	4.3 The integration of work and learning is managed in accordance with the e-learning plan and organisational requirements
5. Review e-learning	5.1 The e-learning experience is evaluated in terms of its applicability to individual learning style and individual / organisational satisfaction with the process and the outcomes
	5.2 The advantages and disadvantages of e-learning are identified and weighed, and recommendations made regarding participation in future e-learning
	5.3 Individual e-learning plan is reviewed and adjusted in accordance with individual requirements and organisational needs

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 • national, State/Territory legislative requirements especially in regard to Occupational Health and Safety • industry codes of practice • OECD International Guidelines for Consumer Protection in E-Commerce • copyright laws • defamation laws • privacy legislation • intellectual property, confidentiality requirements • legal and regulatory policies affecting e-learning
Learning needs may include:	• new work practices • new technology • application of new information • development/update of existing skills and knowledge • business processes • corporate values and culture • competencies to access e-learning
Learning factors may include:	• previous experience with e-learning • comfort with online technologies • preferred learning style • language, literacy and numeracy • cultural, language and educational background • physical ability / disability • level of confidence or anxiety

Range Statement

Support requirements may include:	• induction into e-learning • online tutors • workplace mentors • technical experts • learning / assessment partners • print-based materials • class-based / face-to-face • dedicated e-learning personal computer in a quiet location in the workplace • laptop computer • access to the internet from home
e-learning opportunities may include:	• multi-media • web-based • video-conferencing • intranet • PC based
Online methodology may include:	• e-study: a blend of text, graphics and on-screen interactions • e-seminars, with experts talking on video about cutting edge developments • short (10 – 15 minute) segments • 1 hour sessions • business simulations • scenarios • user control of the action • mentor discussion re choices made • interactive technologies • exploration of underlying issues • personalised to user's learning style • adaptable to learner preferences and values • choice of male or female 'mentor' • use of multimedia • interaction with fellow e-students and instructors in threaded discussions

Range Statement

Blended solutions may include:
- e-learning and face-to-face training courses
- e-learning and traditional distance education
- e-learning and on-the-job training

Unforeseen circumstances may include:
- urgent work
- increased workload
- absent staff
- changed work requirements
- illness (self or others)

Contingency management may include:
- re-negotiating timeframes
- re-negotiating work deadlines
- re-scheduling e-learning
- re-negotiating dedicated e-learning time

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
- e-learning plan meets individual and organisational needs
- Successful contingency management
- Satisfactory e-learning outcomes for self and organisation

Underpinning Knowledge*
* Required knowledge/skills is to be limited to that which is sufficient to perform the particular workplace competency
- 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
- Internet / World Wide Web
- Legal, ethical and security issues relating to e-learning
- Organisational learning and development policy
- Personal competency requirements

Evidence Guide

Underpinning Skills	• Computer literacy to access e-learning
	• Literacy skills to interpret information about e-learning opportunities
	• Numeracy skills of complying with budgetary requirements
	• Communication skills for negotiation with management
	• Self assessment skills to identify skill gaps
	• Self management skills to maintain motivation and seek assistance
	• Time management skills
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 e-learning needs and opportunities and to develop an e-learning plan

- **Communicating ideas and information** – to identify opportunities and consult with management to develop and negotiate an e-learning plan, to negotiate the time and funding required to complete the plan, and to negotiate recognition of competencies

- **Planning and organising activities** – to manage contingencies and to develop training solutions to enable completion of the requirements of the learning plan

- **Working with teams and others** – to negotiate an e-learning plan

- **Using mathematical ideas and techniques** – to comply with budgetary requirements

- **Solving problems** – to deal with unforeseen circumstances

- **Using technology** – to undertake e-learning

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

BSBEBUS310A   Work effectively as an off-site e-worker

Unit Descriptor   This unit covers negotiating and performing self-managed, self-directed work as an off-site e-worker performing agreed duties at an alternative site (usually home) during some or all of scheduled work hours. It is a flexible employment option that meets all legal and regulatory employment requirements.

This unit is related to BSBEBUS409A Lead and facilitate e-staff. Consider co-assessment with BSBEBUS309A Undertake e-learning and BSBCMN302A Organise personal work priorities and development.

Competency Field   e-business

Element

Performance Criteria

1. Negotiate off-site e-working arrangements

1.1 *Legal and ethical issues* relating to *off-site e-work* are identified and included in e-working arrangements

1.2 e-worker rights and responsibilities and those of supervisor/s and the organisation are identified and included in e-working arrangements

1.3 e-work *employment conditions* are agreed and documented in an *agreement* in accordance with legal requirements

1.4 *Equipment and technology requirements* for off-site e-work are confirmed, and supply and maintenance arrangements agreed and documented in accordance with legal and organisational requirements

1.5 *Supervisory* and performance management arrangements are confirmed and requirements for any on-site work, meetings or other events are agreed in accordance with e-work policy and practices

2. Organise off-site e-work environment

2.1 *Requirements* for a safe, effective off-site work environment are identified in consultation with management

2.2 Equipment and technology for off-site work environment are obtained in accordance with e-work agreement

2.3 Off-site work environment is arranged in accordance with occupational health and safety requirements and e-work agreement

Element	Performance Criteria
3. Plan e-work schedules	3.1 Work objectives and priorities are established in consultation with management
	3.2 Work requirements are analysed and incorporated into personal work schedules
	3.3 Factors affecting the achievement of work objectives are identified and contingencies addressed in work schedules
4. Complete e-work	4.1 Work schedules are completed or revised in accordance with organisational requirements
	4.2 On-site work, meetings or events are scheduled and attended in accordance with organisational requirements
	4.3 Assistance is sought regarding breakdowns in work arrangements, equipment or technology and work schedules are adjusted in accordance with organisational requirements
	4.4 Work practices meet occupational health and safety requirements and the terms of the e-work agreement
5. Monitor and improve e-work performance	5.1 Personal performance is monitored against work requirements and schedules and any areas for improvement identified
	5.2 Feedback is obtained from colleagues and clients and analysed in the context of personal and organisational objectives
	5.3 e-work processes and systems are evaluated for their usefulness in assisting e-work outcomes and recommendations made for improvement in accordance with organisational requirements
	5.4 Changes to e-work practices are negotiated and implemented in accordance with organisational requirements and e-work agreement

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 • national, State/Territory legislative requirements especially in regard to Occupational Health and Safety • industry codes of practice • OECD International Guidelines for Consumer Protection in E-Commerce • copyright laws • defamation laws • privacy legislation • intellectual property, confidentiality requirements • legal and regulatory policies affecting e-business • enterprise standards • legal deposit, archival and disposal laws ie old copies of web pages must be recoverable eg customers may have undertaken transactions based on older versions of web pages and these must be available for legal reasons
Legal and ethical requirements of off-site e-work may include:	• workers compensation for work related injury/accident • public liability • business contents insurance against damage and theft • taxation law
Off-site e-work requires:	• a work agreement between an employee and the business that allows the employee to perform agreed duties at an alternative site (usually home) during some or all of scheduled work hours. It is a flexible employment option and must meet all legal and regulatory employment requirements

Range Statement

Employment conditions and agreement may include:	• formal written e-work agreement
	• core office hours at given site/s so customers and staff know where to contact you
	• salary and benefits
	• taxation
	• performance monitoring
	• performance management / appraisal
	• security of information
	• ensuring confidentiality of all work
	• obeying software licensing laws
	• protecting employer's records
	• ensuring protection of intellectual property
	• use of employer's equipment
	• use of employee's own equipment
	• employer reimbursement and/or maintenance of employee's equipment
	• overtime arrangements
	• right to terminate e-work agreement
	• right to inspect e-worker's work site
	• reasonable notice of supervisor visits to the e-worker's work site
	• occupational health and safety
Equipment and technology requirements of off-site e-work may include:	• powerful computers, high speed modems, technical help line
	• technical support in case of hardware failure
	• using equipment, computer, software and data supplied by the business (company assets)
	• consumables
	• e-worker's own equipment and software
	• access to business computer/network
	• remote access hardware
	• remote access software
	• network interface equipment

Range Statement

Supervisory arrangements may include:	• flexibility in supervisory practices
	• management based on outcomes
	• goal setting
	• assessing progress
	• regular feedback
	• telephone supervision
	• focus on quality of work rather than time spent
	• early identification and handling of problems
	• remote-site visits
	• including e-staff in office meetings, both official and social
Safe and effective work environment may include:	• dedicated room or quiet area
	• adequate lighting
	• ample electrical outlets
	• safe deployment of electrical cords to avoid tripping, falling
	• ergonomically appropriate desks and chairs
	• accommodation for separate phone line/s if necessary for open data link, facsimile etc
	• arrangements for family commitments

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
	• e-work agreement meets individual, organisational, legal and ethical requirements
	• e-work environment, processes and outcomes satisfactory to e-worker and the organisation

Evidence Guide

Underpinning Knowledge*

* Required knowledge/skills is to be limited to that which is sufficient to perform the particular workplace competency

- 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
- Legal, ethical and security issues relating to off-site e-work
- Organisational policy and procedures
- Roles and responsibilities of e-worker/, supervisor/s and the organisation
- Barriers to successful e-working

Underpinning Skills

- Computer technology skills
- Literacy skills to interpret work requirements and prepare work schedules
- Numeracy skills to negotiate salary component of e-work agreement
- Communication skills for negotiating e-work agreement
- Time management skills
- Self management skills to maintain motivation and seek assistance
- Ability to relate to stakeholders 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 legal and ethical requirements of e-work, to allow negotiation of e-work arrangements and employment conditions and to identify details of work requirements

- **Communicating ideas and information** – to identify work requirements, objectives and priorities through electronic communication, and to obtain feedback from work team and colleagues

- **Planning and organising activities** – to prepare e-work schedules, complete work requirements and evaluate e-work processes and systems in order to improve work outcomes

- **Working with teams and others** – to negotiate e-work agreement and to obtain feedback from work team and colleagues to improve work outcomes

- **Using mathematical ideas and techniques** – to negotiate salary component of agreement

- **Solving problems** – to manage contingencies and to complete work requirements

- **Using technology** – to work as an off-site e-worker

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

BSBEBUS401A   Conduct online research

Unit Descriptor   This unit covers researching business information using Internet, intranet or extranet, communicating with team as required and presenting reports on research outcomes.

Consider co-assessment with BSBEBUS402A Implement e-correspondence policies and BSBEBUS403A Communicate electronically.

Competency Field   e-business

Element   Performance Criteria

1. Prepare self and/or others for online search

1.1 Purpose and scope of the research brief are clarified and meet organisational requirements

1.2 Research requirements for combining online research with non-electronic sources of information are identified and *communicated* as required

1.3 Possible internal and external sources of online information are identified and communicated as required

1.4 Search engines and databases relevant to research needs are identified in consultation with *expert personnel*

1.5 Key elements of the research brief are identified to assist in online search

1.6 Organisational requirements for reporting or presenting research results are confirmed

2. Research business information

2.1 Websites and databases are identified using relevant search engines / information brokers / portals

2.2 *Key words and phrases* are identified for the search using logic and other research tools

2.3 Websites are navigated and searches conducted using key words and phrases identified for the research topic

2.4 Breadth and depth of research source/s meet the requirements of the research brief in terms of its scope and purpose

2.5 Research is conducted in accordance with *legal and ethical requirements*

Element	Performance Criteria

3. Locate and retrieve information	3.1 Information is located and assessed against *set criteria* in accordance with research requirements
	3.2 Search results are analysed for sufficiency against the research brief and further research conducted where information is insufficient
	3.3 Information is downloaded, printed or ordered in accordance with the requirements of the distributor and copyright owner and organisational requirements
4. Report online research results	4.1 A *report or presentation* of the outcomes of online research is prepared in accordance with organisational requirements
	4.2 Outcomes are reported with referenced material from the search/es integrated with non-electronic search results if applicable and sources documented in accordance with organisational requirements
	4.3 Information is organised in a format suitable for use in accordance with organisational requirements
	4.4 Legal requirements relating to copyright and protection of intellectual property are met

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
- national, State/Territory legislative requirements especially in regard to Occupational Health and Safety
- industry codes of practice
- copyright law
- privacy legislation
- intellectual property, confidentiality requirements
- legal and regulatory policies affecting e-business

Communication may include:
- instructions to work team

Expert personnel may include:
- librarians
- senior staff
- information management staff
- help desk

Range Statement

Business information may include:	• public information • copyright information • price lists • catalogues • technical information relating to products • business opportunities • electronic tendering opportunities • government information • legislation and regulations relating to running the business, human resource management, taxation, etc • statistical information • market research data • travel information • banking information • employment opportunities
Websites and databases may include:	• Government online information services • educational institutions' websites • virtual business communities/networks • industry websites • value chain integrators eg recruitment websites, mortgage brokers websites • archived material
Search engines/information brokers may include:	• global Internet search engines • Internet search engines focusing on particular locations eg Australia and New Zealand • online market research organisations
Key words and phrases may include:	• American spelling when searching • cultural or geographic terms • using different thesauri in different databases
Legal and ethical requirements may include:	• the organisation's code of ethics • policy and protocols for online use • copyright and intellectual property protection laws and regulations • Trade Practices Act

Range Statement

Set criteria may include:	• relevance
	• currency
	• authenticity
	• quality
	• accuracy
	• reliability
	• validity
	• reputability of source

Reports or presentations may include:	• oral report
	• written report
	• electronic presentation
	• copies of source documents
	• comparative data
	• information from non-electronic sources

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	• Integrated demonstration of all elements of competency and their performance criteria
	• Knowledge of the organisation's policies and procedures relating to electronic access to Internet, intranet and/or extranet
	• Retrieval of information complies with legal and ethical requirements

Evidence Guide

Underpinning Knowledge*
* Required knowledge/skills is to be limited to that which is sufficient to perform the particular workplace competency

- 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
- Use of Internet / World Wide Web
- Knowledge of the organisation's policies and procedures relating to use of Internet, intranet, extranet
- Knowledge of service provider requirements especially with regard to downloading large files
- Copyright and intellectual property requirements as they relate to online information
- Online navigation tools
- Electronic file handling (saving, copying, printing)
- Occupational Safety and Health requirements for working with computer technology

Underpinning Skills

- Basic computer skills
- Literacy skills to determine key words, read and analyse information and follow policies and procedures
- Numeracy skills to use logic theory such as Boolean logic and other tools
- Communication skills to report or present information resulting from research
- Report writing skills
- 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 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 research business websites and to analyse, prepare and present the results of online research

• **Communicating ideas and information** –to clarify purpose and scope of research brief and to report/present research outcomes

• **Planning and organising activities** – to prepare for and conduct online research and to analyse and evaluate research and report on results

• **Working with teams and others** – to clarify key elements of research brief, identify information sources and report on results

• **Using mathematical ideas and techniques** – to determine search criteria / key words using logic theory and other tools

• **Solving problems** – to identify sufficiency of results, evaluate results and conduct further research

• **Using technology** – to conduct online research

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

BSBEBUS402A   Implement e-correspondence policies

Unit Descriptor   This unit covers sending and receiving email correspondence via Internet, intranets or extranets, setting up and maintaining electronic software, maintaining and managing individual email mailing lists/address books, implementing email policy and adhering to organisational protocols or practices for email.

Consider co-assessment with BSBEBUS401A Conduct online research and BSBEBUS403A Communicate electronically.

Competency Field   e-business

Element

1. Set up and send electronic mail

2. Implement procedures to receive electronic mail

Performance Criteria

1.1 Software for sending and *protecting* email is *set up* and maintained in accordance with organisational requirements

1.2 Messages are prepared in accordance with *organisational protocols* for language, tone and format

1.3 Content, structure and recipient address/es for electronic mail are checked for *accuracy* and any attachments identified and *prepared* in accordance with organisational and service provider requirements

1.4 Records and/or copies of outgoing electronic mail are maintained in accordance with organisational requirements

1.5 Electronic mail is *dispatched* in accordance with organisational requirements within required timeframes

2.1 Procedures implemented to ensure incoming electronic mail is recorded/copied in accordance with organisational requirements

2.2 Urgent, confidential and personal mail is identified and forwarded in accordance with organisational requirements

2.3 Procedures to identify *suspicious or potentially dangerous electronic mail* implemented in accordance with organisational requirements

2.4 Electronic mail is checked for completeness, opened or forwarded in accordance with organisational policy and procedures relating to confidentiality or privacy

2.5 *Returned email* is dealt with in accordance with organisational policy and procedures

Element	Performance Criteria
3. Manage electronic mail	3.1 Security levels and/or filters are set for incoming electronic mail in accordance with organisational requirements
	3.2 Individual mailboxes are created and maintained in accordance with organisational requirements
	3.3 Inboxes are emptied and electronic mail is archived or permanently deleted in accordance with organisational requirements
	3.4 Electronic mail and/or attachments are *stored* in accordance with organisational requirements
	3.5 Electronic *mailing lists* are prepared and maintained in accordance with organisational requirements
	3.6 Mailing lists are imported/exported between software applications where required 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 may include:	• award and enterprise agreements
	• national, State/Territory legislative requirements especially in regard to Occupational Health and Safety
	• industry codes of practice
	• and must include:
	• copyright laws
	• defamation laws
	• privacy legislation
	• intellectual property, confidentiality requirements
	• legal and regulatory policies affecting e-business
Software for protecting email may include:	• virus protection
	• firewalls

Range Statement

Setting up email may include:

- set up procedures especially in non-networked situations where there is no system administrator
- setting folders
- procedures for general housekeeping such as archiving files, emptying temporary Internet folders, cookies etc

Organisational protocols may include:

- net etiquette
- net ethics
- form of address
- formality / informality of language, tone and structure
- length of emails (ie short and to the point)
- concise, relevant subject line
- carbon copies or blind carbon copies
- including original message in the reply
- requesting read receipt
- sender's name and address
- electronic signature

Net etiquette (netiquette) refers to:

- codes of conduct or codes of practice such as those used by discussion groups
- accepted (not mandated) rules for being a good net citizen (netizen)
- remember you're dealing with real people not computers
- if you wouldn't do it in real life don't do it in cyberspace
- adjust to the style and tone of discussion groups
- respect other's time and bandwidth
- look good online (spelling, grammar, and something worth saying)
- share expert knowledge
- keep flames under control (flaming is making personal attacks on others)
- respect other people's privacy
- don't abuse your power
- be forgiving of other's mistakes
- from Virginia Shea (1994) *Netiquette,* Albion Books San Francisco pp 32 - 33

Range Statement

Net ethics (nethics) refers to:	• behaviour on the Internet:
	• if it's inappropriate or illegal in real life, it's inappropriate or illegal in cyberspace eg
	    • copyright and intellectual property rights must be respected (links to intellectual property sites, eg IP Australia, CAL)
	    • people have been sued for libel over the content of email messages

Checking for accuracy should include:	• clarity of intended meaning • spelling • grammar • punctuation
Preparing attachments may include:	• dealing with large attachments especially picture files • considering the limitations when sending large files • checking that file size will negotiate the service provider's gateway • separating large documents into a number of files • compressing files • preparing self-executable files
Dispatching email may include:	• single receiver • group email • carbon copies • blind carbon copies • email bulletin board or discussion list
Suspicious or potentially dangerous electronic mail may include:	• unsolicited mail containing viruses • spam (unsolicited commercial email or junk mail) • mail where sender is unknown and subject line is enticing and/or personal (eg urging the receiver to open immediately) • attachments • particular file extensions
Storage of electronic mail may include:	• within electronic mail application software • specialised record keeping, spreadsheet or database software • paper-based filing system

Range Statement

Dealing with returned (bounced) email may include:	• checking email address • checking size of attachment/s • re-sending • sending message by other means eg facsimile, post • telephoning addressee
Mailing lists may include:	• electronic address books • database or spreadsheet records • wordprocessing tables or data files

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

- Integrated demonstration of all elements of competency and their performance criteria
- Knowledge of the organisation's policies and procedures relating to electronic mail
- Knowledge of service provider requirements

Underpinning Knowledge*

*   Required knowledge/skills is to be limited to that which is sufficient to perform the particular workplace competency

- 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 and procedures relating to electronic mail
- Knowledge of service provider requirements especially with regard to email attachments
- Set up and maintenance procedures for electronic software
- Naming protocols for email addresses
- Electronic file handling (saving, copying, moving, deleting)
- Security levels for receiving electronic mail
- Occupational Safety and Health requirements for working with computer technology

Evidence Guide

Underpinning Skills	• Computer technology skills to manage and maintain email
	• Literacy skills to compose and check accuracy of messages, and follow policies and procedures
	• Communication skills to refer information to management or other staff especially in dealing with suspicious or potentially dangerous electronic mail
	• 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 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 up the electronic mail system and to deal with incoming and outgoing electronic mail
- **Communicating ideas and information** – to set up the electronic mail system and composing and sending electronic mail
- **Planning and organising activities** – to implement the electronic mail system including security requirements and dividing or compressing email attachments
- **Working with teams and others** – to set up and implement the electronic mail system especially when dealing with suspicious or potentially dangerous email
- **Using mathematical ideas and techniques** – to sort and record electronic mail
- **Solving problems** – in setting up and implementing the system
- **Using technology** – to send and receive correspondence

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

BSBEBUS403A   Communicate electronically

Unit Descriptor   This unit covers online communication, electronic conferencing and collaboration, and participation in a virtual community via Internet / intranet / extranet and implementation of organisational policies and procedures.

Consider co-assessment with BSBEBUS401A Conduct online research and BSBEBUS402A Implement e-correspondence policies.

Competency Field   e-business

Element	Performance Criteria
1. Communicate online	1.1 Technology *requirements for communicating online* are researched and current equipment and software confirmed as sufficient for participation
	1.2 Internet culture, *net ethics* and *net etiquette* is investigated and implemented to enable effective participation using electronic communication media
	1.3 *Electronic groups* are accessed to share information on business topics in accordance with organisational policy and procedures
	1.4 Participation in business electronic *chat* rooms and Internet meetings occurs in accordance with organisational policy and procedures and accepted net etiquette
	1.5 Record keeping requirements relating to online communication are met in accordance with organisational requirements
2. Collaborate online	2.1 *Parameters* for online collaboration are negotiated with group members in accordance with organisational requirements
	2.2 Available hardware and software are confirmed as meeting the requirements for online collaboration in accordance with specified parameters
	2.3 Material is posted and responded to and online discussions held with group members in accordance with agreed collaboration parameters and organisational requirements
	2.4 Record keeping requirements relating to online collaboration are met in accordance with organisational requirements
	2.5 *Legal and ethical requirements* for online collaboration are met in accordance with organisational requirements

Element	Performance Criteria

Element

3. Implement electronic conferencing procedures

Performance Criteria

3.1 Procedures, protocols and meeting behaviour for electronic conferencing are identified and implemented

3.2 Technology requirements for electronic conferencing are confirmed

3.3 *Software features* to be used during conferencing are agreed and mastered

3.4 Participation in electronic conferencing occurs in accordance with electronic communication policy and organisational requirements

3.5 Record keeping requirements relating to electronic conferencing are met 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 may include:

- award and enterprise agreements
- national, State/Territory legislative requirements especially in regard to Occupational Health and Safety
- industry codes of practice
- copyright laws
- defamation laws
- privacy legislation
- intellectual property, confidentiality requirements
- legal and regulatory policies affecting e-business

Range Statement

Requirements for communicating online may include:	• Internet connection
	• web browser
	• email software
	• news reader software
	• Internet Relay Chat (IRC) software
	• voice over the Internet software
	• net meeting software (with text chat, whiteboard and file transfer)
	• video conferencing software
	• sound card - full (or half) duplex
	• full-duplex audio (desirable) allowing you to speak and hear at the same time
	• half-duplex audio – one speaker at a time – if both speak, no-one hears
	• video card
	• digital camera
	• digitiser
	• microphone
	• speakers or headphones
	• Internet telephone
Net ethics (nethics) refers to:	• behaviour on the Internet:
	• if it's inappropriate or illegal in real life, it's inappropriate or illegal in cyberspace eg
	• copyright and intellectual property rights must be respected
	• people have been sued for libel over the content of email messages

Range Statement

Net etiquette (netiquette) refers to:	• protocols for discussion groups
	• accepted (not mandated) rules for being a good net citizen (netizen)
	• remember you're dealing with real people not computers
	• if you wouldn't do it in real life don't do it in cyberspace
	• adjust to the style and tone of discussion groups
	• respect other's time and bandwidth
	• look good online (spelling, grammar, and something worth saying)
	• share expert knowledge
	• keep flames under control (flaming is making personal attacks on others)
	• respect other people's privacy
	• don't abuse your power
	• be forgiving of other's mistakes
	• from Virginia Shea (1994) *Netiquette,* Albion Books San Francisco pp 32 - 33
Electronic groups may include:	• electronic bulletin boards
	• discussion lists
	• discussion groups
	• news groups
	• virtual communities
Electronic bulletin board refers to:	• an electronic discussion list where members each have an email address; subscribers to the list can leave messages, ask questions and share ideas and others can respond; everyone on the list receives every message; some lists allow a digest to be created and a single email sent rather than multiple emails
Discussion group refers to:	• an electronic bulletin board on a website where registered members read and post to the discussions; online discussions may be open (for viewing and contribution), moderated (contributions are checked by a moderator before being publicly visible) or closed (visible only to a specified group of people)

Range Statement

Newsgroup refers to:	• discussion groups dedicated to specific topics hosted on ISP servers; some newsgroups are moderated, most are not; newsreader software is required, registration is not
Chat may include:	• Internet chat • Internet Relay Chat (IRC)
Parameters for online collaboration may include:	• posted materials only • access levels restricted by password • access to data files • open access to all members' working documents • application sharing
Legal and ethical requirements may include:	• privacy • confidentiality • intellectual property
Procedures, protocols and meeting behaviour for conferencing may include:	• appointment of gatekeeper • procedure for connecting • conferencing facilitator • conference chair • conferencing etiquette • meeting behaviour guidelines • conference agenda
Electronic conferencing may include:	• audio conferencing via the Internet • video conferencing
Requirements for electronic conferencing may include:	• voice over the Internet software • net meeting software • video conferencing software • sound card • video card • digital camera • digitiser • microphone • speakers or headphones • Internet telephone

Range Statement

Conferencing software features may include:	• text chat
	• whiteboard
	• file transfer
	• application sharing

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
- Integrated demonstration of all elements of competency and their performance criteria
- Meeting the requirements of the organisation's electronic communication policy while communicating online

Underpinning Knowledge*
*   Required knowledge/skills is to be limited to that which is sufficient to perform the particular workplace competency
- 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
- Internet / World Wide Web
- Organisational electronic communication policy
- 'Netiquette'
- Technology requirements for communicating online
- Software features for communicating online
- Privacy, intellectual property and confidentiality requirements

Underpinning Skills
- Computer technology skills for corresponding and communicating electronically
- Literacy skills to compose and check accuracy of text and follow policies and procedures
- Communication skills to participate in online conferences and chat rooms
- 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 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 investigate 'netiquette' requirements and to implement recordkeeping and electronic conferencing procedures

- **Communicating ideas and information** – by collaboration in online conferences and through text

- **Planning and organising activities** – to participate in electronic conferencing, to keep records and to implement procedures and protocols for online conferencing

- **Working with teams and others** – implement procedures and protocols and to collaborate online

- **Using mathematical ideas and techniques** – to connect to online conferences

- **Solving problems** – to implement procedures and protocols and to negotiate collaboration parameters

- **Using technology** – to communicate online

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

BSBEBUS404A   Trade online

Unit Descriptor   This unit covers assessment of suppliers, ordering, purchasing, selling or exchanging business goods and services online including the use of electronic shopping agents, reverse markets and auctions.

This unit is related to BSBEBUS304A Buy online, BSBEBUS305A Sell online and BSBEBUS306A Make payments online. Consider co-assessment with BSBEBUS405A Conduct online financial transactions and BSBEBUS408A Implement and monitor delivery of quality customer service online.

Competency Field   e-business

Element	Performance Criteria
1. Assess suppliers and purchase online	1.1 Off and online research is conducted to identify *sources/suppliers* for required *products* in accordance with requirements for quality, budget and timeframes
	1.2 Potential suppliers are assessed for authenticity, reliability and financial stability
	1.3 *Payment* and *fulfilment options* are assessed and chosen for reliability and security in accordance with organisational requirements
	1.4 Value for money comparisons are made and products are ordered in accordance with organisational requirements
	1.5 Purchase is completed and products received in accordance with the terms of the purchase order
2. Implement online payment procedures	2.1 Security, confidentiality and privacy aspects of online bill paying facilities are assessed in accordance with individual and organisational requirements
	2.2 Authentication information is secured in accordance with organisational requirements and used to access online bill-paying facilities
	2.3 Payments are made in accordance with financial controls, security procedures and level of authority
	2.4 Records of payments are maintained in accordance with organisational requirements for accounting purposes
	2.5 Organisational records are reconciled with online bill paying transaction records, and irregularities dealt with in accordance with organisational policy and procedures

Element	**Performance Criteria**
3. Use an electronic shopping agent	3.1 Purchasing specifications are determined and documented in accordance with organisational requirements
	3.2 Specifications include *vendor options* for quality and quantity, value for money criteria, security and time requirements
	3.3 Specifications are provided to shopping agent and commission or other payment options confirmed
	3.4 Shopping agent arrangements are monitored over time to ensure organisational requirements are met and action is taken to address performance gaps
4. Participate in an e-auction / reverse auction	4.1 Organisational requirements are confirmed for products to be procured through e-auction or reverse auction
	4.2 Bidding ceiling and level of authority for decision making is confirmed in accordance with organisational requirements
	4.3 e-auction arrangements and documentation for bidding, contracting, payment and delivery are identified and confirmed as meeting organisational requirements
	4.4 Auction items are assessed for suitability against organisational requirements
	4.5 Bids are made and transactions completed in accordance with level of authority, bidding ceiling, legal and organisational requirements
5. Sell or exchange goods/services online	5.1 *Products* to be sold or exchanged are identified, priced and catalogued in accordance with organisational requirements
	5.2 Trading, advertising, supply, delivery, warranty and service arrangements are negotiated with website provider in accordance with organisational requirements
	5.3 Products are advertised and supplied in accordance with negotiated terms and conditions and organisational requirements
	5.4 Goods are sold or exchanged and any after sales requirements met in accordance with organisational guidelines

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
	• national, State/Territory legislative requirements especially in regard to Occupational Health and Safety
	• industry codes of practice
	• OECD International Guidelines for Consumer Protection in E-Commerce
	• copyright laws
	• defamation laws
	• privacy legislation
	• intellectual property, confidentiality requirements
	• legal and regulatory policies affecting e-business
Online sources may include:	• e-shop
	• e-mall
	• e-brokerage service
	• e-procurement service
	• third party market place
	• e-auction
Products may include:	• goods
	• services
	• shares
	• insurance
	• loans
	• financial services
Payment options may include:	• online payment using credit card, debit card, electronic funds transfer, digital signature
	• off-line payment eg credit card authorised via telephone or facsimile, mailed cheque, over the counter

Range Statement

Fulfilment options may include:
- direct delivery by online provider
- delivery by off-line supplier
- delivery by post, courier or other third party
- download of electronic information
- electronic delivery of digitised information, software, books etc

Vendor options may include:
- larger quantities of lower quality items
- lower cost for larger quantities
- higher cost for immediate delivery
- lower cost for items that meet minimum (but not all) 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
- Integrated demonstration of all elements of competency and their performance criteria
- Knowledge of organisational policies and authority structure for trading online
- Knowledge of secure payment and supply systems
- Legal requirements relating to online trade

Underpinning Knowledge*
* Required knowledge/skills is to be limited to that which is sufficient to perform the particular workplace competency

- 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
- Internet / World Wide Web
- Knowledge of the organisation's policies and procedures relating to use of Internet and online trade
- Knowledge of service provider requirements
- Copyright, intellectual property and proof of ownership requirements relating to online trade
- Online navigation tools
- Occupational Safety and Health requirements for working with computer technology

Evidence Guide

Underpinning Skills	• Computer technology skills
	• Literacy skills to read and analyse information for its relevance and sufficiency, and follow policies and procedures
	• Numeracy skills to determine value for money etc
	• Communication skills to negotiate with online service provider/s
	• 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 3	Level 2	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 identify products to purchase, sell or trade and to assess suitability of suppliers

- **Communicating ideas and information** – to negotiate terms and conditions of online trading, to develop trading specifications, and to negotiate and implement a range of transactions

- **Planning and organising activities** – to prepare and promote products for sale or auction and to implement a range of transactions in a secure environment, to benefit organisational objectives

- **Working with teams and others** – to negotiate and confirm organisational requirements for online trade, and to negotiate the promotion and administration of online transactions

- **Using mathematical ideas and techniques** – to price products for sale and to facilitate the transaction process

- **Solving problems** – to administrate organisational requirements for online trade, to provide a secure trading environment and to facilitate the transaction process

- **Using technology** – to trade online

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

BSBEBUS405A   Conduct online financial transactions

Unit Descriptor   This unit covers evaluation, use and management of online financial services.

This unit is related to BSBEBUS307A Bank online. Consider co-assessment with BSBEBUS404A Trade online.

Competency Field   e-business

Element	Performance Criteria
1. Evaluate online financial services	1.1 Financial institutions providing online services are identified and their fees and services compared
	1.2 *Security issues, regulatory requirements* and *authentication* arrangements are investigated and online policies, codes of practice and guarantees are obtained and analysed
	1.3 *Online financial services* are compared with organisational requirements and a provider chosen that best meets service, security, privacy and value for money criteria
2. Complete financial transactions online	2.1 Authentication data is secured in accordance with organisational requirements and used to access online financial services in accordance with the organisation's security policy and level of authority
	2.2 Accounts are accessed online and balances and transaction history checked in accordance with organisational requirements
	2.3 Available funds are confirmed and *transactions* completed in accordance with organisational policy and procedures and level of authority
	2.4 The organisation's accountability, security and control requirements for online financial transactions are implemented and met
3. Maintain and manage financial records	3.1 Records of financial transactions and balances are maintained in accordance with organisational requirements for accounting purposes
	3.2 Organisational records are compared with online financial transaction records and balances, and irregularities dealt with in accordance with organisational or system policy and procedures and/or national guidelines

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 • national, State/Territory legislative requirements especially in regard to Occupational Health and Safety • industry codes of practice • OECD International Guidelines for Consumer Protection in E-Commerce • copyright laws • defamation laws • privacy legislation • intellectual property, confidentiality requirements • legal and regulatory policies affecting e-business
Security issues may include:	• level of encryption • firewall protection • physical site security of web server • terms and conditions of website use • use of 'cookies' – small files automatically downloaded from a web server to the computer of someone browsing a website – information stored in cookies can be accessed any time that computer returns to the site • jurisdiction • warranties • disclaimers • limit of liability • receipting • access to independent reviews o0f financial services: ACCC, FPA
Regulatory requirements may include:	• national • international
Authentication may include:	• user name and password • Personal Identification Number (PIN) • authentication services eg Verisign

Range Statement

Online financial services may include:	• access to bank statements
	• account balances
	• transfer of money between accounts
	• electronic funds transfer (EFT)
	• BPay
	• electronic bill paying
	• downloads from electronic accounting packages
	• online payment
	• credit card transactions
	• account transaction history
	• online applications for services such as new accounts, loans, insurance, credit cards, share trading, business products and services, superannuation
	• electronic cash
	• stored value smart card (or electronic purse)
	• access to non-Internet based services such as call centres, interactive voice response (IVR)
Transactions may include:	• transfer of money between accounts
	• bill paying
	• credit card transactions
	• share trading transactions
	• applications

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	• Integrated demonstration of all elements of competency and their performance criteria
	• Security procedures to prevent unauthorised use of user name, password or PIN
	• Control measures to identify and prevent errors

Evidence Guide

Underpinning Knowledge*
*   Required knowledge/skills is to be limited
       to that which is sufficient to perform the
       particular workplace competency

- 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
- Internet / World Wide Web
- Knowledge of the organisation's policies and procedures relating to use of Internet and online financial services
- Internet security issues
- Organisational security policy
- Organisational levels of authority for online transactions

Underpinning Skills

- Computer technology skills
- Literacy skills to read and analyse information for its relevance and sufficiency, and follow policies and procedures
- Numeracy skills to confirm banking records
- Communication skills to negotiate with online financial service providers to deal with irregularities
- 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 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 compare online financial services, provide a secure trading environment and to maintain, manage and record financial transactions
- **Communicating ideas and information** – to negotiate financial arrangements and to compare differences between online and organisational records
- **Planning and organising activities** – to complete online financial transactions in a secure trading environment
- **Working with teams and others** – to discuss transaction irregularities and to administer financial transactions
- **Using mathematical ideas and techniques** – to administer and complete online financial transactions
- **Solving problems** – to administer financial transactions in a secure trading environment and to evaluate and choose online financial services
- **Using technology** – to complete financial transactions online

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

BSBEBUS406A   Monitor and maintain records in an online environment

Unit Descriptor   This unit covers the identification and assessment of records for storage and the maintenance and monitoring of electronic business records.

This unit is related to BSBEBUS308A Maintain online business records.

Competency Field   e-business

Element

Performance Criteria

1. Confirm requirements for record keeping in an online environment

1.1 Organisational record keeping system is identified and system procedures for capturing and managing records are confirmed

1.2 Organisational and *risk management* requirements for classifying and storing online information are identified and verified

1.3 Legal, business, financial, socio-historical, and security requirements for recording online business transactions are identified

1.4 An organisational checklist is prepared in accordance with *organisational requirements* for use in assessing which electronic information should be captured, for how long and in what format

2. Identify and assess records for storage

2.1 Incoming and outgoing information is categorised in terms of key activities and responsible personnel

2.2 Information is assessed against organisational checklist and records identified for capture

2.3 Information not to be stored is disposed of in accordance with organisational procedures

2.4 *Storage* methods and *media* are determined in accordance with *retention requirements*

Element	Performance Criteria
3. Monitor and maintain business records in an online environment	3.1 Records are classified, sentenced and linked to other records in the system in accordance with system rules and organisational procedures
	3.2 Unique identifiers are assigned and records are registered into the record keeping system in accordance with system rules and organisational procedures
	3.3 *Access and security status*, and disposal requirements of records are determined and recorded in accordance with organisational procedures
	3.4 Records are stored on required *media* in accordance with organisational and record retention requirements
	3.5 *Migration* of records from one medium to another is carried out in accordance with organisational procedures
	3.6 Archiving or *disposal* of records is actioned and recorded in accordance with disposal schedule and organisational procedures
	3.7 Records are maintained in a usable and accessible form in accordance with security conditions and legislative 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 may include:	• award and enterprise agreements • national, State/Territory legislative requirements especially in regard to Occupational Health and Safety • industry codes of practice and standards • Government State/Territory/Commonwealth standards • Freedom of Information Acts • public Records Acts (State/Territory/Commonwealth) • OECD International Guidelines for Consumer Protection in E-Commerce • copyright laws particularly in relation to digital material (ie digital amendment) • privacy legislation • intellectual property, confidentiality requirements • legal and regulatory policies affecting business in general and e-business in particular • records, archive management and disposal laws • legal deposit requirements (libraries) ie copies of all published documents are usually required to go to libraries • AS4390 Records Management • AS9000 Quality Standards – quality records sections
Risk management requirements may include:	• policy and procedures for checking the accuracy and currency of data • backup and recovery procedures • secondary storage requirements • remote storage for backup data
Organisational requirements may include:	• legal • business • financial • socio-historical • security

Range Statement

Storage may include:	• online
	• off-line
	• on-site
	• off-site
	• outsourced
	• migration of records from one medium to another eg tape to compact disc
Storage media may include:	• server
	• hard drive
	• diskette
	• computer tape
	• audiotape
	• film
	• video
	• compact disc
	• imaging systems
	• audiovisual
	• multimedia
	• mainframe
	• microform
	• paper based
Retention requirements may include:	• remote storage of backup data in case of fire or other incidents
	• long term storage media for information / records
	• most cost-effective storage media for ephemeral or short term records
Access and security status may include:	• confidential
	• high security (restricted)
	• open
Migration of records may include:	• from tapes, which may deteriorate over time
	• from about-to-be superseded media eg 5¼" disks
Disposal of records may include:	• permanent deletion from electronic media
	• destruction of paper based records eg shredding

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

- Integrated demonstration of all elements of competency and their performance criteria
- Record keeping / information management principles and processes
- Knowledge of organisational record keeping system, and policy and procedures relating to record keeping in an online/business environment
- Access and security issues relating to record keeping in a business environment

Underpinning Knowledge*

* Required knowledge/skills is to be limited to that which is sufficient to perform the particular workplace competency

- 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
- Internet / World Wide Web
- Information technology skills related to record keeping
- Record keeping / information management principles and processes
- Organisational record keeping system
- Online record keeping environment including location and nature of transactions
- Policy and procedures relating to record keeping in an online environment including risk management
- Access and security issues
- Legal and regulatory requirements

Evidence Guide

Underpinning Skills	• Computer skills especially relating to record keeping systems
	• Organisational skills especially attention to detail
	• Literacy skills for reading and interpreting information and content of records, retention and disposal schedules, and access/security conditions, and for preparing checklist and schedules
	• Communication skills to identify organisational requirements for record keeping in an online 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 3	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 identify and assess information, to aid decision making on classification and storage of records and to maintain and monitor records in an online environment

- **Communicating ideas and information** – to prepare checklist and schedules, delegate responsibilities and to monitor and administrate the record keeping system

- **Planning and organising activities** – to classify, register and store records and to monitor and administrate the record keeping system

- **Working with teams and others** – to access all incoming and outgoing information, to confirm responsibilities and to achieve cooperation to maintain and monitor records in an online environment

- **Using mathematical ideas and techniques** – to interpret disposal schedules

- **Solving problems** – in determining status and maintenance procedures of records and to monitor and administrate the record keeping system

- **Using technology** – to maintain records in an online environment

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

BSBEBUS407A   Review and maintain the business aspects of a website

Unit Descriptor   This unit covers data analysis, review of website content and updating and maintenance of the business aspects of a website.

This unit is related to BSBEBUS507A Manage the business aspects of a website.

Competency Field   e-business

Element	Performance Criteria
1. Review website content and use	1.1 Customer and user feedback is monitored and analysed in accordance with organisational timelines
	1.2 Automatically collected website data is analysed and trends identified
	1.3 Recommendations are made on changes to the website and its content in response to feedback and data analysis and approved changes scheduled for implementation
	1.4 Cost implications of the recommended changes are reviewed to determine their viability
2. Update website	2.1 Superseded and inaccurate information is replaced with current information and additional material is added in accordance with organisational requirements
	2.2 Protocols for ensuring the accuracy and authenticity of information are followed
	2.3 Services no longer available or required are removed and new ones added in accordance with organisational requirements
	2.4 Off-line information is checked against that posted on the website and discrepancies rectified in accordance with organisational timelines
	2.5 Security procedures for updating the website are followed

Element	Performance Criteria
3. Carry out non-technical site maintenance	3.1 User feedback is analysed to confirm that faults have resulted from the site and are not user problems
	3.2 Faults are rectified and improvements made to the site in response to user feedback approved by the organisation
	3.3 New web pages and/or active links are added and redundant pages and links removed in accordance with organisational requirements
	3.4 Site changes are made in response to changes in e-marketing strategy in accordance with organisational requirements and consideration of cost benefits

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
	• national, State/Territory legislative requirements especially in regard to Occupational Health and Safety
	• industry codes of practice
	• OECD International Guidelines for Consumer Protection in E-Commerce
	• copyright laws
	• defamation laws
	• privacy legislation
	• intellectual property, confidentiality requirements
	• legal and regulatory policies affecting e-business
	• enterprise standards
	• legal deposit, archival and disposal laws ie old copies of web pages must be recoverable eg customers may have undertaken transactions based on older versions of web pages and these must be available for legal reasons

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	• Integrated demonstration of all elements of competency and their performance criteria • Website and its content continues to meet the requirements of the business after maintenance changes
Underpinning Knowledge* * Required knowledge/skills is to be limited to that which is sufficient to perform the particular workplace competency	• 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 • Internet / World Wide Web • Website business design and maintenance • Legal, ethical and security issues relating to websites • e-business • e-business terminology
Underpinning Skills	• Computer literacy • Literacy skills to interpret policies and procedures and provide recommendations to others • Numeracy and basic statistical skills for website data analysis • Communication skills for consultation with users, and customers • Ability to relate to stakeholders 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 3	Level 3	Level 2	Level 2	Level 3	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 evaluate and review website content and use, and to update and enhance website content

- **Communicating ideas and information** – to receive and convey information on current use and needs, and to gather information to aid decision making for recommendations for website changes

- **Planning and organising activities** – to maintain and monitor the website and to investigate, initiate, evaluate and implement changes and updates

- **Working with teams and others** – to gain feedback on website use and content

- **Using mathematical ideas and techniques** – to analyse website data

- **Solving problems** – to evaluate and implement changes and updates and to rectify faults and correct inaccuracies

- **Using technology** – to maintain a website

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

BSBEBUS408A Implement and monitor delivery of quality customer service online

Unit Descriptor   This unit covers implementation and monitoring of online customer service policy, developing and enhancing customer relationships online, integrating customer service into business processes and continuous improvement of customer service in accordance with company policy.

This unit is related to BSBEBUS613A Develop online customer service strategies and BSBEBUS614A Build online customer loyalty. Consider co-assessment with BSBEBUS404A Trade online.

Competency Field   e-business

Element	Performance Criteria
1. Implement online customer service policy	1.1 Customer service strategies are implemented in accordance with organisational policy and standards for online service
	1.2 *Online services* are matched to the skill levels of *customers* and coaching/mentoring provided on or off-line to assist where necessary
	1.3 Access and security of online services is monitored and problems are rectified or notified online in accordance with organisational timelines and standards
	1.4 On and off-line communication with customers occurs in accordance with organisational requirements and the business' customer service standards
	1.5 *Customer difficulties and complaints* are resolved in accordance with customer service standards and protocols
2. Develop and enhance customer relationships using online means	2.1 Customer service strategies are personalised to meet individual needs in accordance with customer service standards and legal and ethical requirements
	2.2 Customer needs and preferences are analysed and opportunities for customised service assessed and implemented in accordance with customer service policy and level of authority

Element	Performance Criteria
3. Integrate online customer services into business processes	3.1 Business processes and staff training to support the delivery of quality customer service online are determined and implemented in consultation with relevant personnel
	3.2 *Operational areas* of the business impacting on the delivery of quality customer service online are identified, and complementary procedures implemented to enable their integration in accordance with online customer service policy
4. Monitor and continuously improve online customer services	4.1 Regular feedback is gathered from online customer communications to gauge levels of satisfaction to complement formal feedback procedures
	4.2 *Customer service feedback* is recorded, analysed and reported in accordance with organisational requirements
	4.3 Business processes / suggestions identified in customer feedback are reviewed and recommendations made for improved services in accordance with customer service policy and procedures
	4.4 New and improved services are identified and recommended in response to customer and staff input in accordance with organisational policy and procedures
	4.5 The effectiveness of competitors' solutions / customer service strategies are analysed and new technology or e-business solutions are identified for clients

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 - national, State/Territory legislative requirements especially in regard to Occupational Health and Safety - industry codes of practice - OECD International Guidelines for Consumer Protection in E-Commerce - copyright laws - defamation laws - privacy legislation - intellectual property, confidentiality requirements - legal and regulatory policies affecting e-business - net etiquette
e-business is:	every type of business transaction in which the participants (ie suppliers, end users etc) prepare or transact business or conduct their trade in goods or services electronically (Definition of e-commerce in <u>E-competent Australia</u>, ANTA, May 2000)
Online services may include:	- online registration - access to product database by customers online - online ordering - online payments - access to purchase, delivery and account records online - two-way communication online - quick / reasonable response - call / contact centre
Customers may include:	- internal - external

Range Statement

Customer difficulties and complaints may include:	• difficulty accessing services • customer dissatisfaction with service quality • services not available • unfriendly website design • website faults • inactive links • time taken to access services • administrative errors such as incorrect invoices or prices • supply errors such as incorrect product delivered • service errors • delivery errors • products not delivered on time • damaged goods or goods not delivered • not appreciating differing hardware and software
Operational areas may include:	• marketing and sales • administration • accounting • service support • procurement
Customer service feedback may include:	• positive and negative comments made in online communications • responses via online feedback mechanisms • telephone • face-to-face • letters • emails • secondhand feedback • increase in sales results etc through e-business

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

- Integrated demonstration of all elements of competency and their performance criteria
- Personalised and customised services continue to meet legal and ethical requirements and online customer service standards

Underpinning Knowledge*
* Required knowledge/skills is to be limited to that which is sufficient to perform the particular workplace competency

- 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
- Internet / World Wide Web
- e-business culture
- e-business terminology
- Principles of customer service and its application to an online environment
- Customer concerns with online business
- Techniques for dealing with customers with special needs
- Legal and ethical requirements

Underpinning Skills

- Computer skills for online communication
- Literacy skills to interpret requirements and personalise / customise responses
- Communication skills, including negotiation and conflict resolution, to resolve customer difficulties and 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

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 3	Level 2	Level 3	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 gauge customer needs and requirements and to measure customer satisfaction in support of continuous improvement policies

- **Communicating ideas and information** – to identify customer needs and requirements, to improve customer satisfaction and assisting online customers

- **Planning and organising activities** – to monitor and continuously improve online customer service and integrate online customer services with business operations

- **Working with teams and others** – to improve integration of online customer services with business processes and to improve online customer service through staff training and use of feedback from customers and team members

- **Using mathematical ideas and techniques** – to analyse feedback data

- **Solving problems** – to deliver quality online customer service while resolving customer difficulties and complaints

- **Using technology** – to provide online customer service

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

BSBEBUS409A   Lead and facilitate e-staff

Unit Descriptor   This unit covers supervision of e-staff who perform agreed duties at an alternative site (usually home) during some or all of scheduled work hours. It is a flexible employment option that meets all legal and regulatory employment requirements.

This unit is related to BSBEBUS310A Work effectively as an off-site e-worker and BSBEBUS524A Investigate and plan e-work business solutions and BSBEBUS525A Implement and manage e-working arrangements. Consider co-assessment with BSBFLM404A Lead work teams or BSBCMN401A Lead the work of a group.

Competency Field   e-business

Element	Performance Criteria
1. Facilitate e-work outcomes	1.1 Role and responsibilities of e-work supervisors are clarified with management and e-staff
	1.2 Leadership and direction are provided to e-staff to foster independent self-managed work practices that address agreed outcomes in terms of quality and milestones
	1.3 Work objectives for e-staff are linked to measurable targets and include agreed timeframes
	1.4 Decision making is participative, transparent and used to review work allocation responsibilities of e-staff and related on-site staff
2. Support e-staff	2.1 Guidance is provided to e-staff to establish and maintain a supportive working environment in accordance with legal and organisational requirements
	2.2 Key personnel / mentors are assigned to support e-staff and to provide a link between them and the organisation
	2.3 Effective working relations between office-based staff and e-staff are established and maintained through regular meetings and other occasions used to build organisational culture and values

Element	Performance Criteria
3. Manage e-staff performance	3.1 Regular meetings are planned and conducted to determine individual progress, identify needs, clarify/solve issues and provide networking opportunities
	3.2 Performance is evaluated against agreed goals and targets and addressed in accordance with organisational policy and practice
	3.3 Problems in work performance are addressed through constructive solutions identified with e-staff
	3.4 Evidence relating to performance is valid, documented and evaluated to identify learning and development 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 may include:	• award and enterprise agreements • national, State/Territory legislative requirements especially in regard to Occupational Health and Safety • industry codes of practice • OECD International Guidelines for Consumer Protection in E-Commerce • copyright laws • privacy legislation • intellectual property, confidentiality requirements • legal and regulatory policies affecting e-business
e-work is working at a distance and may include:	• telecommuting: a type of teleworking where employees are physically situated at an alternative workplace such as a home office, and continue to carry out their duties • home-based work: staff members work at home with access to various types of employer equipment/data bases/networks • hotelling or hot desking: employees who work out of the office for significant periods of time can call ahead and reserve a workspace, eg office or workstation in the organisation's office facilities • virtual office: remote electronic work station for employees or work station for self employed

Range Statement

Role and responsibilities of supervisors may include:

- flexibility in supervisory practices
- management based on outcomes
- goal setting
- coaching
- assessing progress
- regular feedback
- telephone supervision
- focus on quality of work rather than time spent
- early identification and handling of problems
- remote-site visits
- including e-staff in office meetings, both official and social
- recruitment and selection

Legal and ethical requirements of off-site e-work may include:

- workers compensation for work related injury/accident
- public liability
- business contents insurance against damage and theft
- other insurance eg travel
- taxation law

Regular meetings may involve:

- periodical meetings at the off-site workplace
- periodical meetings at the organisation's premises
- meeting with mentor / supervisor or with other team members or stakeholders

And may be used to:

- ensure the key person / mentor is kept up to date and fully informed of each e-work schedule
- to aid the communication process between e-staff and other members of the organisation

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	• Integrated demonstration of all elements of competency and their performance criteria • Legal requirements for e-work • e-staff performance management achieves required outcomes for both the organisation and the staff
Underpinning Knowledge* * Required knowledge/skills is to be limited to that which is sufficient to perform the particular workplace competency	• 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 • e-work policy and practices • Legal and ethical requirements for e-work • Occupational health and safety • Relationship management
Underpinning Skills	• Computer skills for online communication • Literacy skills to interpret requirements and document performance management outcomes • Numeracy skills for determining timelines and milestones • Communication skills, including negotiation and conflict resolution, to resolve difficulties • Performance management and appraisal skills • 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 3	Level 2	Level 3	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 individual objectives and progress and to clarify roles and responsibilities

- **Communicating ideas and information** – to identify and communicate work objectives using participative, transparent decision making processes to review work allocations and maintain effective working relations

- **Planning and organising activities** – to provide guidance and support for e-workers and to organise activities such as regular meetings

- **Working with teams and others** – to provide effective leadership and direction, to improve and foster self-managed work practices through staff training, and to facilitate effective working relationships between office based and e-staff

- **Using mathematical ideas and techniques** – to maintain staff schedules

- **Solving problems** – to maintain effective working relationships while achieving agreed targets and timelines

- **Using technology** – to provide online customer service

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

BSBEBUS501A   Evaluate e-business opportunities

Unit Descriptor   This unit covers evaluation of the impact of e-business for an industry sector, new opportunities or capabilities provided by the Internet, threats and opportunities related to e-business, and risks / obstacles to be overcome to take advantage of e-business opportunities.

This unit is related to BSBEBUS601A Develop an e-business strategy. Consider co-assessment with BSBEBUS502A Evaluate e-business models and BSBEBUS503A Design an e-business.

Competency Field   e-business

Element

Performance Criteria

1. Analyse the external e-business environment

1.1 The extent of e-business and its applications are identified

1.2 The current or likely effect of e-business on key sectors of the economy which impact on the business, is evaluated

1.3 The impact of e-business in the business' industry sector is researched and evaluated

1.4 A competitive analysis of existing and potential competitors and allies in e-business is undertaken

1.5 The likely impact of embracing e-business solutions is estimated for the business using valid and reliable information sources

1.6 The potential impact of foreign and domestic government legislation is evaluated

2. Analyse the business' capabilities in relation to e-business

2.1 The business' existing resources and core competencies are evaluated to identify competitive advantage

2.2 Value chain analysis is completed across the organisation to identify processes and relationships that may benefit from the adoption of e-business solutions

2.3 Threats and opportunities for the business related to the introduction of e-business solutions are identified

2.4 Implications for the value chain of adopting e-business solutions are assessed

2.5 Risks and obstacles in implementing e-business solutions are evaluated and ways to deal with them identified

2.6 Resource analysis is conducted to identify cost and revenue implications in developing opportunities

Element	Performance Criteria
3. Evaluate e-business opportunities	3.1 New capabilities provided by the Internet and other forms of e-business are identified through research and consultation and possible changes to the business and its culture are evaluated
	3.2 New e-business opportunities are identified and evaluated in terms of their compatibility with business goals and direction and their likely contribution to the business
	3.3 Legal and ethical issues relating to e-business opportunities are identified and evaluated
	3.4 The impact of the international nature of e-business is evaluated for each business opportunity
	3.5 The viability of making changes to current operations to take advantage of e-business opportunities is determined through cost-benefit analysis
	3.6 Timeframes required for implementation are evaluated for e-business 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:

Legislation, codes and national standards relevant to the workplace may include:	- award and enterprise agreements - national, State/Territory legislative requirements especially in regard to Occupational Health and Safety - industry codes of practice - OECD International Guidelines for Consumer Protection in E-Commerce - copyright laws - defamation laws - privacy legislation - intellectual property, confidentiality requirements - legal and regulatory policies affecting e-business - Internet codes of practice

Range Statement

e-business is:	• every type of business transaction in which the participants (ie suppliers, end users etc) prepare or transact business or conduct their trade in goods or services electronically (A definition of e-business in E-competent Australia, ANTA, May 2000)

Processes and relationships may include:

- organisation structures
- customer service
- delivery of core services
- delivery of products
- delivery of Government services
- trading communities
- development of new products, services and markets

Value chain analysis is:

- an analysis of a series of primary activities, such as:
  - inbound logistics
  - operations
  - outbound logistics
  - marketing and sales
  - service support
- and their support activities, such as:
  - business infrastructure
  - human resource management
  - technological development
  - procurement

Range Statement

Threats and opportunities may include:	• business-to-business (B2B) opportunities where e-business is conducted between companies
	• business-to-consumer (B2C) opportunities where e-business is conducted between an enterprise and a customer
	• business to Government (B2G) opportunities where e-business is conducted between an enterprise and the government
	• disintermediation threats/opportunities where the role of 'middlemen' or other middle supply chain elements is reduced or made redundant as newer more efficient supply chain technologies are implemented
	• re-intermediation opportunities, where e-business creates new value between producers and consumers
	• Competition legislation
	• internal business opportunities that improve productivity utilising e-business development
	• risk management: payments, fraud etc
	• infrastructure requirements: disaster recovery, failsafe systems
New capabilities may include:	• 24-hour operation
	• communication
	• global reach
	• supply channel
	• distribution channel
	• online customer service
	• automated marketing efforts
Contribution to the business may include:	• effect on:
	• sales
	• market share
	• profitability
	• growth
	• return on investment
	• customer satisfaction ratings
	• staff productivity and professional development
	• staff morale ie using efficient technologies to enhance workplace

Range Statement

International nature of e-business may include:	• language
	• culture
	• legal issues
	• technology
	• distribution factors

| **Technology focus of e-business may include:** | • access to support |
| | • basic understanding of 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

- Integrated demonstration of all elements of competency and their performance criteria
- Evaluation of e-business opportunities involving new business models not simply electronic versions of existing businesses

Underpinning Knowledge*
*   Required knowledge/skills is to be limited to that which is sufficient to perform the particular workplace competency

- 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
- Familiarity with Internet / World Wide Web
- e-business environment
- e-business terminology
- Sources of market information
- Value chain analysis
- Cost-benefit analysis

Underpinning Skills

- Computer operating skills
- Literacy skills to identify and interpret market information
- Numeracy skills for data analysis and cost-benefit analysis
- Ability to relate to stakeholders 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 3	Level 3	Level 3	Level 3	Level 2	Level 3	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 analyse the e-business market and to determine the impact of e-business solutions

- Communicating ideas and information – to identify and communicate e-business opportunities and objectives and to identify and encourage business enabled by new capabilities which may become available

- Planning and organising activities – to analyse the current external environment, to evaluate the business's current capabilities and to identify new business opportunities

- Working with teams and others – to provide effective leadership and direction and to facilitate change in order to take advantage of new business opportunities

- Using mathematical ideas and techniques – to conduct an analysis of current and future business opportunities in relation to the current business position

- Solving problems – to evaluate current situation and to position the business to take advantage of new business opportunities

- Using technology – to facilitate analysis and evaluation of current situation and future opportunities

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

BSBEBUS502A   Evaluate e-business models

Unit Descriptor   This unit covers evaluating different e-business models such as e-shop, e-mall, e-brokerage, e-procurement, e-auction, collaboration partners, etc.

This unit is related to BSBEBUS601A Develop an e-business strategy. Consider co-assessment with BSBEBUS501A Evaluate e-business opportunities and BSBEBUS503A Design an e-business.

Competency Field   e-business

Element

Performance Criteria

1. Investigate e-business models

1.1 *Business-to-business, business-to-consumer* and intra-organisational *e-business* applications are identified and analysed

1.2 *e-business models* are identified and their features distinguished

1.3 The structure and features of each business model are evaluated for their relevance within the industry and for the business

2. Evaluate e-business models

2.1 The strengths and weaknesses of e-business models are identified in relation to the business

2.2 The resourcing, technical and security requirements of each model are identified and compared with current business capability

2.3 Compatible e-business models are ranked in terms of their viability and likely success

2.4 An e-business model is determined for the business in accordance with the requirements of its business plan

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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 • national, State/Territory legislative requirements especially in regard to Occupational Health and Safety • industry codes of practice • OECD International Guidelines for Consumer Protection in E-Commerce • copyright laws • privacy legislation • intellectual property, confidentiality requirements • legal and regulatory policies affecting e-business • Internet codes of practice
Business-to-business (B2B):	• involves e-business between organisations • may be B2G – business to government
Business-to-consumer (B2C):	• involves e-business between an enterprise and a customer
e-business is:	• every type of business transaction in which the participants (ie suppliers, end users etc) prepare or transact business or conduct their trade in goods or services electronically (Definition of e-commerce in <u>E-competent Australia</u>, ANTA, May 2000)

Range Statement

e-business models may include:
- e-shop / e-tailing
- e-mall
- e-procurement
- e-auction
- e-office
- virtual community
- portal
- collaboration partners
- third party marketplaces
- value chain integrators
- value chain service providers
- information brokers
- trust services
- competitor cooperation model
- web rings
- multilevel marketing
- aggregator models
- tender services
- e-government
- micro-payments business model

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
- Integrated demonstration of all elements of competency and their performance criteria
- Rationale and supporting evidence for choice of e-business model

Evidence Guide

Underpinning Knowledge* * Required knowledge/skills is to be limited to that which is sufficient to perform the particular workplace competency	• 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 • Internet / World Wide Web • e-business • e-business terminology • Accepted and emerging e-business models for business-to-business and business-to-consumer • Opportunities and threats for the business related to e-business
Underpinning Skills	• Electronic technology (computer, modem, telephone etc) skills • Literacy skills to identify and interpret business models • Numeracy skills for analysis of resourcing requirements and viability • Ability to relate to stakeholders 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 especially technology based resources
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 3	Level 3	Level 3	Level 2	Level 3	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 evaluate e-business models and their relevance for the business

• **Communicating ideas and information** –to assist planning through ranked business models

• **Planning and organising activities** – to evaluate the structure and features of a variety of business models in order to develop an e-business model for the business

• **Working with teams and others** –to gather and analyse information on business models

• **Using mathematical ideas and techniques** – to rank compatible business models

• **Solving problems** – to evaluate and determine viable business models and develop an e-business model for the business which will provide a secure environment for business growth

• **Using technology** – to investigate e-business models

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

BSBEBUS503A   Design an e-business

Unit Descriptor   This unit covers design of an e-business using an accepted or emerging e-business model. It may be a stand alone e-business or an existing business adding in an e-business facility and running both business models. Consider co-assessment with BSBEBUS501A Evaluate e-business opportunities and BSBEBUS502A Evaluate e-business models.

Competency Field   e-business

Element

Performance Criteria

1. Determine e-business model

1.1 An *e-business model* is confirmed for the business in accordance with the requirements of its business plan

1.2 Legal, ethical, risk management and security issues for the business are identified and addressed in accordance with e-business model

1.3 Cost implications of implementation of the e-business model are assessed and provided for

1.4 *Policies and procedures* are identified for development, to guide business operation in accordance with the e-business model

2. Design an e-business

2.1 Purpose, objectives and values are formulated for the e-business

2.2 Elements of the *value chain* are identified and structured for electronic business in accordance with the business model

2.3 The target market for the e-business strategy is identified and customer priorities investigated

2.4 The e-business is designed to address the needs of the target market in accordance with the purpose, objectives and values of the business

3. Plan e-business implementation

3.1 The benefits of internal development versus outsourcing versus partial outsourcing are assessed

3.2 The technical needs for implementation of the e-business model are identified in consultation with technical expert/s

3.3 Culture change issues are investigated and a plan developed to manage transition to an e-business

3.4 Options are developed and costed for e-business implementation and an implementation plan developed to manage the process 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 may include:	• award and enterprise agreements • national, State/Territory legislative requirements especially in regard to Occupational Health and Safety • industry codes of practice • OECD International Guidelines for Consumer Protection in E-Commerce • copyright laws • privacy legislation • intellectual property, confidentiality requirements • legal and regulatory policies affecting e-business • Internet codes of practice • ethics
e-business is:	• every type of business transaction in which the participants (ie suppliers, end users etc) prepare or transact business or conduct their trade in goods or services electronically (Definition of e-commerce in <u>E-competent Australia</u>, ANTA, May 2000)

Range Statement

e-business models may include:
- e-shop / e-tailing
- e-mall
- e-procurement
- e-auction
- e-office
- virtual community
- collaboration partners
- third party marketplaces
- value chain integrators
- value chain service providers
- information brokers
- trust services
- competitor cooperation model
- portals
- web rings
- multilevel marketing
- aggregator models
- tender services
- e-government
- micro-payments business model

Value chain may include:
- inbound logistics
- operations
- outbound logistics
- marketing and sales
- service support

and their support activities, such as:
- business infrastructure
- human resource management
- technological development
- procurement

Range Statement

Policies and guidelines may include:
- security
- privacy
- integrity
- confidentiality
- information management
- risk management
- intellectual property
- fraud prevention and detection
- business ethics
- human resource management
- performance management
- electronic communication
- outsourcing
- legal issues eg jurisdiction, contract validity, taxation
- change management

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
- Integrated demonstration of all elements of competency and their performance criteria
- Rationale for value chain and marketing mix decisions

Evidence Guide

Underpinning Knowledge*
* Required knowledge/skills is to be limited to that which is sufficient to perform the particular workplace competency

- 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
- Internet / World Wide Web
- e-business environment
- e-business terminology
- Accepted and emerging e-business models for business-to-business and business-to-consumer
- Value chain
- Legal, ethical, security and risk management issues relating to e-business
- Marketing mix
- Culture of e-business versus traditional business models

Underpinning Skills

- Computer technology skills
- Literacy skills to identify and plan implementation of a business model
- Numeracy skills for value chain analysis
- Ability to relate to stakeholders 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 including access to the Internet

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 3	Level 3	Level 2	Level 1	Level 3	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 collect marketing information, to determine a suitable business model and to make value chain decisions

- **Communicating ideas and information** – through the implementation, plan to develop business partnerships and to create a positive culture within the business

- **Planning and organising activities** – to assist e-business implementation, to address the needs of the target market and to identify and implement the most appropriate options for the business

- **Working with teams and others** –to develop policies and procedures, to gather and analyse information on business models and to facilitate changes in the business culture required by the development of an e-business model for the business

- **Using mathematical ideas and techniques** – for value chain analysis

- **Solving problems** – to determine marketing mix and technical needs to aid implementation decisions in regard to the best mix of internal and outsourced solutions

- **Using technology** – to prepare implementation plan

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

BSBEBUS504A   Implement an e-business strategy

Unit Descriptor   This unit covers implementation, monitoring and review of e-business strategy.

This unit is related to BSBEBUS601A Develop an e-business strategy. Consider co-assessment with BSBEBUS505A Implement new technologies for business.

Competency Field   e-business

Element	Performance Criteria
1. Implement action plan for e-business strategy	1.1 Business processes are identified and re-engineered using online technologies in accordance with the business plan and the e-business model
	1.2 Technology for e-business implementation is acquired in accordance with the action plan and budgetary requirements
	1.3 *Policies and procedures* are used to guide business operations in accordance with the e-business model
	1.4 Learning and development opportunities are provided in accordance with the business plan and staff needs
	1.5 *Information and development support* is provided to customers and supply chain to assist in implementation of the e-business strategy
2. Manage the business change process	2.1 Coaching and mentoring is provided to assist staff, supply chain and customers to master new processes and new technologies in accordance with individual needs
	2.2 Staff, supply chain and customers are kept informed of progress in the implementation of change to an e-business model
3. Monitor implementation and manage contingencies	3.1 The culture of the business and its effect on achievement of business goals is monitored and processes for dealing with culture change are managed in accordance with the e-business strategy
	3.2 Opportunities are identified to adjust policies and processes to respond to the changing needs of customers, supply chain and the organisation
	3.3 Adjustments to manage contingencies are made in accordance with level of responsibility and authority

Element	Performance Criteria
4. Evaluate and improve e-business strategy	4.1 Review of the implementation of the e-business strategy is undertaken in accordance with organisational requirements
	4.2 Information and reports are used to compare plans, budgets, timelines and forecasts to actual performance
	4.3 e-business systems are reviewed in consultation with users and personnel responsible for e-business and recommendations made for improvements
	4.4 Evaluation results and feedback from users are used to plan and improve future e-business strategies

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
- national, State/Territory legislative requirements especially in regard to Occupational Health and Safety
- industry codes of practice
- OECD International Guidelines for Consumer Protection in E-Commerce
- copyright laws
- defamation laws
- privacy legislation
- intellectual property, confidentiality requirements
- legal and regulatory policies affecting e-business

e-business is:

- every type of business transaction in which the participants (ie suppliers, end users etc) prepare or transact business or conduct their trade in goods or services electronically (Definition of e-commerce in E-competent Australia, ANTA, May 2000)

Range Statement

Policies and guidelines may include:

- security
- privacy
- confidentiality
- information management
- risk management
- intellectual property
- fraud prevention and detection
- business ethics
- human resource management
- performance management
- electronic communication
- outsourcing
- legal issues eg jurisdiction, contract validity, taxation

Information and development support may include:

- personal identification and password for online access to business processes eg purchasing or supply
- banking information for electronic funds transfer
- new protocols relating to legal or security issues for e-business
- open and international standards e.g. EAN.UCC or UN/EDIFACT
- contact person
- advice on staffing arrangements
- advice on technology issues / compatibility
- advice on existing business strategy and base business versus growth business
- feedback loops

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

- Integrated demonstration of all elements of competency and their performance criteria
- The importance of culture change for the successful implementation of an e-business strategy

Evidence Guide

Underpinning Knowledge*
* Required knowledge/skills is to be limited to that which is sufficient to perform the particular workplace competency

- 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
- e-business environment
- e-business terminology
- Legal, ethical and security issues relating to e-business
- Culture of e-business versus traditional business models
- Open and international standards
- Implementation issues

Underpinning Skills

- Computer technology skills
- Literacy skills to interpret policies and procedures and provide information to others
- Numeracy skills for complying with budgetary requirements
- Communication skills for consultation with users, supply chain and customers
- Change management
- Ability to relate to stakeholders 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 3	Level 3	Level 3	Level 1	Level 3	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 re-engineer business processes and to evaluate and produce reports

• **Communicating ideas and information** – to assist and coach staff, supply chain and customers with new e-business model and to keep stakeholders constantly informed of the changes in e-business strategies

• **Planning and organising activities** – by developing policies and procedures to inform business operations and to implement e-business strategies

• **Working with teams and others** – to provide training and development and to bring about the culture change necessary to manage change and to implement effective e-business strategies

• **Using mathematical ideas and techniques** – to meet budgetary requirements

• **Solving problems** – to manage change, to deal with contingencies and to develop and adapt processes and procedures to implement e-business strategies

• **Using technology** –to provide business services

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

BSBEBUS505A   Implement new technologies for business

Unit Descriptor   This unit covers planning for the introduction of new technologies, implementing new technologies for the business and managing the change process associated with implementation.

Consider co-assessment with BSBEBUS504A Implement an e-business strategy.

Competency Field   e-business

Element	Performance Criteria
1. Develop implementation plan for new technologies	1.1 Staff skills and culture change issues in adoption of *new technologies* are determined in accordance with organisational requirements
	1.2 Risks and obstacles relating to the introduction of new technologies are identified and planned for
	1.3 Changes to current business practices necessary in adopting new technologies are identified
	1.4 Suppliers of new technologies are confirmed and their provision of initial and ongoing training and support identified
	1.5 Implementation plan identifies objectives, activities, timeframes and budget for the introduction of new technologies
2. Implement new technologies	2.1 Responsibility for new technologies is assigned in accordance with organisational requirements
	2.2 Technologies are introduced and business processes are re-engineered in accordance with the implementation plan
	2.3 New *policy and procedures* are developed for the introduction and integration of new technologies into the business
	2.4 New and existing staff are inducted, and learning and development opportunities for staff affected by new technologies are provided in accordance with the implementation plan
	2.5 Information and support are made available to customers and supply chain affected by the introduction of new technologies in accordance with organisational requirements

Element	Performance Criteria
3. Monitor implementation of new technologies and manage contingencies	3.1 Staff, supply chain and customers are kept informed of progress in the implementation of change to new technologies
	3.2 The culture of the business is monitored and processes for facilitating culture change are utilised in accordance with the e-business strategy
	3.3 Opportunities are identified to adjust policies and processes to respond to the changing needs of customers, supply chain and the organisation within budgetary requirements
	3.4 Adjustments to policy and procedures to manage contingencies are made in accordance with level of responsibility and authority

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
- national, State/Territory legislative requirements especially in regard to Occupational Health and Safety
- industry codes of practice
- OECD International Guidelines for Consumer Protection in E-Commerce
- copyright laws
- defamation laws
- privacy legislation
- intellectual property, confidentiality requirements
- legal and regulatory policies affecting e-business

e-business is:

- every type of business transaction in which the participants (ie suppliers, end users etc) prepare or transact business or conduct their trade in goods or services electronically (Definition of e-commerce in <u>E-competent Australia</u>, ANTA, May 2000)

Range Statement

New technologies may include:	• mobile technologies eg second generation such as GSM (Global System for Mobile communications)
	• 3G (third generation cellular radio for mobile technology, designed to support wideband data communications just as well as voice – the basis for a wireless information society)
	• location based services for mobile
	• digital signature technology for mobile phone users
	• General Packet Radio Services (GPRS)
	• WAP (wireless application protocol)
	• UMTS (universal mobile telephony system)
	• xDSL technologies eg ADSL (Asymmetric Digital Subscriber Line)
	• computer telephony integration
	• access gateways (to hide type of access that may be via cable modem, mobile telephone, landline, ADSL modem)
	• fax gateways
	• Bluetooth chips for short distance wireless connections over short distances (alternative to cable)
	• EDGE (Enhanced Data rates for GSM Evolution) to increase GSM network capacity and data rates
	• Internet telephony
	• voice verification technology
	• business to business electronic data intransfer e.g. UN/EDIFACT, XML via internet, web browsers.
Policies and procedures may include:	• security
	• risk management
	• information management
	• human resource management
	• business ethics
	• privacy
	• confidentiality
	• intellectual property
	• fraud prevention and detection
	• electronic communication

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	• Integrated demonstration of all elements of competency and their performance criteria • Sufficiency of provision for staff support and training, attention to cultural change issues, and integration of new technologies with other business processes
Underpinning Knowledge* * Required knowledge/skills is to be limited to that which is sufficient to perform the particular workplace competency	• 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 • e-business • e-business terminology • Change management • Legal, ethical and security issues relating to introduction of new technologies • Culture of e-business versus traditional business models • Implementation issues
Underpinning Skills	• Computer technology skills • Literacy skills to adjust policies and procedures and provide information to others • Numeracy skills for complying with budgetary requirements • Communication skills for consultation with suppliers, staff, supply chain and customers • Ability to relate to stakeholders 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 3	Level 3	Level 3	Level 2	Level 3	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 develop an implementation plan and to identify risks and changes needed to develop the business

- **Communicating ideas and information** – through updated policy and procedures, to keep staff and customers informed of implementation progress of new technologies for the business

- **Planning and organising activities** – to prepare for the implementation of new technologies for the business, including the training and development of new and existing staff and other stakeholders

- **Working with teams and others** – to provide training to staff and others affected by the introduction of new technologies to the business

- **Using mathematical ideas and techniques** – to prepare budgets and timeframes for the implementation of new technologies for the business

- **Solving problems** – to manage cultural change, business process change and contingencies relating to the introduction of new technologies to the business

- **Using technology** – once integrated into the business

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

BSBEBUS506A   Plan and develop a business website

Unit Descriptor   This unit covers the planning, developing and evaluating of the business aspects of a website and integration of the website into business operations.

This unit is related to BSBEBUS604A Develop a business website. Consider co-assessment with BSBEBUS507A Manage the business aspects of a website.

Competency Field   e-business

Element   Performance Criteria

1. Plan website structure
   1.1 The style and structure of the website suit its *purpose* and intended target audience in accordance with the business website strategy

   1.2 The website structure accommodates the required *features and capabilities* identified in website planning

   1.3 Layout and navigation requirements are determined for appearance, readability, links, and ease of operation

Determine website content
   2.1 *Business information* is used to create website content in accordance with the business website strategy

   2.2 *Content features* are integrated into the website in accordance with the website plan

   2.3 Website content is accurate, current and relevant to the website purpose and strategy

   2.4 Language style and tone are suited to the business image to be conveyed and to the intended target audience

3. Develop website pages
   3.1 A plan for website pages and *active links* is prepared to meet layout and navigation requirements

   3.2 Page title is selected to reflect the business purpose and content of the website and to assist its access via search engines

   3.3 Page presentation is improved by adding *features* which will enhance the text on the web pages

   3.4 Linked web pages are developed in accordance with the website plan

   3.5 Customer feedback mechanisms and processes are integrated into the website

Element	Performance Criteria
4. Test and critically evaluate website	4.1 The website is visited to confirm its operational status, appearance, accuracy and *ease of operation*
	4.2 The website projects a business image suited to the e-business model in accordance with the business website strategy
	4.3 The website meets organisational requirements as identified in the business website strategy

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
- national, State/Territory legislative requirements especially in regard to Occupational Health and Safety
- industry codes of practice
- OECD International Guidelines for Consumer Protection in E-Commerce
- copyright laws
- defamation laws
- privacy legislation
- intellectual property, confidentiality requirements
- legal and regulatory policies affecting e-business

Website purpose may include:

- marketing
- sales
- contracting and procurement
- auctions
- provision of information
- collaboration
- support to multiple businesses
- value chain integration
- electronic payments
- consultancy services
- certification

Range Statement

Website features and capabilities may include:	- marketing features - legal requirements - privacy and confidentiality requirements - security requirements - authentication facility or link - customer service requirements - shopping cart facilities - electronic payment facilities - online catalogues, brochures - knowledge bases - frequently asked questions (FAQs) - thumbnails - active links - navigation buttons - colour, sound, video, images, graphics - downloadable files - search facility - facility for user feedback on content and operation of website - text and tags in HTML (hypertext markup language) - cut down versions of web pages in WML (wireless markup language) for access by WAP (wireless application protocol) telephones
Business information may include:	- business purpose - business history - products - services - customer service

Range Statement

Content features may include:
- knowledge bases
- products and services
- catalogues
- brochures
- thumbnails
- frequently asked questions (FAQS)
- company profile
- staff profiles
- business history
- client testimonials
- published materials

Active links may include:
- link between a page and the home page (relative links)
- link to a page on another website (fully qualified URL -uniform resource locators)

Page presentation features may include:
- use of bold, italics, subscript, superscript, strikethrough
- different fonts and font sizes
- colour
- images eg photographs, graphics
- bulleted or numbered lists
- tables
- animated sequences
- sound
- movie sequence
- plug ins
- downloadable files

Ease of operation may include:
- homepage download time
- time to download files
- difficulty in navigation

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	• Integrated demonstration of all elements of competency and their performance criteria • Business satisfaction with operational website
Underpinning Knowledge* * Required knowledge/skills is to be limited to that which is sufficient to perform the particular workplace competency	• 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 • Internet • World Wide Web • positive and negative aspects of a web site • Browsers, search engines, web crawlers • e-business environment • e-Marketing principles • Features of a marketing oriented website • Ways to increase the marketing effectiveness of a website
Underpinning Skills	• Computer technology skills • Communication skills to consult with relevant personnel on website purpose, image and capabilities • Literacy skills to produce well-designed web pages • Numeracy skills for layout and linking of pages • Ability to relate to stakeholders 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 3	Level 3	Level 3	Level 2	Level 3	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 identify website structure suitable for the business and to determine content and features of website

- **Communicating ideas and information** – through linked web pages and a language style and tone suitable for the business and by the development of customer feedback mechanisms and procedures

- **Planning and organising activities** – to design the website including layout and links to complement the business aims and objectives

- **Working with teams and others** – to determine the purpose and features of the website, and to determine customer feedback and meet customer requirements

- **Using mathematical ideas and techniques** – to layout web pages

- **Solving problems** – to develop the business website using appropriate information and content and by critically evaluating and testing the website to ensure its usefulness to the development of the business

- **Using technology** – to develop a website

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

BSBEBUS507A   Manage the business aspects of a website

Unit Descriptor   This unit covers business management and on-going monitoring
                            of a website to continuously improve its effectiveness.

                            This unit is related to BSBEBUS604A Develop a business website
                            strategy. Consider co-assessment with BSBEBUS506A Plan and
                            develop a business website and BSBEBUS508A Build a virtual
                            community.

Competency Field   e-business

Element   ## Performance Criteria

1. Develop website   1.1 Standards and procedures for website content
    management policy and   management are developed and implemented in
    procedures   accordance with business website strategy

                            1.2 Content management procedures provide for updates
                                 of existing information as well as new information
                                 and customer services to be added to the site in
                                 response to user comments

                            1.3 Requirements for site *maintenance* of the website are
                                 determined in accordance with business website
                                 strategy and budgetary requirements

2. Integrate a website into   2.1 Responsibility for website maintenance within the
    business operations   organisation is determined in accordance with human
                                     resource management policy and the overall
                                     e-business strategy

                            2.2 Business processes to support the website are
                                 determined and implemented in consultation with
                                 relevant personnel

                            2.3 Links between the website and *operational areas* of
                                 the business are identified and procedures developed
                                 to enable their integration in accordance with the
                                 overall e-business strategy and budgetary
                                 requirements

                            2.4 Operational areas are monitored and opportunities
                                 are taken to adjust policies and processes in
                                 accordance with level of responsibility and authority,
                                 to ensure effective integration with website operation

Element	Performance Criteria
3. Monitor and review website performance and outcomes	3.1 Feedback from users and customers is used to evaluate the effectiveness of the website and recommend improvements
	3.2 Regular review of the implementation of the website strategy is undertaken and business data / reports are used to compare plans, budgets and objectives with actual performance
	3.3 Business outcomes related to the website are evaluated against objectives to measure the effectiveness of the website and recommendations are made for improvements
	3.4 The effectiveness of web server hosting arrangements is evaluated and inadequacies dealt with in accordance with organisational policy 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 may include:	• award and enterprise agreements • national, State/Territory legislative requirements especially in regard to Occupational Health and Safety • industry codes of practice • OECD International Guidelines for Consumer Protection in E-Commerce • copyright laws • privacy legislation • intellectual property, confidentiality requirements • legal and regulatory policies affecting e-business
Maintenance issues may include:	• frequency of updates • maintenance workload
Operational areas may include:	• marketing and sales • administration • accounting • service support • procurement

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

- Integrated demonstration of all elements of competency and their performance criteria
- fine tuning of processes to deal with contingencies and feedback from users

Underpinning Knowledge*
* Required knowledge/skills is to be limited to that which is sufficient to perform the particular workplace competency

- 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
- Internet / World Wide Web
- e-business environment
- e-business terminology
- Website business content and management
- Legal, ethical and security issues relating to websites
- Culture of e-business versus traditional business models
- Implementation issues
- Website marketing

Underpinning Skills

- Computer technology skills
- Literacy skills to interpret policies and procedures and provide information to others
- Numeracy skills for reviewing performance against budget
- Communication skills for consultation with users, supply chain and customers
- Ability to relate to stakeholders 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 3	Level 3	Level 2	Level 2	Level 3	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 review website performance and to gather information for website maintenance and for future development
- **Communicating ideas and information** – through communication of policies and business processes to support the website and through acting on advice from feedback from users and customers
- **Planning and organising activities** – to integrate the website with business operations
- **Working with teams and others** – to gather feedback from website users and customers, to recommend changes, to seek expert advice and to consult with relevant personnel
- **Using mathematical ideas and techniques** – for data analysis
- **Solving problems** – to adapt to contingencies and to integrate the website into operational areas of the business to ensure that actual performance meets organisational standards and procedures
- **Using technology** – to manage a website

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

BSBEBUS508A   Build a virtual community

Unit Descriptor   This unit covers development of a virtual business community built around a common interest / area of business.

Consider co-assessment with BSBEBUS507A Manage the business aspects of a website.

Competency Field   e-business

Element

Performance Criteria

1. Set up a virtual community

1.1 Registration / membership requirements and *guidelines* for participating in the virtual community are determined in accordance with the website marketing strategy

1.2 The virtual community website is developed and marketing strategies implemented to launch the site and the community

1.3 Member organisations/individuals are recruited and authenticated in accordance with organisational requirements

1.4 Members are supported to access services and contribute to the community by sharing expertise and business/market intelligence in accordance with accepted *net etiquette*

2. Develop and manage a virtual community

2.1 Contributions to the virtual community are monitored and strategies adjusted to enhance cooperation and build the community in accordance with the website communication strategy

2.2 The culture of the developing community is monitored and processes for dealing with contingencies are developed and implemented in accordance with level of responsibility and authority

2.3 Customer satisfaction with the virtual community is evaluated and strategies to improve customer service are developed and implemented in accordance with organisational requirements

2.4 Opportunities are identified to adjust policies and processes to respond to the changing needs of members and the organisation

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
- national, State/Territory legislative requirements especially in regard to Occupational Health and Safety
- industry codes of practice
- OECD International Guidelines for Consumer Protection in E-Commerce
- copyright laws
- defamation laws
- privacy legislation
- intellectual property, confidentiality requirements
- legal and regulatory policies affecting e-business

Virtual community refers to:

- a website where members / clients contribute and access information

Guidelines may include:

- legal, ethical and security issues
- pre-requisites for membership
- roles, rights and responsibilities of members
- open posting and viewing of free materials
- moderated postings
- roles, rights and responsibilities of moderator
- viewing restricted by log-on and/or password
- subscription conditions and fees

Range Statement

Net etiquette (netiquette) refers to:

- protocols for discussion groups
- accepted (not mandated) rules for being a good net citizen (netizen)
- remember you're dealing with real people not computers
- if you wouldn't do it in real life don't do it in cyberspace
- adjust to the style and tone of discussion groups
- respect other's time and bandwidth
- look good online (spelling, grammar, and something worth saying)
- share expert knowledge
- keep flames under control (flaming is making personal attacks on others)
- respect other people's privacy
- don't abuse your power
- be forgiving of other's mistakes
- from Virginia Shea (1994) *Netiquette,* Albion Books San Francisco pp 32 - 33

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

- Integrated demonstration of all elements of competency and their performance criteria
- Level of member satisfaction with the virtual community
- Evaluating and influencing the culture of the virtual community

Underpinning Knowledge*

* Required knowledge/skills is to be limited to that which is sufficient to perform the particular workplace competency

- 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
- Internet / World Wide Web
- e-business environment
- e-business terminology
- Website business management
- Legal, ethical and security issues relating to websites
- Culture of e-business community versus traditional business community

Underpinning Skills

- Computer technology skills
- Literacy skills to interpret policies and procedures and provide information to others
- Numeracy skills for reviewing website data
- Communication skills for consultation with members
- Ability to relate to stakeholders 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 3	Level 3	Level 3	Level 1	Level 3	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 focus and membership of the virtual community, and identify the technical support, communication process and financial commitment necessary to support the business community

- **Communicating ideas and information** – through the virtual community website to recruit members and to assist them to access services and to contribute to the community

- **Planning and organising activities** – to launch the virtual community, to respond to change and to deal with contingencies as they arise, especially in the area of website security

- **Working with teams and others** – to develop the virtual community, to gather feedback from website users and community members, to recommend changes and to encourage co-operation and contribution from members

- **Using mathematical ideas and techniques** – for data analysis of website users

- **Solving problems** – to improve services and contributions, to develop community membership and to resolve potential conflicts as they arise

- **Using technology** – to build a virtual community

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

BSBEBUS509A   Implement e-business outsourcing arrangements

Unit Descriptor   This unit covers preparation of a brief for outsourcing or contracting e-business activities, investigation of collaborative or partnership opportunities, determining outsourcing arrangements and contracting provider/s.

This unit is related to BSBEBUS607A Develop e-business outsourcing policy and guidelines. Consider co-assessment with BSBEBUS510A Manage e-business outsourcing and BSBEBUS516A Manage online purchasing.

Competency Field   e-business

Element

Performance Criteria

1. Prepare a brief for outsourcing or contracting e-business activities

1.1 C*riteria* for identifying *e-business* activities for outsourcing or contracting are confirmed and used in accordance with organisational policy and guidelines

1.2 *Activities suitable for outsourcing* are identified and risk analysis conducted in accordance with organisational policy and guidelines to select those to be included in the brief

1.3 Specifications are determined for the business activities, and a *brief* prepared in accordance with organisational requirements

2. Investigate outsourcing options

2.1 Collaborative or partnering opportunities are investigated in accordance with organisational policy and guidelines

2.2 Potential service providers of outsourced e-business activities are identified and provided with the contract brief

2.3 The brief is advertised and offers obtained in accordance with organisational policy and procedures, and *legal and ethical requirements*

3. Determine outsourcing arrangements

3.1 Offers are evaluated against the specifications in the brief and successful providers or partners selected based on selection criteria, value for money and quality of goods and services in accordance with organisational policy and procedures

3.2 Contractual arrangements are confirmed and agreed in accordance with legal and accounting 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 may include:	• award and enterprise agreements • national, State/Territory legislative requirements especially in regard to Occupational Health and Safety • industry codes of practice • OECD International Guidelines for Consumer Protection in E-Commerce • legal and regulatory policies affecting e-business • code of conduct - e-procurement
Outsourcing criteria may include:	• cost shifting • quality • customer needs • customer loyalty • vendor loyalty • time to market • access to market • market share • brand building issues • margins • risk management assessment – contingency planning
e-business is:	• every type of business transaction in which the participants (ie suppliers, end users etc) prepare or transact business or conduct their trade in goods or services electronically (Definition of e-commerce in E-competent Australia, ANTA, May 2000)

Range Statement

Activities suitable for outsourcing may include:	• website setup, maintenance and management - file transfer protocols
	• online catalogue setup and maintenance
	• technology maintenance and upgrade
	• setting up new users after initial implementation
	• authentication services
	• ordering
	• production
	• e-marketing
	• inventory management
	• labelling
	• distribution
	• invoicing
	• credit card facilities
	• accounting
	• confirmation order received back to the customer
Outsourcing brief may include	• expected outcomes
	• selection criteria
	• length of contract
	• responsibilities of the parties
	• terms of the contract
	• financial arrangements
	• management reporting criteria
	• service level agreement
	• key performance indicators
	• agreed format for vendor provision
Legal and ethical requirements may include:	• confidentiality
	• privacy
	• aspects of contract law
	• equal employment opportunity
	• Trades Practices Act

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	• Integrated demonstration of all elements of competency and their performance criteria • Legislation and procedures applied to the outsourcing or contracting process including code of conduct
Underpinning Knowledge* * Required knowledge/skills is to be limited to that which is sufficient to perform the particular workplace competency	• 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 • Outsourcing or contracting policy and procedures • Probity issues related to awarding contracts • Code of conduct • Legal issues related to collaboration or partnerships (intellectual property, copyright, confidentiality etc) • relevant aspects of trade practices, commercial and contract law
Underpinning Skills	• Literacy skills to determine brief and read contracts • Numeracy skills to determine value for money • Communication skills to negotiate contract or partnership arrangements • Negotiation skills to handle partnering • Computer technology skills • Ability to relate to stakeholders 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 3	Level 3	Level 3	Level 2	Level 3	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 determine activities to be outsourced and to develop specifications and contracts.

• **Communicating ideas and information** – to investigate and confirm collaborative or partnering opportunities and to negotiate with business partners

• **Planning and organising activities** – to co-ordinate the requirements and information necessary to develop and advertise the contract brief and to make decisions on outsourcing arrangements

• **Working with teams and others** – to identify requirements and develop specifications and contracts, to select business partners and negotiate contractual arrangements

• **Using mathematical ideas and techniques** – to identify project requirements and to determine value for money

• **Solving problems** – to develop specifications and contracts to co-ordinate the project brief and to select the most cost effective offer

• **Using technology** – to prepare outsourcing brief

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

BSBEBUS510A   Manage e-business outsourcing

Unit Descriptor   This unit covers establishing strategies for managing outsourcing and communication with service providers, performance management, monitoring and review of contractual arrangements.

This unit is related to BSBEBUS607A Develop e-business outsourcing policy and guidelines. Consider co-assessment with BSBEBUS509A Implement e-business outsourcing arrangements and BSBEBUS516A Manage online purchasing.

Competency Field   e-business

Element

1. Establish a management strategy for e-business outsourcing

Performance Criteria

1.1 *Contractual arrangements* are re-confirmed with all parties to ensure a common understanding of responsibilities and planned outcomes

1.2 Agreed technology and information exchange requirements are checked and an electronic communication strategy negotiated in accordance with contractual obligations

1.3 Start-up or transition arrangements are agreed and implemented in accordance with contractual obligations

1.4 A strategy for day to day and contingency management of *e-business outsourcing* is negotiated and documented in accordance with organisational requirements

1.5 A contract review strategy is agreed for e-business outsourcing in accordance with organisational requirements

Element	Performance Criteria
2. Maintain and monitor outsourcing performance	2.1 Relationship with outsourcing service provider is managed in accordance with e-business outsourcing policy and guidelines
	2.2 Outsourcing service quality and performance is monitored against forecasts, customer service requirements and budgets for early identification of problems and to ensure contractual obligations are met
	2.3 Obligations of the business to the e-business service provider are met and any *negotiation of issues* occurs in accordance with contractual obligations
	2.4 Emerging or potential risks are managed in accordance with the organisation's risk management strategy
	2.5 Management and communication strategies are monitored for effectiveness and adapted as necessary during the life of the contract in accordance with organisational requirements and level of authority
	2.6 Business records for e-business outsourcing are maintained in accordance with organisational requirements to allow management reporting / decision-making
3. Review and renegotiate or finalise e-business outsourcing arrangements	3.1 Contract review strategy is implemented, including customer review, and performance data related to contract management, customer and service provider satisfaction, profitability and value adding, analysed
	3.2 Contract review information is used to report on service level agreements, provider performance and outcomes, and to adapt e-business outsourcing policy and guidelines
	3.3 Where contractual obligations have not been met in full, variances are documented, explained and remedied
	3.4 Contract is finalised or renegotiated based on review outcomes in accordance with contractual obligations
	3.5 Close-out, renewal of the contract or transition to a new contract are managed in accordance with organisational requirements and contractual obligations

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 • national, State/Territory legislative requirements especially in regard to Occupational Health and Safety • industry codes of practice • OECD International Guidelines for Consumer Protection in E-Commerce • copyright laws • privacy legislation • intellectual property, confidentiality requirements • legal and regulatory policies affecting e-business • Trade Practices Act
Contractual arrangements may include:	• collaborative agreement • partnership • licence • contract • letter of intent • memorandum of agreement • management reporting criteria including vendor reporting and service level agreement compliance
e-business is:	• every type of business transaction in which the participants (ie suppliers, end users etc) prepare or transact business or conduct their trade in goods or services electronically (Definition of e-commerce in <u>E-competent Australia</u>, ANTA, May 2000)

Range Statement

e-business outsourcing may include:

- website setup, maintenance and management
- online catalogue setup and maintenance
- technology maintenance
- authentication services
- ordering
- production
- e-marketing
- inventory management
- labelling
- distribution
- invoicing
- credit card facilities
- accounting

Negotiation of issues may include:

- resolving disputes
- dealing with complaints
- dealing with non-compliance
- consequences of defaulting
- contract variations
- continuous improvement
- innovations

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	• Integrated demonstration of all elements of competency and their performance criteria • Negotiation of issues arising /management of contingencies • mutually beneficial e-business outsourcing arrangements
Underpinning Knowledge* * Required knowledge/skills is to be limited to that which is sufficient to perform the particular workplace competency	• 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 • Outsourcing policy and procedures • Legal and ethical issues related managing contracts • Legal issues related to collaboration or partnerships (intellectual property, copyright, confidentiality etc) • relevant aspects of trade practices, commercial and contract law
Underpinning Skills	• Literacy skills to read contractual agreements, and document contract management strategies and contract variations • Numeracy skills to determine profitability, value adding • Communication skills to deal with contingencies and re-negotiate contract or partnership arrangements • Oral skills to present reports to stakeholders on outsourcing • Computer technology skills • Ability to relate to stakeholders 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 3	Level 3	Level 3	Level 2	Level 3	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 project specifications , establish processes, review specifications and contracts and outsourcing arrangements

- **Communicating ideas and information** – to confirm outsourcing arrangements and to negotiate issues relating to outsourcing arrangements

- **Planning and organising activities** – to co-ordinate the requirements and information necessary to implement the contract brief, to make decisions on outsourcing arrangements and to manage contingencies

- **Working with teams and others** – to develop relationships with business partners and negotiate contractual arrangements to minimise risks associated with outsourcing

- **Using mathematical ideas and techniques** – to analyse cost effectiveness of outsourcing arrangements

- **Solving problems** – to implement specifications and contracts, to co-ordinate the project brief and to deal with disputes or complaints

- **Using technology** – to manage e-business outsourcing

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

BSBEBUS511A   Implement a knowledge management strategy for an e-business

Unit Descriptor   This unit covers implementation of a knowledge management strategy for an e-business through technology and cultural change.

This unit is related to BSBEBUS609A Develop a knowledge management strategy for an e-business.

Competency Field   e-business

Element	Performance Criteria
1. Implement knowledge management system and procedures	1.1 A culture of sharing knowledge within the e-business is fostered through a system of formal and/or informal incentives and rewards
	1.2 Policy and procedures for capturing knowledge within the organisation are implemented in accordance with the e-business knowledge management strategy and integrated into existing business processes to change the enterprise processes to an e-business one.
	1.3 Ways of contributing to the organisation's knowledge management system are modelled, and learning and development opportunities are provided for staff to assist them to contribute and provide feedback
	1.4 Staff are provided with coaching, mentoring and ongoing support in accessing and using the organisation's knowledge management system in accordance with the e-business knowledge management strategy
	1.5 Protection and security of knowledge / information and levels of access are managed in accordance with organisational requirements
2. Maintain e-business knowledge base	2.1 Input procedures are monitored to ensure that sources are tapped and knowledge captured in accordance with the e-business knowledge management strategy and to ensure the effectiveness of accurate *data capture*
	2.2 Data on access and use of the knowledge management system is collected and analysed to ascertain the organisation's strategic use of knowledge
	2.3 Contingency measures are implemented to address shortfalls in the knowledge management system and procedures in accordance with level of responsibility and authority

Element	Performance Criteria
3. Review knowledge management system and procedures	3.1 The effectiveness of the knowledge management system and procedures is evaluated to ensure they are meeting the needs of clients, organisational aims, objectives and standards
	3.2 Organisational knowledge content, accuracy and currency is periodically reviewed in accordance with organisational requirements
	3.3 Improvements to the system and to the organisation's strategic use of knowledge are identified in consultation with users and a cost-benefit analysis prepared for recommendations

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
	• national, State/Territory legislative requirements especially in regard to Occupational Health and Safety
	• industry codes of practice
	• OECD International Guidelines for Consumer Protection in E-Commerce
	• copyright laws
	• defamation laws
	• privacy legislation
	• intellectual property, confidentiality requirements
	• legal and regulatory policies affecting e-business
e-business is:	• every type of business transaction in which the participants (ie suppliers, end users etc) prepare or transact business or conduct their trade in goods or services electronically (Definition of e-commerce in E-competent Australia, ANTA, May 2000)
Accurate data capture can involve**:**	• ensuring effectiveness of accurate data capture
	• minimisation of inefficient processing
	• using open standards e.g. EAN.UCC, UN/EDIFACT

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	• Integrated demonstration of all elements of competency and their performance criteria
	• Contingency measures for overcoming barriers to implementation of the knowledge management system
Underpinning Knowledge* * Required knowledge/skills is to be limited to that which is sufficient to perform the particular workplace competency	• 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
	• Internal and external sources of information
	• Structure of the e-business
	• Culture of e-business versus traditional business models
	• Legal, ethical and security issues relating to knowledge management
	• Knowledge maintenance issues
	• e-business terminology
Underpinning Skills	• Computer technology skills
	• Literacy skills to access and use knowledge management system
	• Numeracy skills data analysis
	• Communication skills for consultation with staff
	• Ability to relate to stakeholders 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 3	Level 3	Level 3	Level 1	Level 3	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 collect and analyse data to assess use of the organisation's knowledge management system and to develop policies and procedures

- **Communicating ideas and information** – through coaching and mentoring staff in the use of the organisation's knowledge management system and in seeking ways to improve the system

- **Planning and organising activities** – to co-ordinate the requirements and information necessary to manage the organisation's knowledge system and to maintain and develop the organisation's knowledge base

- **Working with teams and others** – to implement change, to identify requirements and to develop systems to implement the organisation's knowledge management system

- **Using mathematical ideas and techniques** – for data analysis

- **Solving problems** – by implementing contingency measures to address shortfalls in the system and by developing systems to ensure the system is effective, secure and sufficient for the organisation's requirements

- **Using technology** – to manage organisational knowledge

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

BSBEBUS512A   Implement electronic communication policy

Unit Descriptor   This unit covers implementing policy for internal and external electronic communication to enable effective communication processes while meeting legal and ethical requirements.

This unit is related to BSBEBUS610A Develop electronic communication policy.

Competency Field   e-business

Element	Performance Criteria
Element	**Performance Criteria**
1. Establish infrastructure and processes for policy implementation	1.1 *Technology and security requirements* are arranged in accordance with the electronic communication policy and budgetary requirements
	1.2 A strategy for internal and external communication is developed for the business in accordance with organisational requirements
	1.3 A process is established to ensure security of email systems in accordance with electronic communication policy
	1.4 Systems are configured and processes established to allow Internet use in accordance with organisational requirements
2. Implement electronic communication policy	2.1 Policy and processes are explained and interpreted relative to the workplace and staff are assisted with application to their work practices
	2.2 Expected outcomes of the policy are explained and feedback sought on possible complications in implementation
	2.3 Information and development support is provided to customers and staff to enable integration of policy and processes into business operations
	2.4 Strategies are developed and implemented to build a culture of effective electronic communication that meets *legal and ethical requirements* and business needs

Element	Performance Criteria
3. Monitor and review policy implementation	3.1 The effectiveness of the electronic communication policy and procedures is evaluated against expected outcomes to ensure they are meeting the needs of customers and staff, organisational aims, objectives and standards
	3.2 Evaluation results are used to make recommendations for improvement to policy and practices
	3.3 Revised policy and practices are implemented 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 may include:	• award and enterprise agreements • national, State/Territory legislative requirements especially in regard to Occupational Health and Safety • industry codes of practice • OECD International Guidelines for Consumer Protection in E-Commerce • legal and regulatory policies affecting e-business
Technology and security requirements may include:	• recognised Internet Service Provider (ISP) with secure platform • Secure web server and browser with SSL (secure sockets layer) • firewalls • encryption technology
Legal and ethical requirements may include:	• confidentiality requirements • defamation laws • privacy legislation • intellectual property • copyright laws

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
- Integrated demonstration of all elements of competency and their performance criteria
- Policy is explained and related to real workplace practices to suit the knowledge and experience of customers and/or staff

Underpinning Knowledge*
* Required knowledge/skills is to be limited to that which is sufficient to perform the particular workplace competency
- 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
- Policy implementation strategies
- Change management strategies
- Organisational requirements related to electronic communication policy
- Legal and ethical considerations related to electronic communication policy
- Security issues related to electronic communication policy

Underpinning Skills
- Literacy skills to provide information and development opportunities
- Numeracy skills to provide infrastructure within budget
- Communication skills to explain and interpret policy
- Computer technology skills
- Ability to relate to stakeholders 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 3	Level 3	Level 3	Level 2	Level 3	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 technology and security requirements to provide information and identify development opportunities

• **Communicating ideas and information** – while explaining and interpreting policy and collecting feedback for future development opportunities

• **Planning and organising activities** – to implement the requirements necessary to integrate policy and procedures into business processes

• **Working with teams and others** – to ensure stakeholders are informed of procedures and that policies and procedures are implemented effectively

• **Using mathematical ideas and techniques** – to provide infrastructure within budget

• **Solving problems** – during policy implementation

• **Using technology** – to implement electronic communication policy

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

BSBEBUS513A   Plan e-learning

Unit Descriptor   This unit covers identification of learning and development needs, evaluation of online learning opportunities and materials, development of individual learning plans and evaluation of organisational requirements to support e-learning.

Consider co-assessment with BSBEBUS514A Implement e-learning and BSBEBUS515A Facilitate e-learning.

Competency Field   e-business

Element	**Performance Criteria**
1. Determine staff learning and development needs	1.1 Business culture and goals are analysed and *required competencies* and performance standards identified and confirmed with management and staff
	1.2 A competency audit is completed with staff to identify current competencies and any learning-related *characteristics* in accordance with the organisation's professional development process
	1.3 Gaps between required and current staff competencies are identified in consultation with staff and management
	1.4 Learning outcomes from e-learning are identified and prioritised in accordance with individual, team and organisational requirements
	1.5 A learning strategy is developed that integrates learning with organisational development and the introduction of new technologies and/or business process re-engineering

Element	**Performance Criteria**
2. Evaluate e-learning opportunities	2.1 Learner profiles are evaluated, their compatibility with e-learning determined and any additional *support mechanisms* identified
	2.2 *e-learning* and other available learning options are evaluated in terms of cost, likely effect on organisational performance, induction, staff productivity and intra-organisational communication
	2.3 e-learning content, materials and *methodology* are evaluated to determine their quality, applicability and acceptability to organisational requirements
	2.4 The advantages and disadvantages of online learning are assessed against off-line *media* and their cost effectiveness estimated
	2.5 Traditional training addressing the same outcomes is identified and training solutions that blend traditional and e-learning solutions are evaluated
	2.6 e-learning or *blended solutions* are selected in consultation with individual staff in accordance with identified learning outcomes, available technology, time and budgetary requirements
3. Develop e-learning plans	3.1 Individual learning outcomes and timeframes are negotiated with staff in accordance with identified needs
	3.2 Agreed e-learning opportunities are included in individual's learning plans and timeframes for their completion are negotiated in accordance with individual and organisational needs
	3.3 Time required for staff to access e-learning opportunities is estimated and included in plans
	3.4 Learning plans are prepared, resourced and agreed to by staff and management
	3.5 Strategies are identified to enable recognition of competencies developed through e-learning

Element	Performance Criteria
4. Integrate e-learning into the business	4.1 e-learning and organisational requirements to support e-learning are included in business planning processes
	4.2 Guidelines are developed for the negotiation of individual performance development plans and activities
	4.3 Workloads and work distribution are reviewed to provide for the allocation of e-learning time in accordance with organisational and budgetary requirements
	4.4 Staff are supported to manage the integration of work and learning in accordance with organisational requirements
	4.5 A learning management system is used to record individual learning plans and e-learning outcomes
	4.6 Individual e-learning plans are reviewed and adjusted in accordance with individual requirements and organisational needs

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
- national, State/Territory legislative requirements especially in regard to Occupational Health and Safety
- industry codes of practice
- business ethics
- copyright laws
- defamation laws
- privacy legislation
- intellectual property, confidentiality requirements
- legal and regulatory policies affecting e-business
- accessibility guidelines eg requirement for software for visually impaired

Range Statement

Required competencies may include:	• new work practices • new technology • application of new information • development/update of existing skills and knowledge • business processes • corporate values and culture • competencies to access e-learning
Learning related characteristics may include:	• comfort with online technologies • skills to seek and use online information • preferred learning style • language, literacy and numeracy levels • cultural, language and educational background • gender • physical ability / disability • level of confidence, nervousness or anxiety • age • previous experience with e-learning
Support mechanisms may include:	• induction into e-learning • online tutors • workplace mentors • technical experts • learning / assessment partners • print-based materials • class-based / face-to-face • dedicated e-learning personal computer in a quiet location in the workplace • laptop computer • access to the internet from home
e-learning options may include:	• multi-media • CD-ROM • web-based • video-conferencing • intranet • PC based

Range Statement

Methodology may include:	• e-study: a blend of text, graphics and on-screen interactions
	• e-seminars, with experts talking on video about cutting edge developments
	• short (10 – 15 minute) segments
	• 1 hour sessions
	• business simulations
	• scenarios
	• user control of the action
	• mentor discussion re choices made
	• interactive technologies
	• exploration of underlying issues
	• personalised to user's learning style
	• adaptable to learner preferences and values
	• choice of male or female 'mentor'
	• use of multimedia
	• interaction with fellow e-students and instructors in threaded discussions
Pre-prepared media may include:	• web-based learning
	• CD-based learning
	• CD-ROM video
	• desktop streaming videos
Blended solutions may include:	• e-learning and face-to-face training courses
	• e-learning and traditional distance education
	• e-learning and on-the-job training

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	• Integrated demonstration of all elements of competency and their performance criteria • e-learning plans acceptable to both staff and management and in accordance with the organisation/s business plan • Suitable support mechanisms especially for first-time users
Underpinning Knowledge* * Required knowledge/skills is to be limited to that which is sufficient to perform the particular workplace competency	• 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 • Internet / World Wide Web • Technology requirements of e-learning • Instructional design for computer based materials • Learning styles • e-learning methodologies • Culture of e-learning versus classroom based learning • Barriers to acceptance of e-learning in the workplace • Requirements for integrating e-learning into organisational culture and processes
Underpinning Skills	• Computer technology skills • Negotiation skills • Workplace training/assessment • Skills auditing / training needs analysis • Team management skills • Literacy skills to identify and evaluate learning opportunities • Numeracy skills for cost-benefit analysis • Ability to relate to stakeholders 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 3	Level 3	Level 3	Level 3	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 conduct competency audits and to evaluate e-learning opportunities

-   **Communicating ideas and information** – to negotiate individual learning plans

-   **Planning and organising activities** – to identify current competencies , to identify gaps and to plan e-learning

-   **Working with teams and others** – to support the integration of e-learning into business processes

-   **Using mathematical ideas and techniques** – to conduct cost-benefit analyses

-   **Solving problems** – to adjust e-learning to individual needs

-   **Using technology** – to access e-learning opportunities

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

BSBEBUS514A   Implement e-learning

Unit Descriptor   This unit covers preparation for the organisation of e-learning and development in a business, implementation, monitoring and evaluation in line with an e-learning strategy. It involves putting the systems into place to allow for the organisation of e-learning processes.

Consider co-assessment with BSBEBUS513A Plan e-learning and unit BSBEBUS515A Facilitate e-learning.

Competency Field   e-business

Element

1. Prepare the organisation for e-learning

2. Implement e-learning and development

Performance Criteria

1.1 Organisational resources to support e-learning are identified and accessed in accordance with budgetary requirements

1.2 Processes are adapted to accommodate business e-learning in accordance with business plan and e-learning strategy

1.3 Support mechanisms are identified for staff to integrate work and e-learning in accordance with organisational requirements

1.4 Purchasing or contracting arrangements for access to e-learning are completed in accordance with organisational requirements

2.1 Learning outcomes are confirmed with learners and management, and access to e-learning technology and materials established in accordance with individual learning plans and the e-learning strategy

2.2 Assistance is provided to learners through identified *support mechanisms* and to manage *contingencies* in accordance with the learning strategy

2.3 A learning management system is used to track e-learning progress and outcomes in accordance with the learning strategy and privacy requirements

Element	Performance Criteria
3. Evaluate the effectiveness of e-learning and development	3.1 Feedback from learners is obtained on their level of satisfaction with e-learning against *set criteria*
	3.2 Feedback is gathered from *other stakeholders* on the impact of e-learning on the organisation and the results analysed
	3.3 Feedback is used to identify areas for follow-up or improvement and recommended changes are documented in accordance with organisational requirements
	3.4 The effectiveness of e-learning is evaluated in terms of learner satisfaction, cost, effect on organisational performance, staff productivity and intra-organisational communication

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
- national, State/Territory legislative requirements especially in regard to Occupational Health and Safety
- industry codes of practice
- copyright laws
- defamation laws
- privacy legislation
- intellectual property, confidentiality requirements
- legal and regulatory policies affecting e-business

Support mechanisms may include:

- online tutor / facilitator
- workplace mentor / coach / buddy
- technical experts / help desk
- learning / assessment partners
- print-based materials
- off-site learning environment

Range Statement

Contingencies may include:
- technology failure
- inadequate or irrelevant e-learning content
- difficulty of e-learning content
- insufficient dedicated time available
- management/business priorities taking precedence
- differing hardware / software profiles

Set criteria may include
- content
- presentation
- technologies
- team outcomes
- personal outcomes
- organisational outcomes

Other stakeholders may include:
- owners
- management
- HR personnel
- board members
- customers
- support services eg accounts, administration
- others in workgroups / teams
- hierarchy

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	• Integrated demonstration of all elements of competency and their performance criteria • Management of contingencies to the benefit of learners and the business • Effectiveness measures for e-learning
Underpinning Knowledge* * Required knowledge/skills is to be limited to that which is sufficient to perform the particular workplace competency	• 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 • Internet / World Wide Web • Technology requirements of e-learning • Learning styles • e-learning methodologies • Culture of e-learning versus classroom based learning • Barriers to implementation of e-learning in the workplace • Requirements for integrating e-learning into organisational culture and processes
Underpinning Skills	• Computer technology skills • Workplace training/assessment • Communication skills to gain feedback from learners and stakeholders on the implementation of e-learning opportunities • Literacy skills to document e-learning outcomes • Numeracy skills for cost-benefit analysis • Ability to relate to stakeholders from a range of social, cultural and ethnic backgrounds and physical and mental abilities • Problem solving for differing hardware / software profiles
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 3	Level 3	Level 3	Level 3	Level 1	Level 3	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 evaluate the effectiveness of e-learning

- **Communicating ideas and information** – to support learners in their use of e-learning

- **Planning and organising activities** – to prepare the business for the implementation of e-learning and development

- **Working with teams and others** – to provide assistance and to handle contingencies impacting on e-learning

- **Using mathematical ideas and techniques** – to evaluate the cost effectiveness of e-learning

- **Solving problems** – to manage the implementation process and to cope with contingencies including unforeseen events such as technology failure

- **Using technology** – to implement e-learning and development

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

BSBEBUS515A   Facilitate e-learning

Unit Descriptor This unit covers facilitation of learning in an online learning environment, including establishment of the learning environment and evaluation of e-learning outcomes. It involves the competencies required by the facilitator/trainer to allow learning and evaluation to occur

Consider co-assessment with BSBEBUS513A Plan e-learning and BSBEBUS514A Implement e-learning.

Competency Field e-business

Element	**Performance Criteria**
1. Establish the online learning environment	1.1 e-learning purpose and learner preferences are identified
	1.2 Scope of activities and any requirements for assessment are negotiated with the e-learner / organisation
	1.3 The learning space is designed cooperatively with the e-learner / organisation in accordance with e-learning purpose and budgetary considerations
	1.4 e-learning content is determined / designed in accordance with instructional design principles and client requirements
	1.5 Learner access to the site is established in accordance with organisational requirements
2. Facilitate e-learning	2.1 Ground rules and *net etiquette* are agreed with e-learners in accordance with organisational requirements
	2.2 Induction and safe practice space for e-learners are provided in line with their needs and the capability of the software
	2.3 e-learners are provided with personal and technical support while engaged in learning through online communication and personal emails
	2.4 Social interaction is facilitated to encourage / develop a community of learners in accordance with communication ground rules and net etiquette
3. Evaluate e-learning	3.1 Feedback from learners and the organisation is obtained on levels of satisfaction with e-learning against *set criteria*
	3.2 Feedback is used to identify areas for follow-up or improvement and recommended changes are documented 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 may include:	- award and enterprise agreements - national, State/Territory legislative requirements especially in regard to Occupational Health and Safety - industry codes of practice - OECD International Guidelines for Consumer Protection in E-Commerce - copyright laws - defamation laws - privacy legislation - intellectual property, confidentiality requirements - legal and regulatory policies affecting e-business - net etiquette
e-business is:	every type of business transaction in which the participants (ie suppliers, end users etc) prepare or transact business or conduct their trade in goods or services electronically (Definition of e-commerce in <u>E-competent Australia</u>, ANTA, May 2000)

Range Statement

Net etiquette (netiquette) refers to:	• codes of conduct or codes of practice such as those used by discussion groups
	• accepted (not mandated) rules for being a good net citizen (netizen)
	• remember you're dealing with real people not computers
	• if you wouldn't do it in real life don't do it in cyberspace
	• adjust to the style and tone of discussion groups
	• respect other's time and bandwidth
	• look good online (spelling, grammar, and something worth saying)
	• share expert knowledge
	• keep flames under control (flaming is making personal attacks on others)
	• respect other people's privacy
	• don't abuse your power
	• be forgiving of other's mistakes
	• from Virginia Shea (1994) *Netiquette,* Albion Books San Francisco pp 32 - 33
Set criteria may include	• content
	• presentation
	• technologies
	• team outcomes
	• personal outcomes
	• organisational outcomes

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

- Integrated demonstration of all elements of competency and their performance criteria
- e-learning site and content adjusted to suit learner needs and organisational requirements
- Level and type of support adjusted for different learner needs

Underpinning Knowledge*
* Required knowledge/skills is to be limited to that which is sufficient to perform the particular workplace competency

- 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
- Internet / World Wide Web
- e-learning culture
- Principles of adult learning and their application to an online environment
- Learner attitudes to online learning
- Techniques for dealing with learners with special needs
- Legal and ethical requirements

Underpinning Skills

- Computer skills for online communication
- Literacy skills to interpret requirements and personalise / customise responses
- Communication skills, including negotiation and conflict resolution, to resolve difficulties and 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

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 3	Level 3	Level 3	Level 1	Level 3	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 learning content

- **Communicating ideas and information** –to facilitate the learning process by providing technical and personal support and guidance through online learning activities / content

- **Planning and organising activities** – to design and implement online learning activities / content, space and technical requirements to facilitate the learning process

- **Working with teams and others** – to support and build a community of learners

- **Using mathematical ideas and techniques** – to meet budgetary requirements

- **Solving problems** – in implementing the system, while dealing with different learning styles

- **Using technology** – to provide online learning

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

BSBEBUS516A   Manage online purchasing

Unit Descriptor   This unit covers evaluation of online purchasing methods, development and implementation of a business-to-business purchasing strategy and monitoring and review of online purchasing in the business.

Consider co-assessment with BSBEBUS509A Implement e-business outsourcing arrangements, BSBEBUS510A Manage e-business outsourcing, BSBEBUS519A Manage online sales systems and BSBEBUS520A Manage online payments systems.

Competency Field   e-business

Element

Performance Criteria

1. Evaluate online purchasing methods

1.1 The e-business environment for business-to-business purchasing is investigated and *online purchasing methods* identified

1.2 Purchasing methods suited to the business and its strategic direction are identified and ranked in terms of their likely fit with business direction and processes

1.3 *Security issues* are evaluated for highly ranked online purchasing methods and rated in terms of acceptable risk

1.4 Technology requirements for online purchasing are evaluated in terms of the organisation's requirements and that of the e-business supply chain

Element	**Performance Criteria**
2. Develop a business-to-business online purchasing strategy	2.1 The strategy identifies online purchasing methods for the business and related technology that meet short and long term organisational requirements and budget
	2.2 Management of security issues surrounding online purchasing are addressed in the online purchasing strategy
	2.3 The strategy addresses mechanisms for managing online purchasing in an environment of disparate technology capability among organisations in the supply chain
	2.4 The strategy identifies change management, *information, learning and development requirements* for staff and supply chain organisations to facilitate the operation of online purchasing
	2.5 The strategy identifies targets for online purchasing relating to cost savings, efficiency gains and value for money
	2.6 The strategy addresses record keeping requirements *legal and ethical issues* related to business-to-business online purchasing
3. Implement a business-to-business online purchasing strategy	3.1 Responsibility for online purchasing within the organisation is assigned in accordance with the purchasing strategy
	3.2 Technology and training for implementation of business-to-business online purchasing are provided in accordance with the online purchasing strategy
	3.3 Online purchasing procedures are implemented in accordance with the online purchasing strategy and legal and ethical requirements
	3.4 Security procedures and protocols are developed and implemented in accordance with the online purchasing strategy
	3.5 Necessary records to support online purchasing are maintained in accordance with the online purchasing strategy, accounting requirements and management information system

Element	Performance Criteria
4. Monitor and review online purchasing	4.1 Online purchasing and its outcomes are monitored, and processes adjusted in response to contingencies in accordance with the online purchasing strategy and level of authority
	4.2 Implementation of the online purchasing strategy is reviewed in accordance with performance monitoring and reporting requirements
	4.3 Business data and reports are used to compare plans, budgets, timelines and forecasts to actual performance
	4.4 Feedback is obtained from users and personnel responsible for online purchasing, and recommendations made to improve future online purchasing strategies and to monitor supplier performance in accordance with service level agreements

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
	• national, State/Territory legislative requirements especially in regard to Occupational Health and Safety
	• industry codes of practice
	• OECD International Guidelines for Consumer Protection in E-Commerce
	• copyright laws
	• privacy legislation
	• intellectual property, confidentiality requirements
	• legal and regulatory policies affecting e-business
e-business is:	• every type of business transaction in which the participants (ie suppliers, end users etc) prepare or transact business or conduct their trade in goods or services electronically (Definition of e-commerce in E-competent Australia, ANTA, May 2000)

Range Statement

Online purchasing may include:	• buying from electronic catalogues
	• electronic tendering
	• e-auctions
	• reverse auctions
Online purchasing methods may include:	• electronic data interchange
	• Internet-based transactions
	• online ordering and payment
	• online ordering and off-line payment
Security issues may include:	• security
	• privacy
	• confidentiality
	• information management
	• risk management
	• intellectual property
	• fraud prevention and detection
	• business ethics
	• legal issues eg jurisdiction, contract validity, taxation
Information and development support may include:	• advice on technology issues / compatibility
	• protocols for electronic data interchange
	• protocols relating to legal or security issues
	• personal identification and password for online access
	• contact person
	• advice on staffing arrangements
	• online tips for data entry - help
Legal and ethical issues may include:	• privacy legislation
	• confidentiality of records and information
	• intellectual property
	• fraud prevention and detection
	• Trade Practices Act

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	• Integrated demonstration of all elements of competency and their performance criteria
	• Explanation of security measures and how they meet the needs of the organisation
	• A purchasing strategy that meets the needs of the organisation and the supply chain
Underpinning Knowledge* * Required knowledge/skills is to be limited to that which is sufficient to perform the particular workplace competency	• 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
	• Online purchasing methods
	• Security issues related to online purchasing
	• Technology requirements for online purchasing
	• Legal and ethical requirements of online purchasing
	• Business case / plan to sell / recognise benefits
	• Tender process and evaluating vendors
Underpinning Skills	• Computer technology skills
	• Literacy skills to investigate the online purchasing environment and prepare the strategy
	• Communication skills to monitor the effectiveness of the online purchasing strategy
	• Numeracy skills to estimate cost savings
	• Ability to relate to stakeholders 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 3	Level 3	Level 3	Level 2	Level 3	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 investigate, evaluate, design and set up procedures for business-to-business online purchasing methods

- **Communicating ideas and information** – to ensure stakeholders are informed through an online purchasing strategy

- **Planning and organising activities** – to implement on-line purchasing procedures, particularly in regard to record keeping and security procedures and protocols

- **Working with teams and others** – to provide information to stakeholders and both learning and development opportunities for suppliers and staff

- **Using mathematical ideas and techniques** – to compare business data and reports and to estimate cost savings

- **Solving problems** – to design and implement the system, and to adjust processes to manage contingencies and change

- **Using technology** – to facilitate analysis, evaluation and implementation of current situation and design of future opportunities

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

BSBEBUS517A   Manage online inventory

Unit Descriptor   This unit covers choosing an online inventory management model for the business, sourcing inventory, monitoring and maintaining inventory.

Competency Field   e-business

Element	Performance Criteria
1. Set up online inventory arrangements	1.1 Organisational *requirements for inventory* are identified in consultation with relevant personnel
	1.2 Online *inventory management models* are investigated and the risks, advantages and disadvantages of each are compared with organisational requirements
	1.3 The costs and technology requirements associated with online inventory management models are evaluated in relation to organisational requirements
	1.4 An inventory management model is chosen in accordance with organisational requirements and arrangements negotiated with service providers/suppliers to implement the model
	1.5 Technology and standards for the exchange of business data are confirmed and arranged with online inventory management organisation
2. Implement strategic sourcing of inventory	2.1 Inventory demands are estimated and sources of inventory identified and accessed in accordance with organisational requirements
	2.2 Inventory supply is negotiated with suppliers or fulfilment organisation/s to ensure availability in accordance with contractual arrangements
3. Implement virtual warehousing practices	3.1 Inventory is monitored online, and online catalogue information is reviewed and updated
	3.2 Order fulfilment and back ordering are monitored to identify supply time and manage contingencies
	3.3 Automatic reordering system is implemented using online technologies in accordance with pre-set inventory level
	3.4 Electronic data interchange is utilised in accordance with inventory management model and security 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 may include:	• award and enterprise agreements • national, State/Territory legislative requirements especially in regard to Occupational Health and Safety • industry codes of practice • OECD International Guidelines for Consumer Protection in E-Commerce • copyright laws • privacy legislation • intellectual property, confidentiality requirements • legal and regulatory policies affecting e-business
e-business is:	• every type of business transaction in which the participants (ie suppliers, end users etc) prepare or transact business or conduct their trade in goods or services electronically (Definition of e-commerce in <u>E-competent Australia</u>, ANTA, May 2000)
Requirements for inventory may include:	• technology • cost • vendor managed inventory (VMI) • outsourcing to third parties specialising in e-business fulfilment • just-in-time availability of inventory • limited or no inventory costs • drop shipping services • effect on margins • guaranteed quality customer service • immediate order fulfilment • perfect order fulfilment
Inventory management model may include:	• e-business fulfilment • drop-shipping • vendor managed inventory • supplier consignment inventory close to customer • traditional inventory model

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	• Integrated demonstration of all elements of competency and their performance criteria
	• inventory management model is suited to available technology and organisation's products
Underpinning Knowledge* * Required knowledge/skills is to be limited to that which is sufficient to perform the particular workplace competency	• 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
	• e-business
	• e-business terminology
	• online inventory management models
	• virtual warehousing
	• electronic data interchange (EDI)
Underpinning Skills	• Computer technology skills
	• Literacy skills to source inventory
	• Communication skills to negotiate online inventory management arrangements
	• Numeracy skills to monitor inventory
	• Ability to relate to stakeholders 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 3	Level 3	Level 2	Level 3	Level 3	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 organisational requirements and to investigate online inventory management models to design a best practise model for the organisation
- **Communicating ideas and information** – to negotiate online inventory management model arrangements with stakeholders and to facilitate training as required
- **Planning and organising activities** – to implement inventory management model for the organisation and to manage contingencies as they occur
- **Working with teams and others** –to negotiate with supplier and to monitor inventory
- **Using mathematical ideas and techniques** – to estimate inventory demands
- **Solving problems** – to enable perfect order fulfilment
- **Using technology** – to manage online inventory

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

BSBEBUS518A   Manage an e-business supply chain

Unit Descriptor	This unit covers implementation of the e-business supply chain management strategy, managing the supply chain, and evaluating and improving the effectiveness of the supply chain.
	The unit is related to BSBEBUS616A Plan an e-business supply chain.
Competency Field	e-business

Element	Performance Criteria
1. Implement demand-driven supply chain management strategy	1.1 Responsibility for *supply chain* management within the organisation is assigned in accordance with e-business supply chain management strategy
	1.2 Technology for implementation is brought online in accordance with the strategy and budgetary requirements
	1.3 Policies and procedures are designed to guide business relations and operations in accordance with the strategy
	1.4 Supporting *business processes* are designed or re-designed to support implementation of the strategy
	1.5 *Information and development support* is provided to staff, customers and supply chain to assist in implementation of the supply chain management strategy
2. Manage e-business supply chain	2.1 Communication and information exchange with strategic partners and suppliers is managed in accordance with the supply chain management strategy
	2.2 Collaboration with supply chain organisations is facilitated to determine demand at each level of the supply chain in accordance with the supply chain management strategy
	2.3 Online purchasing, selling and payments are managed in accordance with supply chain and risk management strategies, and legal and ethical requirements
	2.4 Actions to build trust and foster a supply chain culture are implemented in accordance with the supply chain management strategy
	2.5 Opportunities are identified to adjust policies and processes to respond to the changing needs of customers, supply chain and the organisation

Element	Performance Criteria
3. Evaluate and improve e-business supply chain effectiveness	3.1 *Demand chain* and supply chain management are monitored in accordance with the supply chain management strategy
	3.2 The effectiveness of the supply chain is reviewed with each level of the supply chain including staff and customers and areas identified for *improvement*
	3.3 Business data and reports are used to compare outcomes, budgets, timelines and forecasts to actual performance
	3.4 Technology performance is reviewed and recommendations made for improvements to hardware, software and/or their use in accordance with e-business strategy and budget
	3.5 Feedback and evaluation results are used to plan and improve future supply chain management strategies

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
	• national, State/Territory legislative requirements especially in regard to Occupational Health and Safety
	• industry codes of practice
	• OECD International Guidelines for Consumer Protection in E-Commerce
	• copyright laws
	• privacy legislation
	• intellectual property, confidentiality requirements
	• legal and regulatory policies affecting e-business
	• open and international supply chain management standards e.g. EAN.UCC
e-business is:	• every type of business transaction in which the participants (ie suppliers, end users etc) prepare or transact business or conduct their trade in goods or services electronically (Definition of e-commerce in E-competent Australia, ANTA, May 2000)

Range Statement

Supply chain may include:	• the entire cycle from raw materials to producers, component suppliers, manufacturers, wholesalers, 3rd party service providers, retailers, customers and recyclers, plus freight, distribution and cash flow

Business processes may include:	• data input
	• administration
	• ordering
	• payments
	• accounting

Information and development support may include:	• advice on technology issues / compatibility
	• protocols for electronic data interchange
	• implementation of open and international standards for e-business supply chain management e.g. EAN.UCC
	• personal identification and password for online access between businesses for access to inventory data and purchasing, payment or supply processes
	• banking information for electronic funds transfer
	• protocols relating to legal or security issues for e-business
	• contact person

Demand chain management is:	• a collaborative process that involves determining how much product needs to be produced at each level of the supply chain through to the end customer

Improvements in the supply chain may include:	• disintermediation opportunities where the role of 'middlemen' or other middle supply chain elements is reduced or made redundant as newer more efficient supply chain technologies are implemented
	• re-intermediation opportunities, where e-business creates new value between producers and consumers

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

- Integrated demonstration of all elements of competency and their performance criteria
- Integration of the supply chain as a virtual community, collaborating rather than competing

Underpinning Knowledge*
* Required knowledge/skills is to be limited to that which is sufficient to perform the particular workplace competency

- 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
- Supply chain management
- e-business
- e-business terminology
- Accepted and emerging models for supply chain management and demand chain management
- Legal, ethical and security issues relating to supply chain management
- Ways to built trust and collaboration as opposed to competition

Underpinning Skills

- Computer technology skills
- Literacy skills to review business reports
- Numeracy skills for evaluating performance data
- Ability to relate to stakeholders 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 3	Level 3	Level 3	Level 2	Level 3	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 review effectiveness of e-business supply chain management

- **Communicating ideas and information** – to collaborate with supply chain stakeholders, to implement supply chain management strategy

- **Planning and organising activities** – to manage the supply chain and to implement supply chain management policies and procedures

- **Working with teams and others** –to build trust and a corporate supply chain culture

- **Using mathematical ideas and techniques** – to compare data and reports with forecasts and budgets

- **Solving problems** – to adjust policy and processes to adapt to changing needs of online customers and the supply chain

- **Using technology** – to manage e-business supply chain

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

BSBEBUS519A   Manage online sales systems

Unit Descriptor   This unit covers development and implementation of an
e-business selling strategy and the monitoring and review of
online selling in the business.

Consider co-assessment with BSBEBUS516A Manage online
purchasing and BSBEBUS520A Manage online payments
systems.

Competency Field   e-business

Element	Performance Criteria
1. Develop an online selling strategy	1.1 Technology and record keeping requirements of online selling are identified and detailed as part of the online selling strategy
	1.2 The *security risks* in online selling are evaluated and strategies to address them identified in the strategy in accordance with legal and ethical requirements
	1.3 Customers and the *supply chain* for online selling are identified in the strategy, each organisation's technology capability is confirmed and supply chain management planned
	1.4 Specifications for the preparation of an *online catalogue* are prepared in accordance with organisational policy and procedures
	1.5 The strategy identifies e-marketing requirements for the launch of the catalogue and the selling strategy
	1.6 The strategy identifies objectives, targets, performance measures and staff training for online selling in accordance with the overall e-business strategy

Element	**Performance Criteria**
2. Implement an online selling strategy	2.1 Online selling budget is prepared and resources and *processes* identified for implementation of the strategy
	2.2 Responsible personnel are identified and prepared for online selling
	2.3 Security procedures and protocols are developed and implemented in accordance with the online selling strategy
	2.4 Preparation (non-technical) and launch of the online catalogue is managed in accordance with the online selling strategy
	2.5 Prices and payment methods offered to customers are matched to the selling strategy in accordance with organisational policy and legal and ethical requirements
	2.6 Necessary records to support online selling are maintained in accordance with the online selling strategy and accounting requirements
3. Monitor and review online selling	3.1 Online sales are monitored and the online catalogue is maintained (non-technical) and updated in response
	3.2 Online selling processes are adjusted in response to contingencies in accordance with the online selling strategy and level of authority
	3.3 Implementation of the online selling strategy is reviewed in accordance with performance monitoring and reporting requirements
	3.4 Business data and reports are used to compare objectives, targets and performance measures to actual performance
	3.5 Feedback is obtained from customers, users and personnel responsible for online selling, and recommendations are made to improve future online selling strategies

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
- national, State/Territory legislative requirements especially in regard to Occupational Health and Safety
- industry codes of practice
- OECD International Guidelines for Consumer Protection in E-Commerce
- copyright laws
- privacy legislation
- intellectual property, confidentiality requirements
- legal and regulatory policies affecting e-business

e-business is:

- every type of business transaction in which the participants (ie suppliers, end users etc) prepare or transact business or conduct their trade in goods or services electronically (Definition of e-commerce in <u>E-competent Australia</u>, ANTA, May 2000)

Security risks may include:

- fraud
- legal issues eg jurisdiction, contract validity, taxation
- insecure technology systems
- unprotected information or data
- insecure premises

Supply chain may include:

- the entire cycle from raw materials to producers, component suppliers, manufacturers, wholesalers, 3rd party service providers, retailers, customers and recyclers, plus freight, distribution and cash flow

Online catalogue may include:

- public sections
- private personalised sections with only authorised access
- sales products, specifications, pricing
- interactive pages
- thumbnails, movies, photos, graphics, sound etc

Range Statement

Online selling processes may include:	• processing online orders
	• ensuring fulfilment of orders placed online
	• customer service
	• relationship management

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

- Integrated demonstration of all elements of competency and their performance criteria
- Sales strategy and online catalogue that meets the organisation's targets and objectives

Underpinning Knowledge*

* Required knowledge/skills is to be limited to that which is sufficient to perform the particular workplace competency

- 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
- Online selling strategies
- Online catalogues
- Security issues related to online selling
- Technology requirements for online selling
- Legal and ethical requirements of online pricing and selling

Underpinning Skills

- Computer technology skills
- Literacy skills to prepare online selling strategy
- Communication skills to monitor the effectiveness of the online selling strategy
- Numeracy skills to oversee pricing
- Ability to relate to stakeholders 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 3	Level 3	Level 3	Level 3	Level 2	Level 3	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 technology and record keeping requirements of online selling

- **Communicating ideas and information** – through an online selling strategy and to identify and encourage business enabled by new capabilities which may become available

- **Planning and organising activities** – to manage on-line sales policies and procedures, to manage the launch of an online catalogue and to monitor and review on-line selling

- **Working with teams and others** – to develop and train staff and to implement and monitor an online selling strategy

- **Using mathematical ideas and techniques** – to set sales targets and monitor performance against them

- **Solving problems** –to manage the on-line sales process, to evaluate the current situation and to position the business to take advantage of new sales opportunities and to maintain the update of the online catalogue in response to online sales

- **Using technology** – to sell online

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

BSBEBUS520A   Manage online payments systems

Unit Descriptor   This unit covers evaluation of online payment system/s, determining appropriate online payment system/s for the business and integrating, monitoring and reviewing the online payment system/s.

Consider co-assessment with BSBEBUS516A Manage online purchasing and BSBEBUS519A Manage Online Sales Systems.

Competency Field   e-business

Element	Performance Criteria
1. Evaluate online payment systems	1.1 The *organisational requirements* of an online payment system are identified in consultation with relevant personnel
	1.2 The features of online payment systems are investigated and their relevance to the e-business established
	1.3 Security risks inherent in online payments are identified and their management in payment systems evaluated
	1.4 Suitable online payment systems are identified and their costs and benefits analysed
	1.5 Technology requirements of online payment systems are identified and compared
	1.6 Online payment system for the business is determined to meet organisational and budgetary requirements
2. Integrate online payment system/s into the business	2.1 Responsibility for online payment system within the organisation is assigned in accordance with the organisational policy and procedures
	2.2 Technology and training for implementation of online payment system are provided in accordance with the e-business strategy
	2.3 Business procedures for the online payment system are developed and implemented in accordance with legal, ethical and accounting requirements
	2.4 *Security procedures and protocols* are developed and implemented in accordance with the organisational requirements
	2.5 Online payment system records are maintained in accordance with legal, ethical and accounting requirements

Element

3. Monitor and review online payment system/s

Performance Criteria

3.1 Online payment system is monitored and processes adjusted in response to contingencies in accordance with organisational policy and procedures and level of authority

3.2 Feedback is obtained from customers and staff on usability of the online payment system and recommendations are made to improve processes and user interface

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
- national, State/Territory legislative requirements especially in regard to Occupational Health and Safety
- industry codes of practice
- OECD International Guidelines for Consumer Protection in E-Commerce
- copyright laws
- privacy legislation
- intellectual property, confidentiality requirements
- legal and regulatory policies affecting e-business

e-business is:

- every type of business transaction in which the participants (ie suppliers, end users etc) prepare or transact business or conduct their trade in goods or services electronically (Definition of e-commerce in E-competent Australia, ANTA, May 2000)

Range Statement

Organisational requirements may include:	• recognised Internet Service Provider (ISP) with secure platform
	• Secure web server and browser with SSL (secure sockets layer)
	• firewalls
	• encryption technology
	• gatekeeper software
	• building security
	• confidentiality
	• privacy
	• fraud control
	• authentication
	• third party verification of credit card information
	• cost
Security procedures and protocols may include:	• authentication – confirmation of identity
	• establishing and/or monitoring the credit worthiness of clients
	• processes for monitoring expiry of credit cards
	• processes for preventing fraudulent use of credit cards
	• processes for minimising bad debts through online payments

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	• Integrated demonstration of all elements of competency and their performance criteria
	• Security of payment system to deliver outcomes to the organisation and the users

Evidence Guide

Underpinning Knowledge*

* Required knowledge/skills is to be limited to that which is sufficient to perform the particular workplace competency

- 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
- Online payment systems
- Security issues for online financial transactions
- Accounting requirements for online payment systems
- Business processes related to payment systems

Underpinning Skills

- Literacy skills to identify features of different online payment systems
- Numeracy skills to interpret accounting requirements for online payment systems
- Computer technology skills
- Ability to relate to stakeholders 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 3	Level 3	Level 3	Level 2	Level 3	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 features of online payment systems and set up a system suitable for the business

- **Communicating ideas and information** – to implement security requirements for online payment systems

- **Planning and organising activities** – to implement procedures and protocols for online payments

- **Working with teams and others** – to provide information and training on online payment systems

- **Using mathematical ideas and techniques** – to comply with accounting requirements of online payment systems

- **Solving problems** – to manage contingencies related to online payment systems

- **Using technology** –to manage online payment systems

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

BSBEBUS521A   Plan e-marketing communications

Unit Descriptor   This unit covers online marketing research, preparing an
                              e-marketing plan and a website marketing strategy.

                              Consider co-assessment with BSBEBUS522A Conduct
                              e-marketing communications.

Competency Field   e-business

Element   ## Performance Criteria

1. Research target markets for   1.1 *Criteria* for *segmenting the market* are chosen and
   electronic marketing   applied in accordance with the requirements of the
                                      product/service and the marketing strategy

                                  1.2 Market segments are evaluated and segment/s chosen
                                      for their compatibility with the electronic marketing
                                      medium and the features of the product/service
                                      and/or the business

                                  1.3 Target market requirements are determined and
                                      profiles of the target markets are prepared using
                                      demographic and/or psychographic descriptors

2. Prepare electronic marketing   2.1 Electronic marketing purpose and objectives are
   strategy and plan   determined in consultation with *relevant personnel*
                                      and are compatible with the business strategy,
                                      direction and values of the business

                                  2.2 Marketing strategy addresses the aims and targets of
                                      the organisation's business plan and meets budgetary
                                      requirements

                                  2.3 Electronic marketing tools are identified for the
                                      business and/or its products or services, costed and
                                      detailed in the marketing plan

                                  2.4 Marketing plan identifies and incorporates
                                      positioning strategies, electronic marketing
                                      approaches, tools and strategies to reach target
                                      market and achieve objectives

                                  2.5 Marketing plan includes an action plan, schedule and
                                      budget estimates for costs of developing and
                                      implementing the electronic marketing strategy

                                  2.6 Marketing plan includes *effectiveness measures* and
                                      meets *legal and ethical requirements*

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Element	Performance Criteria
3. Prepare a website marketing strategy	3.1 Website marketing objectives are determined in accordance with e-marketing strategy and plan
	3.2 Strategy incorporates website design to ensure the required image of the business is projected and the features and benefits of the business' products or services are conveyed in accordance with the overall e-marketing strategy
	3.3 Strategy incorporates website data recording, contacts and feedback mechanisms to allow evaluation of the website as a marketing tool
	3.4 The strategy integrates website marketing into the overall e-marketing strategy

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
	• national, State/Territory legislative requirements especially in regard to Occupational Health and Safety
	• industry codes of practice
	• OECD International Guidelines for Consumer Protection in E-Commerce
	• copyright laws
	• defamation laws
	• privacy legislation
	• intellectual property, confidentiality requirements
	• legal and regulatory policies affecting e-business
Market segmentation is	• the process of dividing a market into consumer subgroups, each of which has different needs

Range Statement

Criteria to use in market segmentation may include:	• consumer needs • benefits desired • product/service usage • attitude • demographics • lifestyle • social and cultural factors • business characteristics
Demographic descriptions may include:	• date and place of birth • sex • nationality • indigenous Australian • education • occupation • marital status • first language • other languages spoken at home • number and age of children • income level • disability
Psychographic descriptions may include:	• activities • interests • opinions • values • attitudes • lifestyle
Relevant personnel may include:	• business owner/s • management • in-house or outsourced / contracted personnel • technology personnel

Range Statement

Effectiveness measures may include:	• awareness measurements
	• recall measurements
	• readership measurements
	• media vehicle audience measurements
	• opinion measurements
	• attitude measurements
	• inquiry measurements
	• sales measurements
	• customer satisfaction ratings
Legal and ethical requirements may include:	• privacy
	• confidentiality
	• legislation
	• regulations
	• codes of practice
	• ethical principles
	• policies and guidelines
	• society's expectations
	• cultural expectations and influences
	• social responsibilities eg protection of children, environmental issues

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	• Integrated demonstration of all elements of competency and their performance criteria
	• Effectiveness of marketing strategies to the target market
	• Realistic but challenging marketing objectives and plan

Evidence Guide

Underpinning Knowledge*
*   Required knowledge/skills is to be limited
      to that which is sufficient to perform the
      particular workplace competency

- 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
- Marketing fundamentals
- e-business environment
- e-business terminology
- Marketing applications for e-business
- Electronic marketing research
- Market segmentation
- Influences on consumer behaviour
- Legal and ethical requirements

Underpinning Skills

- Computer skills for online research
- Literacy skills to interpret requirements and write marketing plan
- Communication skills to negotiate contracts and implement marketing strategies
- 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 3	Level 3	Level 3	Level 1	Level 3	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 evaluate e-marketing opportunities and target e-marketing to particular audiences

- **Communicating ideas and information** – through e-marketing plan

- **Planning and organising activities** – to research target markets, to develop and manage an e-marketing plan and strategies

- **Working with teams and others** – to prepare website marketing strategy

- **Using mathematical ideas and techniques** – to comply with time and budgetary requirements

- **Solving problems** – to determine marketing strategies to suit different target markets

- **Using technology** – to prepare planning documents

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

BSBEBUS522A   Conduct e-marketing communications

Unit Descriptor   This unit covers preparing advertisements for Internet, email or facsimile, using and evaluating the effectiveness of electronic marketing.

Consider co-assessment with BSBEBUS521A Plan e-marketing communications.

Competency Field   e-business

Element	**Performance Criteria**
1. Prepare electronic advertisements	1.1 The *media* for *electronic advertisements* are chosen in accordance with the marketing strategy and multiple channels are used to optimise marketing effort
	1.2 Copy and design elements communicate the required image, features and benefits of the products or services and/or of the business and suit the chosen media
	1.3 Each element of the advertisement is sized and positioned to achieve balance and focus for the advertisement
	1.4 Typeface selections suit the product and the central idea of the advertisement, and the layout balances white space and margins
	1.5 Sound, animation or graphics enhance and do not distract from the content of advertisements
	1.6 Advertisements meet the requirements of the marketing strategy and meets legal and ethical requirements
2. Use business website as e-marketing tool	2.1 Website marketing objectives are determined in accordance with e-marketing strategy and plan
	2.2 Website design projects the required image of the business and conveys the features and benefits of the business' products or services
	2.3 Content, site map, navigation buttons, frames and multiple pages are determined in accordance with e-marketing strategy and plan
	2.4 Website incorporates data recording, contacts and feedback mechanisms to allow evaluation of the website as a marketing tool

Element	Performance Criteria
3. Use electronic marketing	3.1 Media vehicles and website hotlinks are identified and contracts negotiated where necessary to meet the requirements of the marketing strategy, budget, and legal and ethical requirements
	3.2 Marketing channels are promoted to target market segments
	3.3 Advertisements are placed or disseminated in accordance with the marketing strategy, media contracts and *legal and ethical requirements*
4. Monitor and evaluate results of e-marketing	4.1 Marketing is monitored and errors or omissions are rectified in accordance with the marketing strategy
	4.2 Effectiveness measures for the marketing strategy are monitored and results recorded in accordance with organisational requirements
	4.3 The *effectiveness* of marketing campaigns is evaluated and the results used to review and improve the marketing strategy
	4.4 Evaluation results and feedback on marketing channels are used to plan and improve future electronic marketing

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 • national, State/Territory legislative requirements especially in regard to Occupational Health and Safety • industry codes of practice • OECD International Guidelines for Consumer Protection in E-Commerce • copyright laws • defamation laws • privacy legislation • intellectual property, confidentiality requirements • legal and regulatory policies affecting e-business
Media for electronic advertisements may include:	• websites • chat rooms • email • bulletins • facsimiles
Electronic advertisements may include:	• search engine submission • FFA sites • free / paid classifieds • bulk email • e-zine advertising • e-zine publishing as a marketing tool • news groups • auto responders • banner exchanges • web rings

Range Statement

Legal and ethical requirements may include:	• privacy
	• confidentiality
	• legislation
	• regulations
	• codes of practice
	• ethical principles
	• policies and guidelines
	• society's expectations
	• cultural expectations and influences
	• social responsibilities eg protection of children, environmental issues
Effectiveness measures may include:	• awareness measurements
	• recall measurements
	• readership measurements
	• media vehicle audience measurements
	• opinion measurements
	• attitude measurements
	• inquiry measurements
	• sales measurements
	• customer satisfaction ratings

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	• Integrated demonstration of all elements of competency and their performance criteria
	• Targeting of marketing to different audiences
	• Effectiveness of marketing to target audiences

Evidence Guide

Underpinning Knowledge*
* Required knowledge/skills is to be limited to that which is sufficient to perform the particular workplace competency

- 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
- Marketing fundamentals
- e-business
- e-business terminology
- Marketing applications of e-business
- Electronic marketing research
- Market segmentation
- Influences on consumer behaviour
- Legal and ethical requirements

Underpinning Skills

- Computer skills for graphic design / multimedia
- Literacy skills to interpret requirements and create e-advertisements
- Communication skills to implement marketing strategies
- 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 3	Level 3	Level 3	Level 1	Level 3	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 target e-marketing to particular audiences

- **Communicating ideas and information** – to stakeholders through e-marketing and to prepare electronic advertisements to meet the target audience

- **Planning and organising activities** – to manage e-marketing strategies and to prepare, place or disseminate advertisements

- **Working with teams and others** – to negotiate with stakeholders and to liaise for media placement

- **Using mathematical ideas and techniques** – to comply with time and budgetary requirements

- **Solving problems** –to develop and implement strategies, to manage contingencies and to identify and rectify errors or omissions

- **Using technology** – to create and disseminate e-advertisements

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

BSBEBUS523A   Investigate and plan e-work business solutions

Unit Descriptor   This unit covers investigation and planning of off-site e-working arrangements where staff perform agreed duties at an alternative site (usually home) during some or all of scheduled work hours. It includes planning an e-work system for a business - a flexible employment option that meets all legal and regulatory employment requirements.

This unit is related to BSBEBUS409A Lead and facilitate e-staff. Consider co-assessment with BSBEBUS524A Implement and manage e-working arrangements.

Competency Field   e-business

Element

1. Investigate the requirements for off-site e-work

Performance Criteria

1.1 Types of people suited to off-site *e-work* are identified

1.2 *Types of jobs* in the business suited to off-site e-work are identified and evaluated

1.3 Tasks and duties that can be undertaken in an off-site e-work environment are identified and analysed

1.4 The human resource and support system requirements of off-site e-work are identified and compared with current operations

1.5 The *equipment and technology requirements* of off-site e-work are identified and cost implications estimated

1.6 *Requirements* for safe and effective off-site work environments are identified

2. Determine the feasibility of e-work as a flexible employment option

2.1 The *advantages* and *disadvantages* of e-working are assessed and rated

2.2 The likely extent of off-site e-work within the business and its setup costs are determined

2.3 A cost benefit analysis is conducted for e-work as an employment option and a business case prepared in accordance with organisational requirements

Element	Performance Criteria
3. Plan e-working arrangements	3.1 e-work positions are identified in accordance with organisational requirements and e-work policy and guidelines
	3.2 Guideline *e-work agreements* are developed for the organisation in accordance with e-work policy and guidelines
	3.3 The *role and responsibilities of supervisors* of off-site e-work positions is identified in accordance with legal and organisational requirements
	3.4 Business processes affected by the implementation of e-working arrangements are identified and necessary additions and changes are determined in accordance with *legal and ethical* requirements
	3.5 *Resources* necessary to implement e-working arrangements are estimated and identified 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 may include:

- award and enterprise agreements
- national, State/Territory legislative requirements especially in regard to Occupational Health and Safety
- industry codes of practice
- OECD International Guidelines for Consumer Protection in E-Commerce
- copyright laws
- defamation laws
- privacy legislation
- intellectual property, confidentiality requirements
- legal and regulatory policies affecting e-business
- Internet codes of practice

Range Statement

e-work is working at a distance and may include:

- telecommuting: a type of teleworking where employees are physically situated at an alternative workplace such as a home office, and continue to carry out their duties

- home-based work: staff members work at home with access to various types of employer equipment/data bases/networks

- hotelling or hot desking: employees who work out of the office for significant periods of time can call ahead and reserve a workspace, eg office or workstation in the organisation's office facilities

- virtual office: remote electronic work station for employees or work station for self employed

Off-site e-working arrangements require:

- a work agreement between an employee and the business that allows the employee to perform agreed duties at an alternative site (usually home) during some or all of scheduled work hours. It is a flexible employment option and must meet all legal and regulatory employment requirements

Types of jobs may include:

- knowledge workers
- computer programmers
- accounting
- editing
- some clerical work

Range Statement

Equipment and technology requirements of off-site e-work may include:	• powerful computers, high speed modems, technical help line • technical support in case of hardware failure • using equipment, computer, software and data supplied by the business (company assets) • consumables • e-worker's own equipment and software • access to business computer/network • remote access hardware • remote access software • network interface equipment • contact / call centres • data processing houses • contract project workers • casual workers • part-time workers • part-time students
Safe and effective work environment may include:	• dedicated room or quiet area • adequate lighting • ample electrical outlets • safe deployment of electrical cords to avoid tripping, falling • ergonomically appropriate desks and chairs • accommodation for separate phone line/s if necessary for open data link, facsimile etc

Range Statement

Advantages of e-work may include:	• valuable employee recruitment tool
	• retains valuable employees who need to work flexible hours
	• family friendly
	• enhances productivity through better concentration, less interruptions
	• allows work hours to be spread over a longer period during the day
	• may allow more flexible use of equipment
	• may save costs for office space, equipment, parking etc
	• saves employees costs (cost of commuting, dress etc)
	• may enhance morale
Disadvantages of e-work may include:	• limiting technological factors eg slow, dial-up computer modems OR
	• high setup costs eg powerful computers, high speed modems, technical help line coupled with staff turnover
	• may cause resentment in employees whose jobs are unsuitable for e-working arrangements
	• can pose supervisory challenges
	• may be expensive to set up alternate work site especially if networked
	• may require changes in office processes and schedules to accommodate e-staff
	• if supervision and selection of e-staff are inadequate, may compromise productivity and effectiveness
	• may isolate e-staff

Range Statement

e-work agreement may include:

- formal written e-work agreement
- core office hours at given site/s so customers and staff know where to contact
- salary and benefits
- taxation
- performance monitoring
- performance management / appraisal
- security of information
- ensuring confidentiality of all work
- obeying software licensing laws
- protecting employer's records
- ensuring protection of intellectual property
- use of employer's equipment
- use of employee's own equipment
- employer reimbursement and/or maintenance of employee's equipment
- overtime arrangements
- right to terminate e-work agreement
- right to inspect e-worker's work site
- reasonable notice of visits to the e-worker's work site
- occupational health and safety
- worker's compensation
- security controls
- insurance and other liabilities eg travel
- union considerations
- emergency preparedness
- disaster recovery

Range Statement

Roles and responsibilities of supervisors may include:	- flexibility in supervisory practices - management based on outcomes - goal setting - coaching - assessing progress - regular feedback - telephone supervision - focus on quality of work rather than time spent - early identification and handling of problems - remote-site visits - including e-staff in office meetings, both official and social - recruitment and selection
Legal and ethical requirements of off-site e-work may include:	- workers compensation for work related injury/accident - public liability - business contents insurance against damage and theft - other insurance eg travel - taxation law
Resources may include:	- equipment and software - additional support services identified in e-work agreement - approved systems, procedures and routines - assistance to locate or develop an appropriate remote workplace

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	- Integrated demonstration of all elements of competency and their performance criteria - Planned e-work arrangements are acceptable to both e-staff and the organisation - guideline agreements meet legal and ethical requirements
Underpinning Knowledge* * Required knowledge/skills is to be limited to that which is sufficient to perform the particular workplace competency	- 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 - Legal and ethical requirements of e-work - Benefits of e-working arrangements to employers and employees - Barriers to success of e-work - Skills in cost benefit analysis
Underpinning Skills	- Literacy skills to interpret e-work policy and prepare guideline agreements - Numeracy skills to estimate resource requirements for e-work - Communication skills to investigate the requirements for e-work - Computer technology skills - Ability to relate to stakeholders 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 3	Level 3	Level 3	Level 1	Level 3	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 requirements for e-work and develop a feasibility study to promote effective e-working solutions

• **Communicating ideas and information** – to negotiate agreements and convey work requirements through guideline agreements for e-work

• **Planning and organising activities** –to implement and manage e-working arrangements, including safety, security and financial requirements

• **Working with teams and others** – to determine the roles and responsibilities of e-work supervisors and other team members

• **Using mathematical ideas and techniques** – to conduct a cost benefit analysis of e-work

• **Solving problems** – to manage to e-work business solutions, to manage contingencies and to determine the extent of off-site e-work within the business

• **Using technology** – to investigate and plan e-work business solutions

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

BSBEBUS524A   Implement and manage e-working arrangements

Unit Descriptor   This unit covers implementation and management of off-site e-working arrangements where staff perform agreed duties at an alternative site (usually home) during some or all of scheduled work hours. It is a flexible employment option that meets all legal and regulatory employment requirements.

This unit is related to BSBEBUS409A Lead and facilitate e-staff. Consider co-assessment with BSBEBUS523A Investigate and plan e-work business solutions.

Competency Field   e-business

Element

1. Implement *e-working arrangements*

Performance Criteria

3.1 Staff are recruited and selected and *e-work agreements* negotiated with e-staff in accordance with e-work policy and practices

3.2 The work environment is confirmed as meeting the *requirements of a safe, efficient work site* in accordance with occupational, health and safety requirements

3.3 *Resources* necessary to implement e-working arrangements are identified and obtained in accordance with organisational requirements

3.4 Training is identified to ensure that e-staff, their supervisors and the organisation have the required competencies and *attitudes* to successfully implement an off-site e-working arrangements

3.5 Business processes are adjusted to accommodate e-working arrangements in accordance with *legal and ethical requirements*

Element	Performance Criteria
2. Manage e-working arrangements	2.1 Supervisory and performance management arrangements are negotiated and requirements for any on-site work, meetings or other events are agreed in accordance with e-work policy and practices
	2.2 Aspects of off-site e-work such as employee isolation, level of work satisfaction, and opportunities to be part of the organisational culture and value system are monitored and addressed
	2.3 The success of *outcomes-based* and contingency management by supervisors of e-staff is monitored and evaluated, and areas for support or further training identified
3. Evaluate and improve e-work practices	3.1 The outcomes of e-work practices in terms of employee productivity, staff turnover and cost savings to the business are determined, and recommendations made for improvement
	3.2 Improvements to e-working arrangements are implemented 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 may include:	• award and enterprise agreements
	• national, State/Territory legislative requirements especially in regard to Occupational Health and Safety
	• industry codes of practice
	• OECD International Guidelines for Consumer Protection in E-Commerce
	• copyright laws
	• privacy legislation
	• intellectual property, confidentiality requirements
	• legal and regulatory policies affecting e-business
	• Internet codes of practice
	• ethics

Range Statement

e-work is working at a distance and may include:	• telecommuting: a type of teleworking where employees are physically situated at an alternative workplace such as a home office, and continue to carry out their duties
	• home-based work: staff members work at home with access to various types of employer equipment/data bases/networks
	• hotelling or hot desking: employees who work out of the office for significant periods of time can call ahead and reserve a workspace, eg office or workstation in the organisation's office facilities
	• virtual office: remote electronic work station for employees or work station for self employed
Off-site e-working arrangements require:	• a work agreement between an employee and the business that allows the employee to perform agreed duties at an alternative site (usually home) during some or all of scheduled work hours. It is a flexible employment option and must meet all legal and regulatory employment requirements

Range Statement

e-work agreement may include:	• formal written e-work agreement
	• core office hours at given site/s so customers and staff know where to contact
	• salary and benefits
	• taxation
	• performance monitoring
	• performance management / appraisal
	• security of information
	• ensuring confidentiality of all work
	• obeying software licensing laws
	• protecting employer's records
	• ensuring protection of intellectual property
	• use of employer's equipment
	• use of employee's own equipment
	• employer reimbursement and/or maintenance of employee's equipment
	• overtime arrangements
	• right to terminate e-work agreement
	• right to inspect e-worker's work site
	• reasonable notice of visits to the e-worker's work site
	• occupational health and safety
	• worker's compensation
	• security controls
	• insurance and other liabilities eg travel
	• union considerations
	• emergency preparedness
	• disaster recovery
Safe and effective work environment may include:	• dedicated room or quiet area
	• adequate lighting
	• ample electrical outlets
	• safe deployment of electrical cords to avoid tripping, falling
	• ergonomically appropriate desks and chairs
	• accommodation for separate phone line/s if necessary for open data link, facsimile etc

Range Statement

Resources may include:	• equipment and software
	• additional support services identified in e-work agreement
	• approved systems, procedures and routines
	• assistance to locate or develop an appropriate remote workplace
Attitudes to off-site e-work include:	• a major adjustment to redefine work so that it relates more to what is achieved and less to where it is done and exactly when, so long as agreed deadlines are met
Legal and ethical requirements of off-site e-work may include:	• workers compensation for work related injury/accident
	• public liability
	• business contents insurance against damage and theft
	• other insurance eg travel
	• taxation law
Outcomes based management for e-work may include:	• focus on quality of work rather than time spent
	• goal setting
	• assessing progress
	• regular feedback
	• telephone supervision
	• flexibility in supervisory practices
	• early identification and handling of problems
	• remote-site visits
	• including e-staff in office meetings, both official and social

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	• Integrated demonstration of all elements of competency and their performance criteria • e-working arrangements meet the needs of e-staff, supervisors and the organisation
Underpinning Knowledge* * Required knowledge/skills is to be limited to that which is sufficient to perform the particular workplace competency	• 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 • Legal and ethical requirements of e-work • Barriers to success of e-work • Organisational culture • Change management strategies • Outcomes-based management principles
Underpinning Skills	• Literacy skills to interpret e-work policy • Numeracy skills to estimate resource requirements for e-work • Communication skills to negotiate e-working arrangements • Computer technology skills • Ability to relate to stakeholders 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 including access to the Internet
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 3	Level 2	Level 3	Level 1	Level 3	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 evaluate and design e-working arrangements

- **Communicating ideas and information** – through e-work agreements and through negotiations with e-workers and supervisors

- **Planning and organising activities** – to implement and manage e-working arrangements

- **Working with teams and others** – to encourage regular contact with e-workers, to negotiate e-working arrangements and to facilitate staff training and development

- **Using mathematical ideas and techniques** – to estimate resource requirements for e-work

- **Solving problems** – to mange the e-working system, to manage contingencies and to resolve possible barriers to the success of e-working arrangements

- **Using technology** – to manage e-working arrangements

- Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

BSBEBUS601A   Develop an e-business strategy

Unit Descriptor   This unit covers environmental analysis and strategic planning for e-business that supports the organisation's overall business strategy.

This unit is related to BSBEBUS501A Evaluate e-business opportunities and BSBEBUS502A Evaluate e-business models. Consider co-assessment with BSBEBUS602A Develop an action plan for an e-business strategy and BSBEBUS604A Develop a business website.

Competency Field   e-business

Element	Performance Criteria
1. Analyse the organisation's internal business environment	1.1 The organisation's strategic direction, general business goals and priorities are confirmed and potential benefits from the adoption of an e-business strategy are identified
	1.2 Current business practices, responsibilities, and business culture are re-evaluated in light of e-business requirements
	1.3 Organisational policies, *procedures and relationships* that may benefit from the adoption of e-business solutions are identified
	1.4 The impact of e-business strategies on employees and existing customers is evaluated and documented in accordance with organisational requirements
	1.5 The business' strengths, weaknesses, *opportunities and threats* are analysed in relation to e-business
	1.6 The potential for the e-business strategy to transform the business is considered within the planning process and risk management processes identified

Element	**Performance Criteria**
2. Evaluate external factors impacting on e-business strategy	2.1 The impact of e-business in the organisation's industry sector is researched and evaluated
	2.2 *Legal, ethical and security issues* relating to e-business are identified and analysed
	2.3 A competitive analysis of existing and potential e-business competitors and allies in is undertaken to determine the relative competitive advantage of e-business strategies
	2.4 The impact on the strategy of the potential *international nature of e-business* is evaluated
	2.5 Potential e-business models are evaluated in terms of their ability to satisfy business objectives and an economic evaluation of each option completed
	2.6 Opportunities, risks and obstacles in implementing an e-business model are evaluated and ways to deal with them identified
3. Determine the strategic direction of the business in relation to e-business	3.1 Strategic e-business goals are determined for the business in accordance with the overall strategic direction and business goals of the organisation
	3.2 Critical e-business success factors are determined in accordance with the overall business goals of the organisation
	3.3 Key result areas for the e-business strategy are identified in accordance with overall business goals
	3.4 The strategy identifies areas of the business that are trading online and off-line and the management of these, including operations that may overlap

Element	Performance Criteria
4. Formulate an e-business strategy	4.1 The e-business strategy identifies prioritised objectives within key result areas and includes strategies to achieve each objective in accordance with overall strategic direction and business goals
	4.2 The strategy identifies an e-business model for the organisation in accordance with strategic direction and overall business objectives and capabilities
	4.3 The strategy includes a risk analysis for key result areas, and strategies for dealing with culture change in the organisation relating to e-business
	4.4 Policies *and procedures* are identified for development to guide business operation in accordance with the e-business model and overall business objectives
	4.5 Valid and reliable performance measures are determined for each e-business objective along with strategies for performance monitoring and reporting
	4.6 The strategy meets organisational requirements in terms of format and level of detail

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
	• national, State/Territory legislative requirements especially in regard to Occupational Health and Safety
	• industry codes of practice
	• OECD International Guidelines for Consumer Protection in E-Commerce
	• copyright laws
	• defamation laws
	• privacy legislation
	• intellectual property, confidentiality requirements
	• legal and regulatory policies affecting e-business
e-business is:	• every type of business transaction in which the participants (ie suppliers, end users etc) prepare or transact business or conduct their trade in goods or services electronically (Definition of e-commerce in E-competent Australia, ANTA, May 2000)

Range Statement

Procedures and relationships may include:	• organisation structures, plans, strategies
	• customer service
	• delivery of core services
	• delivery of products
	• delivery of wider business services
	• delivery of Government services
	• trading communities
	• development of new products, services and markets
	• human resource development
Threats and opportunities may include:	• business-to-business (B2B) opportunities involving e-business between two companies
	• business-to-consumer (B2C) opportunities involving e-business between an enterprise and a customer
	• disintermediation threats/opportunities where the role of 'middlemen' or other middle supply chain elements is reduced or made redundant as newer more efficient supply chain technologies are implemented
	• re-intermediation opportunities, where e-business creates new value between producers and consumers
	• rate of change of the market
	• acceptance of the community to validity of e-business
	• threats to the reliability of supply in the provision of goods and services from suppliers outside the enterprise
Legal and ethical issues may include:	• security
	• privacy
	• confidentiality
	• ownership of information
	• intellectual property
	• fraud prevention and detection
	• business ethics
	• legal issues eg jurisdiction, contract validity, taxation
	• occupational health and safety

Range Statement

International nature of e-business may include:	• language • culture • legal issues • technology
Policies and procedures may include:	• security • privacy • confidentiality • information management • risk management • intellectual property • fraud prevention and detection • code of practice • business ethics • human resource management • human resource development • performance management • electronic communication • outsourcing • legal issues eg jurisdiction, contract validity, taxation • quality assurance and warranty • cultural communication aspects eg forms of address, expression, site navigation assistance, client feedback

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 • Information to support choice of critical success factors, key result areas, strategic objectives and their priorities

Evidence Guide

Underpinning Knowledge*
* Required knowledge/skills is to be limited to that which is sufficient to perform the particular workplace competency

- 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
- e-business environment
- e-business terminology
- Business planning methodologies
- Legal, ethical and security issues relating to e-business
- Culture of e-business versus traditional business models
- Intellectual property laws

Underpinning Skills

- Computer technology skills
- Literacy skills to research and develop e-business strategy
- Numeracy skills for data analysis
- Risk analysis
- Business development skills commensurate with understanding the business' marketing needs
- Ability to relate to stakeholders 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, in particular, technology related resources

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 3	Level 3	Level 3	Level 2	Level 3	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 and develop an e-business strategy

- **Communicating ideas and information** – through a clear strategy document

- **Planning and organising activities** – to identify critical success factors and key result areas

- **Working with teams and others** – to determine priorities

- **Using mathematical ideas and techniques** – to analyse data

- **Solving problems** – through risk analysis

- **Using technology** – to prepare strategy document

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

BSBEBUS602A   Develop an action plan for an e-business strategy

Unit Descriptor

This unit covers development of an action plan or operational plan for the implementation and management of an e-business strategy.

Consider co-assessment with BSBEBUS601A Develop an e-business strategy.

Competency Field   e-business

Element	**Performance Criteria**
1. Identify parameters for action plan	1.1 The structure and format of the plan and resources for strategy implementation are confirmed in accordance with organisational requirements
	1.2 *e-business* strategy is analysed to confirm strategic direction, critical success factors and key result areas
	1.3 Pre-planning data such as available resources, budget allocations, timeframes and milestones are confirmed for the operating cycle of the e-business strategy
	1.4 *Legal, ethical and security issues* relating to e-business are clarified
	1.5 The impact of e-business trading is factored into operational policies where not all business will be conducted online
2. Identify tactical objectives and activities for action plan	2.1 *Tactical objectives* are linked directly to critical success factors and strategic objectives for each key result area in the e-business strategy
	2.2 Tactical objectives include those that address contextual issues such as the e-business model of the organisation, occupational health and safety issues for e-business and the national / international nature of e-business
	2.3 Activities are identified and prioritised and responsibilities are assigned in accordance with organisational requirements
	2.4 Activities relate to both business activities and those that address risks and obstacles related to e-business
	2.5 Timeframes, resource implications and budgetary requirements are identified for each activity in accordance with pre-planning information

Element	**Performance Criteria**
3. Formulate an action plan for an e-business strategy	3.1 Outcomes, success measures, monitoring and reporting processes are included in the plan for each tactical objective and are valid and relevant
	3.2 The action plan identifies learning and development needs and systems, change management and implementation strategies to assist in achieving the e-business strategy
	3.3 *Policies and procedures* are scheduled for development / updating to guide business operation in accordance with the e-business model
	3.4 The action plan provides *information* and strategies in reader friendly language or diagrammatic format to ensure ease of use by the organisation
	3.5 The action plan is formulated in accordance with organisational requirements for content, structure and format
	3.6 The action plan includes monitoring and review processes to assess outcomes and identify and address shortfalls 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 may include:	• award and enterprise agreements
	• national, State/Territory legislative requirements especially in regard to Occupational Health and Safety
	• intellectual property, confidentiality requirements
	• legal and regulatory policies affecting e-business
	• business ethics
	• and must include:
	• industry codes of practice
	• OECD International Guidelines for Consumer Protection in E-Commerce
	• copyright laws
	• privacy legislation

Range Statement

e-business is:	• every type of business transaction in which the participants (ie suppliers, end users etc) prepare or transact business or conduct their trade in goods or services electronically (Definition of e-commerce in <u>E-competent Australia</u>, ANTA, May 2000)

Legal and ethical requirements may include:

- confidentiality
- codes of practice
- business ethics
- legislation
- regulations
- policies and guidelines

Tactical objectives may include:

- links to strategic and operational objectives
- links to general business strategies

Action plan information may include:

- objectives
- their link to the e-business strategy
- activities
- priorities
- responsibility
- timeframes
- resource implications
- budgetary implications
- success measures
- monitoring and evaluation processes
- reporting processes
- review processes
- change management strategies
- database construction and maintenance
- access to website under construction
- testing of website by client stakeholders

Range Statement

Policies and guidelines may include:	
	• information management
	• risk management
	• intellectual property
	• fraud prevention and detection
	• business ethics
	• code of practice
	• human resource management
	• performance management
	• electronic communication
	• outsourcing
	• legal issues eg jurisdiction, contract validity, taxation
	• Occupational Health and Safety
	• and must include:
	• security
	• privacy
	• confidentiality

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
	• Scope of the objectives and activities for e-business
	• Knowledge of e-business and e-business implementation issues

Evidence Guide

Underpinning Knowledge*	
* Required knowledge/skills is to be limited to that which is sufficient to perform the particular workplace competency	• 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
	• e-business environment
	• e-business terminology
	• General business planning concepts
	• Strategic operational and tactical planning methodologies
	• Legal, ethical and security issues relating to e-business
	• Culture of e-business versus traditional business models
	• Implementation issues
	• Stakeholders in planning process

Underpinning Skills	
	• Computer technology skills including database administration
	• Literacy skills to research, develop and write e-business action plan
	• Numeracy skills for budgetary information
	• Communication skills for consultation to determine priorities
	• Policy development skills
	• Ability to relate to stakeholders 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 3	Level 3	Level 3	Level 2	Level 3	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 confirm pre-planning information

- **Communicating ideas and information** – through reader friendly action plan document

- **Planning and organising activities** – to prepare action plan

- **Working with teams and others** – to determine priorities and responsibilities for activities

- **Using mathematical ideas and techniques** – to estimate budgetary requirements

- **Solving problems** – to balance infrastructure and process activities against direct income earning activities

- **Using technology** – to prepare action plan

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

BSBEBUS603A   Evaluate new technologies for business

Unit Descriptor   This unit covers identification of new technologies and evaluation of their suitability to the business.

Consider co-assessment with BSBEBUS605A Identify and implement e-business innovation.

Competency Field   e-business

Element	Performance Criteria
1. Investigate new technologies for business	1.1 *Capabilities* provided by *new technologies* are identified through research and consultation and their relevance to the business identified
	1.2 Changes needed to the business and its culture to take advantage of new technologies are evaluated and costed
	1.3 Likely capital expenditure and staff training required to implement new technologies are identified
2. Evaluate the business' capabilities in relation to the use of new technologies	2.1 Existing technology and its *level of use* in the business is evaluated
	2.2 *Value chain analysis* is completed across the organisation to identify *processes and relationships* that may benefit from the adoption of new technologies
	2.3 Risks and obstacles to utilising new technologies are evaluated and ways to deal with them identified
	2.4 Requirements for integrating new technology with existing systems are determined
	2.5 Budgetary and other resources available for the adoption of new technologies are identified in accordance with the organisation's business strategy
3. Evaluate suitability of new technology solutions to the business	3.1 Capabilities provided by new technologies are compared with business requirements within given resource parameters and potentially suitable technology identified
	3.2 Staff competencies for operating with new technologies are identified and staffing and/or training costs and lead times are determined
	3.3 Cost/benefit analysis for new technologies is performed and suitable technologies recommended for acquisition 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 may include:

- award and enterprise agreements
- national, State/Territory legislative requirements especially in regard to Occupational Health and Safety
- industry codes of practice
- OECD International Guidelines for Consumer Protection in E-Commerce
- copyright laws
- privacy legislation
- intellectual property, confidentiality requirements
- legal and regulatory policies affecting e-business

Capabilities provided by new technologies may include:

- linking of email and/or Internet transactions into other (existing) computer systems
- services/applications that can be provided by mobile commerce
- permanent login to corporate networks – able to receive short message service (SMS) at any time
- 24 hour telephone connection (rather than connected at dial up) charged for data transmitted – packet based (voice packets) not time based
- access to information and information services, available anytime, anyplace and anywhere to anybody (wireless)
- fax over IP (Internet Protocol)
- voice over IP
- video streaming services over mobile phones
- improved security for data transmitted by wireless technology

Range Statement

New technologies may include:

- mobile technologies eg second generation such as GSM (Global System for Mobile communications)

- 3G (third generation cellular radio for mobile technology, designed to support wideband data communications just as well as voice – the basis for a wireless information society)

- location based services for mobile

- digital signature technology for mobile phone users

- General Packet Radio Services (GPRS)

- WAP (wireless application protocol)

- UMTS (universal mobile telephony system)

- xDSL technologies eg ADSL (Asymmetric Digital Subscriber Line)

- computer telephony integration

- access gateways (to hide type of access that may be via cable modem, mobile telephone, landline, ADSL modem)

- fax gateways

- Bluetooth chips for short distance wireless connections over short distances (alternative to cable)

- EDGE (Enhanced Data rates for GSM Evolution) to increase GSM network capacity and data rates

- Internet telephony

- voice verification technology

- business to business electronic data transfer via internet, web browsers using XML

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 • Rationale for new technology recommendations
Underpinning Knowledge* * Required knowledge/skills is to be limited to that which is sufficient to perform the particular workplace competency	• 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 • Reliable sources of information on cutting edge (but not unproven) technology • Value chain analysis • Cost/benefit analysis
Underpinning Skills	• Literacy skills to research information on new technologies • Numeracy skills to conduct cost/benefit analysis • Computer technology skills • Ability to relate to stakeholders 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 3	Level 3	Level 3	Level 2	Level 3	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 investigate capabilities provided by new technologies
- **Communicating ideas and information** – through recommendations on acquisition of new technologies
- **Planning and organising activities** – for implementation of new technologies
- **Working with teams and others** – to identify staffing or staff training requirements for implementation of new technology
- **Using mathematical ideas and techniques** – to conduct cost/benefit analysis
- **Solving problems** – to evaluate new technologies
- **Using technology** – to research new technologies

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

BSBEBUS604A   Develop a business website strategy

Unit Descriptor   This unit covers development of a web strategy that supports the business strategy, determining marketing objectives and strategies for the website and planning its integration into business operations.

This unit is related to BSBEBUS506A Plan and develop a business website and BSBEBUS507A Manage the business aspects of a website. Consider co-assessment with BSBEBUS601A Develop an e-business strategy.

Competency Field   e-business

Element	**Performance Criteria**
1. Determine the business' requirements of the website	1.1 The commercial, business and/or marketing purpose of the website is determined in consultation with *relevant personnel* in accordance with the organisation's e-business and/or e-marketing strategy
	1.2 Business, product / service information for the website is determined in consultation with relevant personnel
	1.3 The business image to be projected by the website is determined in consultation with relevant personnel
	1.4 *Website features/capabilities* are determined in consultation with relevant personnel in accordance with the organisation's e-business strategy
2. Determine business and marketing objectives for the website	2.1 Key characteristics, competitive factors and the market situation facing the business and/or its products or services are identified
	2.2 Information on the target audience for the website is gathered and analysed
	2.3 Website marketing objectives are written in measurable terms and provide specific guidance on what is to be achieved by the website
	2.4 A *business performance strategy* is developed for the website incorporating business objectives for products / services

Element	Performance Criteria
3. Develop a website strategy	3.1 Strategies to achieve website marketing objectives are determined in accordance with the organisation's e-business and/or e-marketing strategy
	3.2 Timeframes for development and implementation of the website are determined in accordance with the organisation's e-business strategy
	3.3 A budget for development, setup, hosting and *maintenance* of the website is determined in accordance with the organisation's overall e-business budget
	3.4 The strategy includes an implementation and maintenance plan, strategies to work cooperatively with technical personnel, performance measures and monitoring procedures to measure the marketing effectiveness of the website
	3.5 A web content management strategy is developed to ensure up-to-date, relevant, accurate information on the site
	3.6 The strategy includes marketing strategies for *publicising* that the website is available and operational
4. Plan integration of the website into business operations	4.1 Links between the website and *operational areas* of the business are identified and responsibility for the development of procedures to enable their integration is assigned in accordance with the overall e-business strategy
	4.2 Feedback mechanisms and processes are determined to gauge customer satisfaction with the website and the business, and to allow evaluation of the website as a marketing tool

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
	• national, State/Territory legislative requirements especially in regard to Occupational Health and Safety
	• industry codes of practice
	• OECD International Guidelines for Consumer Protection in E-Commerce
	• copyright laws
	• privacy legislation
	• intellectual property, confidentiality requirements
	• legal and regulatory policies affecting e-business
Relevant personnel may include:	• owner/s
	• management
	• in-house or contracted marketing personnel
	• in-house or contracted technology/technical personnel
	• web hosting service personnel
	• client stakeholders

Range Statement

Website features/capabilities may include:	• marketing features
	• legal requirements
	• privacy and confidentiality requirements
	• security requirements
	• authentication facility or link
	• customer service requirements
	• shopping cart facilities
	• electronic payment facilities
	• online catalogues, brochures
	• knowledge bases
	• frequently asked questions (FAQS)
	• thumbnails, image maps etc
	• active links
	• navigation buttons
	• frames, animation, flash etc
	• colour, sound, video, graphics, photos
	• downloadable files
	• search facility
	• facility for user feedback on content and operation of website
Business performance strategy may include:	• service objectives
	• logistics of product supply, pricing, delivery and inventory management
Maintenance issues may include:	• frequency of updates
	• timeliness
	• responsible staff
	• maintenance workload
	• optimisation of feedback
Publicity strategies may include:	• use of traditional media publicity
	• newsgroup notice
	• Internet chat room
	• registration with commonly used search engines
	• links to other sites
	• design of site ie key words

Range Statement

Operational areas may include:

- marketing and sales
- customer service
- supply and dispatch of goods
- service support / after sales service
- administration
- finance
- training and development
- user groups

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 features of a marketing oriented website
- Ways to increase the marketing effectiveness of a website

Underpinning Knowledge*

* Required knowledge/skills is to be limited to that which is sufficient to perform the particular workplace competency

- 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
- Internet
- World Wide Web
- Uniform resource locators (URL)
- Browsers, search engines, web crawlers
- e-business
- e-Marketing principles
- Features of a marketing oriented website
- Ways to increase the marketing effectiveness of a website

Evidence Guide

Underpinning Skills	• Strategic planning
	• Computer technology skills
	• Communication skills to consult with relevant personnel on website purpose, image and capabilities
	• Literacy skills to gather and analyse information on the business, its products/services and the target audience for the website
	• Numeracy skills for costing, and meeting budgetary requirements
	• Ability to relate to stakeholders 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 3	Level 3	Level 3	Level 2	Level 3	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 target audience for the website

- **Communicating ideas and information** – in consultation with relevant personnel regarding the website purpose and capabilities

- **Planning and organising activities** – to integrate the website into business operations

- **Working with teams and others** – to determine the organisation's business image to be projected

- **Using mathematical ideas and techniques** – to cost the development, setup and maintenance of the business website

- **Solving problems** – to increase the marketing effectiveness of a website

- **Using technology** – to prepare a business website strategy

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

BSBEBUS605A   Identify and implement e-business innovation

Unit Descriptor   This unit covers analysis of traditional business processes to identify and implement e-business opportunities for innovation and reform.

Consider co-assessment with BSBEBUS603A Evaluate new technologies for business and BSBEBUS606A Manage e-business risk.

Competency Field   e-business

Element

1. Compare the business with e-businesses

2. Identify e-business opportunities for innovation and reform

Performance Criteria

1.1 Information on e-business markets, customers and methods of doing business are investigated

1.2 The current market for the business and the customer base are analysed and compared with typical e-business markets and customers

1.3 Current business relationships, business processes and methods of doing business are analysed and contrasted with e-facilitated businesses

2.1 Innovation and reform of *aspects of the business* through e-business strategies are investigated and opportunities identified

2.2 Opportunities are assessed for their compatibility with business goals and objectives, and a cost-benefit analysis conducted for each

2.3 The degree of likely change and the ramifications for the business and its culture are evaluated for each opportunity

2.4 A risk management analysis is conducted and a plan for dealing with contingencies is formulated in accordance with organisational requirements

2.5 Opportunities are ranked in terms of their viability and applicability to the organisation

2.6 Opportunities for innovation are included in the organisation's e-business strategy and prioritised for implementation

Element	Performance Criteria
3. Implement e-business innovation	3.1 Aspects of the business are redesigned in an innovative manner using online technologies in accordance with the organisation's e-business strategy
	3.2 e-business innovation/s are integrated into the business and monitored to gauge their usefulness and maximise implementation
	3.3 e-business innovation is reviewed in consultation with users and recommendations for improvement or further innovation documented and evaluated

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
- national, State/Territory legislative requirements especially in regard to Occupational Health and Safety
- industry codes of practice
- OECD International Guidelines for Consumer Protection in E-Commerce
- copyright laws
- privacy legislation
- intellectual property, confidentiality requirements
- legal and regulatory policies affecting e-business

e-business is:

- every type of business transaction in which the participants (ie suppliers, end users etc) prepare or transact business or conduct their trade in goods or services electronically (Definition of e-commerce in E-competent Australia, ANTA, May 2000)

Aspects of the business may include:

- delivery of products
- delivery of core services
- customer service
- product development
- market development

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
- Value-added nature of the innovation/redesign of aspects of the business

Underpinning Knowledge*
* Required knowledge/skills is to be limited to that which is sufficient to perform the particular workplace competency

- 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
- e-business environment
- e-business terminology
- Business planning processes
- Change management
- Legal, ethical and security issues relating to e-business
- Culture of e-business versus traditional business models
- Business process re-engineering
- Implementation issues

Underpinning Skills

- Computer technology skills
- Literacy skills to research e-business information
- Numeracy skills for cost-benefit analysis
- Communication skills for consultation with users
- Ability to relate to stakeholders 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

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 3	Level 3	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 identify e-business information

- **Communicating ideas and information** – to identify opportunities for innovation and reform

- **Planning and organising activities** – to redesign aspects of the business

- **Working with teams and others** – to integrate business innovation into the business

- **Using mathematical ideas and techniques** – to conduct cost-benefit analysis and rate opportunities

- **Solving problems** – to determine the viability of e-business opportunities for business innovation

- **Using technology** – to redesign aspects of the business

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

BSBEBUS606A   Manage e-business risk

Unit Descriptor   This unit covers identification and management of risks associated with e-business including objectives failure, technology failure, security, and fraud. It focuses on the development of risk management strategies to provide a secure environment for business transactions.

Consider co-assessment with BSBEBUS605A Identify and implement e-business innovation.

Competency Field   e-business

Element	Performance Criteria
1. Identify e-business risk	1.1 *Legal risks* related to conducting business in an international environment are identified and analysed
	1.2 *Laws* relating to e-business in the domestic and international market are identified and related non-compliance risks to the business identified
	1.3 *Internal risks* associated with conducting business electronically are identified and categorised
	1.4 Types of *online transactions* are analysed and any associated risks for customers identified
	1.5 *Research* is conducted to identify plausible *business risk*
	1.6 *Computer software security* and building security are analysed and risks identified
2. Develop a risk management plan for an e-business	2.1 The probability and consequences of identified risks are estimated and strategies developed to minimise them
	2.2 Strategies to control fraud and *minimise* e-business legal and security risks are developed in consultation with *relevant personnel*
	2.3 Responsibility for risk management in the organisation is assigned in accordance with organisational policies and practice
	2.4 Risk management strategies are documented in a risk management plan in accordance with organisational requirements
	2.5 Risk management plan identifies procedures for monitoring and identifying risks and business contingency plans to meet the need for business change
	2.6 Risk management plan includes education/training in risk management for staff in accordance with organisational requirements

Element	**Performance Criteria**
3. Implement risk management strategies	3.1 Risk management strategies are implemented and monitored in accordance with the risk management plan
	3.2 Security strategies for customer payment transactions and information are implemented in accordance with the risk management plan
	3.3 Business non-technical strategies to minimise security risks to online data are implemented in accordance with the risk management plan and legal and ethical requirements
	3.4 Fraud control measures are implemented in accordance with the risk management plan and legal and ethical requirements
	3.5 Staff training in risk management is implemented in accordance with the risk management plan
4. Evaluate and review e-business risk management	4.1 Risk management is monitored and the risk management plan adjusted in response to incidents that cause actual, mitigated or just-avoided harm to the business
	4.2 The ability of fraud control measures to minimise fraud is assessed and corrective action recommended to improve outcomes
	4.3 Feedback is obtained from customers and staff in addition to those with responsibility for risk management in the organisation and strategies reviewed and adjusted in response
	4.4 Systems are implemented to ensure that feedback is reviewed and actioned 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 may include:	• award and enterprise agreements • national, State/Territory legislative requirements especially in regard to Occupational Health and Safety • industry codes of practice • OECD International Guidelines for Consumer Protection in E-Commerce • business ethics guidelines • copyright laws • defamation laws • privacy legislation • intellectual property, confidentiality requirements • legal and regulatory policies affecting e-business
e-business is:	• every type of business transaction in which the participants (ie suppliers, end users etc) prepare or transact business or conduct their trade in goods or services electronically (Definition of e-commerce in <u>E-competent Australia</u>, ANTA, May 2000)
Legal risks may include:	• unclear legal jurisdiction • validity of contracts established over the Internet • taxation issues across geographical borders
Laws may include:	• privacy • defamation • copyright • intellectual property • trade practices • taxation • identity theft

Range Statement

Internal risks may include:	• technical failure
	• technical compatibility
	• viruses
	• hacking
	• industrial espionage
	• fraud
	• trade secrets
	• human issues
	• financial issues
	• political issues
	• liability for employee actions
	• spamming
	• selling customer information
	• impersonation
	• misleading advertising
Online transactions may include:	• public data
	• copyright data
	• confidential data
	• secret data
Research may include:	• understanding and applying usability studies
Business risk may include:	• business image risk
	• customer service risk
	• competitive advantage risk – "cultural security"
Computer software security may include:	• goals of
	• privacy
	• integrity
	• authentication
	• availability

Range Statement

Ways to minimise risks may include:	• technical solutions
	• contingency plans
	• insurance
	• staff training
	• code of conduct
	• business ethics guidelines

Relevant personnel may include:	• owner/s
	• management
	• board
	• in-house or contracted risk management and/or fraud control personnel
	• technical personnel
	• customers
	• staff

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
	• Risk management strategies that are practical and cost effective and fit the culture of the organisation

Underpinning Knowledge* * Required knowledge/skills is to be limited to that which is sufficient to perform the particular workplace competency	• 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
	• e-business
	• e-business models
	• e-business processes and relationships
	• Risk management assessment methods and criteria

Evidence Guide

Underpinning Skills	• Computer technology skills
	• Literacy skills to interpret legal requirements
	• Communication skills to consult with staff and customers about risk management
	• Numeracy skills to determine risk probability
	• Ability to relate to stakeholders 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 3	Level 3	Level 3	Level 1	Level 3	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 e-business risk

- **Communicating ideas and information** – through a risk management plan

- **Planning and organising activities** – to implement risk management strategies

- **Working with teams and others** – to evaluate risk management

- **Using mathematical ideas and techniques** – to determine risk probability

- **Solving problems** – to improve risk management strategies

- **Using technology** – to prepare a risk management plan

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

BSBEBUS607A   Develop e-business outsourcing policy and guidelines

Unit Descriptor   This unit covers development of policy and guidelines for e-business outsourcing or contracting by the business.

This unit is related to BSBEBUS509A Implement e-business outsourcing arrangements and BSBEBUS510A Manage e-business outsourcing.

Competency Field   e-business

Element	Performance Criteria
1. Identify requirements for e-business outsourcing	1.1 Activities that are core to the business and not available for outsourcing or contracting are identified
	1.2 Activities identified as non-core are analysed in terms of their likely future growth and the effect of their outsourcing on control of future business projects, and those *suitable for outsourcing* identified
	1.3 Risks associated with *e-business* outsourcing or contracting are identified
	1.4 *Legal and ethical requirements* related to e-business outsourcing or contracting are identified
	1.5 Expected outcomes for the business from utilising outsourcing or contracting are identified in consultation with *relevant personnel*
2. Develop policy and guidelines for e-business outsourcing or contracting	2.1 Policy and *guidelines* for outsourcing or contracting are developed in accordance with organisational requirements and legal and ethical considerations
	2.2 The business' position on outsourcing or contracting is articulated in the policy including conditions under which e-business outsourcing or contracting can occur
	2.3 Policy provides a decision-making process for outsourcing or contracting and principles to guide contract management in line with organisational values and direction
	2.4 Guidelines identify *criteria* for identifying business activities for outsourcing or contracting within an identified scope of non-core activities, in accordance with business direction
	2.5 Guidelines are developed for risk assessment of potential outsourcing or contracting in accordance with overall e-business strategy
	2.6 Guidelines are developed for setting up collaboration, partnering and contracting arrangements, risk management and contract management in accordance with policy direction

Element	Performance Criteria
3. Implement and monitor effectiveness of policy and guidelines for e-business outsourcing or contracting	3.1 The policy is implemented and information, learning or development opportunities provided to those managing outsourcing or contracting arrangements, to ensure the guidelines, expected actions and outcomes are understood
	3.2 Implementation of the policy and guidelines is monitored and data obtained on its effectiveness in managing outsourcing or contracting while minimising risks to the business
	3.3 Feedback is used to make improvements in policy and processes in accordance with organisational requirements and level of authority

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 • national, State/Territory legislative requirements especially in regard to Occupational Health and Safety • industry codes of practice • OECD International Guidelines for Consumer Protection in E-Commerce • legal and regulatory policies affecting e-business
Activities suitable for outsourcing may include:	• website setup, maintenance and management • online catalogue setup and maintenance • technology maintenance • authentication services • ordering • production • e-marketing • inventory management • labelling • distribution • invoicing • credit card facilities • accounting

Range Statement

e-business is:	• every type of business transaction in which the participants (ie suppliers, end users etc) prepare or transact business or conduct their trade in goods or services electronically (Definition of e-commerce in <u>E-competent Australia</u>, ANTA, May 2000)

Legal and ethical requirements may include:

- security
- privacy
- confidentiality
- ownership of information
- intellectual property
- copyright
- fraud prevention and detection
- aspects of contract law
- Trades Practices Act

Relevant personnel may include:

- owner/s
- board
- management
- accounting personnel
- marketing personnel
- staff

Outsourcing criteria may include:

- cost shifting
- quality
- customer needs
- customer loyalty
- time to market
- access to market
- market share
- brand building
- margins

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
- Policy and guidelines are practical and effective in meeting organisational requirements for low risk, cost-effective outsourcing or contracting

Underpinning Knowledge*
* Required knowledge/skills is to be limited to that which is sufficient to perform the particular workplace competency

- 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
- Policy development
- Organisational requirements
- Legal and ethical considerations
- Contract and risk management issues

Underpinning Skills

- Literacy skills to identify policy requirements and write policy
- Numeracy skills to determine costs and cost effectiveness
- Communication skills to determine organisational needs
- Computer technology skills
- Ability to relate to stakeholders 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 3	Level 3	Level 3	Level 2	Level 3	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 determine organisational requirements

• **Communicating ideas and information** – to implement policy and guidelines for outsourcing or contracting

• **Planning and organising activities** – to implement and monitor policy

• **Working with teams and others** – to provide learning opportunities

• **Using mathematical ideas and techniques** – to determine cost effectiveness of policy options

• **Solving problems** – to manage risk

• **Using technology** – to prepare policy documents

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

BSBEBUS608A   Develop and implement online information policy

Unit Descriptor   This unit covers establishing, implementing and evaluating policies and processes for managing online information.

Consider co-assessment with BSBEBUS609A Develop a knowledge management strategy for an e-business.

Competency Field   e-business

Element

1. Establish policies for managing online information

2. Establish processes for dealing with legal issues relating to online information

Performance Criteria

1.1 *Legal, financial and organisational issues* related to information management in an online environment are identified

1.2 Record keeping requirements are determined for electronic transactions and other online information in accordance with legal and financial requirements

1.3 Policy and procedures for authentication of online information sources are developed in accordance with legal and organisational requirements

1.3 Policy and procedures regarding privacy issues and confidentiality of customer information are developed in accordance with legal and organisational requirements

1.4 Policy and procedures covering intellectual property issues are established in accordance with legal and organisational requirements

2.1 Legal issues associated with online information management are identified and policies developed to deal with them

2.2 Processes are developed to determine/confirm the validity of contracts established via the Internet in accordance with organisational requirements

2.3 Processes are developed to establish/confirm legal jurisdiction applying in international transactions via the Internet

2.4 Processes provide for expert opinion to be obtained to protect the business from risks associated with legal issues

Element	Performance Criteria
3. Implement online information management policies and procedures	3.1 Responsibility for day-to-day information management within the organisation is assigned in accordance with business strategy
	3.2 Business processes are adjusted in line with online information management policies and procedures
	3.3 Staff learning and development opportunities are provided in online information management in accordance with organisational requirements
	3.4 *Information and development support* is provided to customers and supply chain to assist in implementation of the information management policies
4. Evaluate online information management	4.1 Information management is monitored and reviewed in accordance with performance monitoring and reporting requirements
	4.2 Feedback is gathered from staff and customers to continuously improve online information management processes
	4.3 Compliance with legal and financial requirements is reviewed and processes adapted to meet any shortfalls

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 • national, State/Territory legislative requirements especially in regard to Occupational Health and Safety • industry codes of practice • OECD International Guidelines for Consumer Protection in E-Commerce • taxation laws • electronic transactions legislation • copyright laws • defamation laws • privacy legislation • intellectual property, confidentiality requirements • legal and regulatory policies affecting e-business • record keeping and archives legislation
Legal, financial and organisational issues may include:	• authentication of customers • validation of online information sources • confidentiality of customer information • privacy • security (of both the system and the building) • type and level of encryption • intellectual property • validity of contracts established over the Internet • legal jurisdiction • international trade issues • non-repudiation • use of digital signatures • use of private key infrastructure

Range Statement

Information and development support may include:	• information management policy and customer procedures
	• guidelines on information requirements of online ordering, and other business processes eg purchasing or supply
	• advice on restrictions applying to use of customer information
	• targeted advice for international jurisdictions

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
	• Policy and procedures are practical and meet legal and ethical requirements
Underpinning Knowledge* * Required knowledge/skills is to be limited to that which is sufficient to perform the particular workplace competency	• 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
	• Internal and external sources of information
	• Structure of the e-business
	• Culture of e-business versus traditional business models
	• Legal, ethical and security issues relating to information management
	• e-business
Underpinning Skills	• Computer technology skills
	• Literacy skills to access and use information management system
	• Numeracy skills data analysis
	• Communication skills for consultation with staff
	• Records management
	• Ability to relate to stakeholders 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 3	Level 3	Level 3	Level 3	Level 1	Level 3	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 information management issues

- **Communicating ideas and information** – to provide training and development to staff and customers

- **Planning and organising activities** – to develop information management processes

- **Working with teams and others** – to implement information management processes

- **Using mathematical ideas and techniques** – for data analysis

- **Solving problems** – to continuously improve information management processes

- **Using technology** – to manage online information

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

BSBEBUS609A   Develop a knowledge management strategy for an e-business

Unit Descriptor   This unit covers analysis of existing systems, determining e-business requirements for knowledge management and developing a strategy to meet those requirements.

Consider co-assessment with BSBEBUS608A Develop and implement online information policy.

Competency Field   e-business

Element	Performance Criteria
1. Analyse existing knowledge management arrangements	1.1 Existing arrangements for the capture and use of e-business knowledge and information from internal and external sources are identified
	1.2 Arrangements for managing knowledge are distinguished from information management and understanding of the importance of knowledge management in the organisation identified
	1.3 The effectiveness of existing procedures and systems is evaluated in terms of meeting the needs of clients, organisational aims, objectives and standards
	1.4 Improvements are identified in the organisation's strategic use of knowledge and a cost-benefit analysis prepared
2. Evaluate knowledge management options	2.1 Methods for capturing and using the knowledge held by people within an e-business are investigated and barriers to their use identified and evaluated
	2.2 *Knowledge management software* is evaluated and recommendations made regarding its usefulness and likely benefit to the organisation
	2.3 Incentives and reward systems to support knowledge management are investigated for their relevance to an e-business
	2.4 Business non-technical requirements for maintenance of and *access* to an integrated knowledge database for the e-business are determined in accordance with organisational requirements

Element	Performance Criteria
3. Develop a knowledge management strategy	3.1 A business strategy is developed in consultation with staff for the capture and strategic use of organisational knowledge
	3.2 Business processes are designed to support knowledge management in accordance with the organisation's e-business strategy and budget
	3.3 An executive support system is planned as part of the knowledge management strategy to improve managerial decision making in accordance with organisational requirements
	3.4 Technology requirements for implementation of the strategy are costed and included in e-business budgeting
	3.5 Processes for the periodic review of knowledge management within the e-business are designed or re-designed to ensure ongoing efficiency and effectiveness
	3.6 The knowledge management strategy meets organisational requirements identified in its overall business plan and e-business strategy

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 • national, State/Territory legislative requirements especially in regard to Occupational Health and Safety • industry codes of practice • OECD International Guidelines for Consumer Protection in E-Commerce • copyright laws • defamation laws • privacy legislation • intellectual property, confidentiality requirements • legal and regulatory policies affecting e-business
e-business is:	• every type of business transaction in which the participants (ie suppliers, end users etc) prepare or transact business or conduct their trade in goods or services electronically (Definition of e-commerce in <u>E-competent Australia</u>, ANTA, May 2000)
Access may include:	• user friendliness of interface
Knowledge management software may include:	• specialist knowledge management software • non-specialist software features such as diary notes and calendar notes

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
- Choice of knowledge management option meets organisational requirements
- The importance of knowledge management in contemporary organisations

Underpinning Knowledge*
* Required knowledge/skills is to be limited to that which is sufficient to perform the particular workplace competency

- 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
- Internal and external sources of information
- Structure of the e-business
- Culture of e-business versus traditional business models
- Legal, ethical and security issues relating to knowledge management
- Records management principles
- Database design concepts
- e-business environment

Underpinning Skills

- Technology skills
- Literacy skills to identify existing procedures and compare options
- Research skills
- Numeracy skills for costing and budgeting
- Communication skills for consultation with staff and suppliers
- Ability to relate to stakeholders 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 3	Level 2	Level 3	Level 3	Level 1	Level 3	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 evaluate existing arrangements for knowledge management

- **Communicating ideas and information** – through a knowledge management strategy

- **Planning and organising activities** – to design business processes to support knowledge management

- **Working with teams and others** – to evaluate barriers to the implementation of knowledge management procedures within an e-business

- **Using mathematical ideas and techniques** – to assess for costing and budgeting

- **Solving problems** – to identify a strategy for knowledge management within an e-business

- **Using technology** – to manage e-business organisational knowledge

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

BSBEBUS610A   Develop electronic communication policy

Unit Descriptor   This unit covers development of policy relating to Internet, intranet, extranet and email usage.

This unit is related to BSBEBUS512A Implement electronic communication policy.

Competency Field   e-business

Element

1. Identify requirements for electronic communication policy

2. Develop electronic communication policy and guidelines

3. Develop electronic communication policy implementation strategies

4. Monitor and review electronic communication policy

Performance Criteria

1.1 *Issues to be addressed* by the policy and those affected by it are identified in accordance with organisational requirements

1.2 *Legal and ethical requirements* related to electronic communication policy are identified

1.3 Expected outcomes to be achieved by the policy are identified in consultation with relevant personnel

2.1 Policy options are developed and selected based on their likely effectiveness, infrastructure requirements, and implementation timeframe and costs

2.2 Policy and *guidelines* for *Internet* and email usage and security are developed in accordance with organisational requirements and legal and ethical considerations

3.1 The impact of electronic communication policy and guidelines on current practices is evaluated, and change management strategies developed to effect implementation

3.2 The policy is disseminated and information, learning or development opportunities are provided to those affected by the policy, to ensure the guidelines and expected outcomes are understood

3.3 An implementation plan is developed detailing implementation strategies, timelines, required infrastructure and budget

4.1 Implementation of the policy is monitored and data obtained on its effectiveness in promoting effective electronic communication while minimising risks to the business

4.2 Feedback is used to make improvements in policy and processes in accordance with organisational requirements and level of authority

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 • national, State/Territory legislative requirements especially in regard to Occupational Health and Safety • industry codes of practice • OECD International Guidelines for Consumer Protection in E-Commerce • legal and regulatory policies affecting e-business
Issues to be addressed may include:	• encouraging email as well as voice communication • encouraging teleconferencing or videoconferencing as alternatives to face-to-face meetings • record-keeping for electronic communications • restrictions on amount of electronic traffic (eg videoconferences) • restrictions on type of electronic traffic • restrictions on sites able to be accessed • blocking some services • business versus personal use of email • business versus personal use of Internet • security • risk management • fraud control • risk associated with home access to business computer network (business may have secure dial up, home modem may not) • access and equity issues • interaction with other policies
Legal and ethical requirements may include:	• privacy • defamation • fraud • copyright • intellectual property • confidentiality

Range Statement

Guidelines may include:	- net ethics - net etiquette - organisational protocols, guidelines or templates for email - security - risk management - fraud control
Internet use may include:	- research - bulletin boards - chat rooms - Internet telephone - Internet videoconference - Internet teleconference - web-casts
email use may include:	- correspondence - newsgroups - intranet - extranet - local area network - value added network

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 - Policy is practical, cost effective and meets organisational requirements

Evidence Guide

Underpinning Knowledge*
* Required knowledge/skills is to be limited to that which is sufficient to perform the particular workplace competency

- 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
- Policy development
- Organisational requirements
- Legal and ethical considerations
- Security issues

Underpinning Skills

- Literacy skills to identify policy requirements and write policy
- Numeracy skills to determine costs and cost effectiveness
- Communication skills to determine organisational needs
- Computer technology skills
- Ability to relate to stakeholders 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 3	Level 3	Level 3	Level 2	Level 3	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 organisational requirements of electronic communication policy

- **Communicating ideas and information** – through electronic communication policy and guidelines

- **Planning and organising activities** – to prepare policy and implementation plan

- **Working with teams and others** – to consult on organisational requirements

- **Using mathematical ideas and techniques** – to determine costs of policy decisions and implementation costs

- **Solving problems** – to improve policy in response to feedback

- **Using technology** – to prepare and disseminate electronic communication policy

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

BSBEBUS611A   Develop and implement e-business human resource management policy and practices

Unit Descriptor   This unit covers investigation of the human resource management environment for e-business and development, implementation and monitoring of policy and practices for e-business human resource management.

Competency Field   e-business

Element	Performance Criteria
1. Investigate the e-business human resource management environment	1.1 The impact of *e-business* strategies on employees' performance and management is evaluated
	1.2 The competencies required for emerging e-business roles and for those affected by e-business changes are identified in accordance with organisational requirements
	1.3 Work environment requirements for *new economy jobs* are assessed and the consequences for human resource management policy and practices are identified
	1.4 Emerging trends in human resource management within an e-business environment are identified and their relevance to human resource management practices in the business is determined
2. Develop policy and practices for e-business human resource management	2.1 Policy and practices for e-business human resource management are developed in consultation with relevant personnel to meet the needs of the organisation's e-business strategy
	2.2 *Recruitment and selection processes* are designed to take advantage of opportunities available through online technologies
	2.3 Policy and practices for determining employment conditions for new economy jobs are developed to meet the needs of staff and the organisation in accordance with the e-business strategy
	2.4 Incentive systems are determined to retain, recognise and reward staff working in an e-business environment in accordance with the e-business strategy and budgetary requirements
	2.5 Policy is developed for performance monitoring, management and appraisal for new economy positions to meet the needs of the organisation and staff

Element	Performance Criteria
3. Manage implementation of e-business human resource management policy and practices	3.1 Implementation is agreed in consultation with relevant personnel and within timeframes identified in the business' action plan / e-business strategy
	3.2 Training and support are provided for staff to implement e-business human resource management processes
	3.3 Staff are recruited using online systems in accordance with human resource management policy and practices
	3.4 Recruitment practices and selection techniques for new economy positions are implemented in accordance with human resource management policy
	3.5 Management of human resources meets e-business requirements as determined in human resource management policy and practices
4. Monitor and review e-business human resource management policy and practices	4.1 Human resource management practices are monitored and reported on in accordance with organisational policy and needs
	4.2 Feedback is obtained from human resource managers, staff, customers and *other stakeholders* on the effectiveness and efficiencies of human resource management practices
	4.3 Policy and practices are adjusted in response to feedback and /or changed e-business conditions

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 • national, State/Territory legislative requirements especially in regard to Occupational Health and Safety • industry codes of practice • OECD International Guidelines for Consumer Protection in E-Commerce • copyright laws • privacy legislation • intellectual property, confidentiality requirements • legal and regulatory policies affecting e-business • workplace agreements • equal employment opportunity • anti-discrimination law • national and international codes of practice and standards
e-business is:	• every type of business transaction in which the participants (ie suppliers, end users etc) prepare or transact business or conduct their trade in goods or services electronically (Definition of e-commerce in <u>E-competent Australia</u>, ANTA, May 2000)
New economy jobs may include:	• off-site e-work • webmaster • e-marketing manager

Range Statement

Recruitment and selection processes may include:	• job analysis
	• job description
	• job evaluation
	• competency profiling
	• online recruitment advertising
	• use of online agencies
	• electronic application processing
	• online interviews via videoconferencing
	• commercial software packages to improve management of the recruitment and selection process
Other stakeholders may include:	• owner
	• general manager
	• board
	• line manager
	• supply chain
	• online recruitment agencies
	• employment websites

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
	• Policy and practices meet the needs of the e-business by providing staff that match organisational needs, and deliver other human resource management functions effectively

Evidence Guide

Underpinning Knowledge*

* Required knowledge/skills is to be limited to that which is sufficient to perform the particular workplace competency

- 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
- e-business
- e-business terminology
- e-business environment and culture in contrast to traditional business
- web-based recruitment
- human resource management functions

Underpinning Skills

- Computer technology skills to access Internet
- Communication skills to consult with stakeholders on the effectiveness of policy and practices
- Literacy skills to prepare policy and practice documents and explain them to others
- Numeracy skills to determine incentive packages
- Ability to relate to stakeholders 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 3	Level 3	Level 3	Level 2	Level 3	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 investigate the e-business human resource management environment

- **Communicating ideas and information** – through staff training and development

- **Planning and organising activities** – to implement e-business human resource management policy and practices

- **Working with teams and others** – to evaluate the effectiveness of human resource management policy and practices

- **Using mathematical ideas and techniques** – to develop incentive schemes to retain staff in new economy jobs

- **Solving problems** – to adjust policy and practices in response to a changing e-business environment

- **Using technology** – to recruit and select staff

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

BSBEBUS612A   Develop and implement e-work policy and guidelines

Unit Descriptor   This unit covers the development, implementation, monitoring and evaluation of policy and guidelines for an off-site e-work system that allows employees to perform agreed duties at an alternative site (usually home) during some or all of scheduled work hours. It is a flexible employment option that meets all legal and regulatory employment requirements.

The unit is related to BSBEBUS524A Investigate and plan e-work business solutions and BSBEBUS525A Implement and manage e-working arrangements.

Competency Field   e-business

Element	**Performance Criteria**
1. Evaluate off-site e-working as a flexible work option for the business	1.1 The interest of staff and management in the concept of *e-work* is investigated
	1.2 The *benefits* of utilising e-work as a flexible work option for the business and the impact on *stakeholders* is determined in accordance with organisational requirements
	1.3 *Business considerations* and possible *constraints* for the business and for staff are investigated
2. Develop policy and guidelines for off-site e-work	2.1 e-work policy provides a statement of the business' understanding of and position on off-site e-working
	2.2 The policy includes principles and guidelines for identifying jobs, staff and supervisors for off-site e-work opportunities in accordance with *equity requirements*
	2.3 The policy identifies the requirements for safe, efficient alternative work sites and processes for ensuring this
	2.4 The policy includes advice about the off-site use of equipment and resources belonging to the business, and *legal and ethical issues* relating to off-site e-work
	2.5 The policy provides guidelines for negotiating *employment conditions* and *agreements*, and identifies the rights and responsibilities of the off-site e-worker, supervisor and the business

Element	Performance Criteria
3. Monitor and evaluate e-work policy and guidelines	3.1 An implementation strategy is developed for e-work to be integrated into business processes in accordance with organisational requirements
	3.2 Implementation of the policy is monitored and data obtained on its effectiveness as a flexible work option to improve productivity and provide cost benefits to the organisation
	3.3 Feedback is used to make improvements in policy and guidelines in accordance with organisational requirements and level of authority

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
	• national, State/Territory legislative requirements especially in regard to Occupational Health and Safety
	• workers compensation
	• industry codes of practice
	• OECD International Guidelines for Consumer Protection in E-Commerce
	• equal employment opportunity
	• anti-discrimination
	• copyright laws
	• defamation laws
	• privacy legislation
	• intellectual property, confidentiality requirements
	• legal and regulatory policies affecting off-site e-work

Range Statement

e-work is working at a distance and may include:

- telecommuting: a type of teleworking where employees are physically situated at an alternative workplace such as a home office, and continue to carry out their duties

- home-based work: staff members work at home with access to various types of employer equipment/data bases/networks

- hotelling or hot desking: employees who work out of the office for significant periods of time can call ahead and reserve a workspace, eg office or workstation in the organisation's office facilities

- virtual office: remote electronic work station for employees or work station for self employed

Off-site e-work requires:

- a work agreement between an employee and the business that allows the employee to perform agreed duties at an alternative site (usually home) during some or all of scheduled work hours. It is a flexible employment option and must meet all legal and regulatory employment requirements

Employer benefits of utilising flexible working practices may include:

- competitive edge in attracting and retaining skilled and specialist staff

- increased performance and productivity through reduction of absenteeism and stress, and increased concentration

- flexible alternative to relocation

- maximising benefits of technological change

- management flexibility and decision making

- improved operation efficiency through productivity enhancements

- aid to assist staff returning from leave or for use after study leave

- savings in recruitment and training costs through reduced turnover

- savings in office space and associated costs eg through desk and equipment sharing

- development of output oriented management skills

Range Statement

Employee benefits of utilising flexible working practices may include:	• better work/life balance • increased flexibility • enhanced productivity • reduced absenteeism • enhanced job satisfaction • reduced travel time and costs • greater control over the scheduling of work hours
Stakeholders may include:	• clients • suppliers • owners • management • financial backers • colleagues • team members • other staff members
Business considerations may include:	• tax implications • workers compensation • security controls • practical arrangements for equipment • insurance and types of liabilities e.g. travel • union considerations • emergency preparedness/disaster recovery • client response systems • visiting/visitors • off site approvals of OH&S considerations
Possible constraints for employees may include:	• sourcing suitable accommodation, inherent costs and liabilities • interruptions to business hours at home if carer responsibilities or visitors intrude • responding to administrative matters in time eg briefings, meetings • risk of alienation from the working environment • risk of inappropriate career progression

Range Statement

Possible constraints for employers may include:	• need to restructure work tasks to service off-site employees • communication, access to the e-staff • employee alienation from immediate workplace objectives • increased security risk • the need to upgrade supervisory skills to manage flexible working conditions
Equity requirements may include:	• equal employment opportunity legislation • anti-discrimination legislation • accommodating disability • business code of practice
Legal and ethical requirements of off-site e-work may include:	• workers compensation for work related injury/accident • public liability • business contents insurance against damage and theft • other insurance eg travel • taxation law

Range Statement

Employment conditions and agreement may include:	• formal written e-work agreement
	• core office hours at given site/s so customers and staff know where to contact
	• salary and benefits
	• taxation
	• performance monitoring
	• performance management / appraisal
	• security of information
	• ensuring confidentiality of all work
	• obeying software licensing laws
	• protecting employer's records
	• ensuring protection of intellectual property
	• use of employer's equipment
	• use of employee's own equipment
	• employer reimbursement and/or maintenance of employee's equipment
	• overtime arrangements
	• right to terminate e-work agreement
	• right to inspect e-worker's work site
	• reasonable notice of visits to the e-worker's work site
	• occupational health and safety
	• worker's compensation
	• security controls
	• insurance and other liabilities eg travel
	• union considerations
	• emergency preparedness
	• disaster recovery

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
	• e-work agreement meets the needs of the organisation and e-staff

Evidence Guide

Underpinning Knowledge*
* Required knowledge/skills is to be limited to that which is sufficient to perform the particular workplace competency

- 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
- Definitions and scope of e-work
- Barriers to success of e-work
- Organisational culture
- Change management
- Outcomes-based management

Underpinning Skills

- Literacy skills to research and prepare off-site e-work policy
- Numeracy skills to investigate business considerations for off-site e-work
- Communication skills to gauge the interest of staff and management in e-working arrangements
- Computer technology skills
- Ability to relate to stakeholders 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 3	Level 3	Level 3	Level 2	Level 3	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 benefits of off-site e-work
- **Communicating ideas and information** – through off-site e-work policy and practices
- **Planning and organising activities** – to develop an e-work implementation strategy
- **Working with teams and others** – to gauge the interest of staff and management in e-working arrangements
- **Using mathematical ideas and techniques** – to investigate business considerations relating to off-site e-work
- **Solving problems** – to monitor and evaluate e-work arrangements
- **Using technology** – to implement off-site e-work policy and practices

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

BSBEBUS613A   Develop online customer service strategies

Unit Descriptor   This unit covers investigating requirements for online customer service, development of policy and strategies for the delivery of customer services and monitoring and evaluation of policy implementation.

This unit relates to BSBEBUS408A Implement and monitor delivery of quality customer service online. Consider co-assessment with BSBEBUS614A Build online customer loyalty.

Competency Field   e-business

Element	Performance Criteria
1. Determine customer service requirements for online products and services	1.1 *Customer service requirements* are determined though market research and feedback from *customers* and staff on existing online customer service
	1.2 A range of customer services available through other organisations are analysed and compared with current operations
	1.3 *Customer service data* is captured online and analysed to identify levels of satisfaction and emerging trends
2. Develop a customer service policy for an e-business	2.1 Customer service policy addresses security and privacy issues, customer service standards, product and service quality, and e-marketing standards
	2.2 Customer service standards cover legal and ethical requirements, on and off-line communication protocols, pricing policy, conduct of business transactions and dealing with difficult situations/customers
	2.3 The policy provides for the resolution of *customer difficulties and complaints*, including refund /replacement policies and guarantees
	2.4 The policy integrates online customer service into business processes

Element	**Performance Criteria**
3. Develop online customer service strategies	3.1 A strategy is *developed* to establish/build trust in the business by online customers by addressing concerns about security, privacy and confidentiality
	3.2 Customers are provided with relevant, accurate and current online information regarding products, services, prices and warranties
	3.3 Online customer feedback procedures are established in accordance with organisational requirements
	3.4 On and off-line procedures are developed to resolve customer difficulties and complaints in accordance with organisational policy
4. Evaluate online customer service	4.1 Customer satisfaction with service delivery is evaluated using feedback data from customers and staff
	4.2 Customer service is monitored against the standards and changes necessary to maintain or improve service are identified in accordance with organisational requirements
	4.3 Online systems, records and reporting procedures are maintained to compare changes in customer satisfaction over time 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 may include:	• award and enterprise agreements • national, State/Territory legislative requirements especially in regard to Occupational Health and Safety • industry codes of practice • OECD International Guidelines for Consumer Protection in E-Commerce • copyright laws • defamation laws • privacy legislation • intellectual property, confidentiality requirements • legal and regulatory policies affecting e-business
e-business is:	• every type of business transaction in which the participants (ie suppliers, end users etc) prepare or transact business or conduct their trade in goods or services electronically (Definition of e-commerce in <u>E-competent Australia</u>, ANTA, May 2000)
Customer service requirements may include:	• advice or general information • specific information • further information • complaints • purchasing online products and services • returning online products and services • accuracy of information • fairness • promptness/politeness of response • prices/value • access to call centre

Range Statement

Customer service data may include:	• website access history • purchasing history • transaction values • promotion responses • acquisition sources
Customers may include:	• internal or external • other agencies • individual members of the organisation • corporate customers • individual members of the public
Customer difficulties and complaints may include:	• difficulty accessing services • customer dissatisfaction with service quality • services not available • unfriendly website design • website faults • inactive links • time taken to access services • administrative errors such as incorrect invoices or prices • supply errors such as incorrect product delivered • service errors • delivery errors • products not delivered on time • damaged goods or goods not delivered • software interface problems
Strategy development may include:	• new strategies researched and developed from scratch • adaptation of other organisation's policies

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
	• Determination of the source and level of customer dissatisfaction and refining strategies in response
Underpinning Knowledge* * Required knowledge/skills is to be limited to that which is sufficient to perform the particular workplace competency	• 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
	• e-business culture
	• e-business terminology
	• Principles of customer service and its application to an online environment
	• Customer concerns with online business
	• Techniques for dealing with customers with special needs
	• Legal and ethical requirements
Underpinning Skills	• Computer skills for data analysis
	• Literacy skills to interpret requirements and develop policy and strategies
	• Communication skills to review customer service and implement strategies
	• 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 3	Level 2	Level 3	Level 2	Level 3	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** – determine customer service requirements

- **Communicating ideas and information** – through policies and strategies for online customer service

- **Planning and organising activities** – to monitor and evaluate online customer service

- **Working with teams and others** – to gather feedback from customers and staff

- **Using mathematical ideas and techniques** – to analyse online data

- **Solving problems** – to match services to customer skill levels

- **Using technology** – to analyse online data

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

BSBEBUS614A   Build online customer loyalty

Unit Descriptor	This unit covers development, implementation and monitoring of customer loyalty strategies for e-business.
	This unit is related to BSBEBUS408A Implement and monitor delivery of quality customer service online. Consider co-assessment with BSBEBUS613A Develop online customer service strategies.

Competency Field	e-business

Element	**Performance Criteria**
1. Establish online *customer relationship management* objectives	1.1 Online customer market segments are identified and customer intelligence gathered from multiple sources to determine factors that influence online customer loyalty
	1.2 Online customer profiles are prepared for identified customer segments to target online *customer loyalty strategies*
	1.3 Product/service quality and online customer service strategies are assessed to determine their influence on relationship marketing in an e-business
	1.4 Customer loyalty objectives address the development of long term partnerships of mutual benefit to the customer and the e-business
2. Develop online customer relationship management strategies	2.1 Online customer profile information is assessed to determine approach, and strategies are developed to attract and retain customers in accordance with the e-business strategy
	2.2 Customer loyalty strategies address integration of *technologies* serving online customers
	2.3 Customer loyalty strategies include options for *cross-selling* and *up-selling*
	2.4 Customer loyalty strategies include targets, costs, timeframes and success measures and meet *legal and ethical requirements*
	2.5 Customer relationship management software is assessed for use in determining customer value and building customer loyalty

Element	**Performance Criteria**
3. Implement and monitor online customer relationship management	3.1 Promotional activities are developed and promoted to existing and potential online customers
	3.2 *Multiple channels* are used to maximise promotional effort to customer segments
	3.3 Products and services are customised for target online customer market segments and personalised online service is provided
	3.4 Customer relationship management software is used if required to monitor progress in building customer loyalty
	3.5 Online customer *information and history* are recorded in online database/s for analysis and targeting opportunities in accordance with legal and ethical requirements
4. Evaluate online customer relationship management	4.1 Data relating to success measures are analysed to measure the achievement of online customer loyalty objectives
	4.2 The effectiveness of online customer loyalty strategies is evaluated and the results used to review and improve future strategies

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 • national, State/Territory legislative requirements especially in regard to Occupational Health and Safety • industry codes of practice • OECD International Guidelines for Consumer Protection in E-Commerce • copyright laws • privacy legislation • intellectual property, confidentiality requirements • legal and regulatory policies affecting e-business
e-business is:	• every type of business transaction in which the participants (ie suppliers, end users etc) prepare or transact business or conduct their trade in goods or services electronically (Definition of e-commerce in <u>E-competent Australia</u>, ANTA, May 2000)
Customer relationship management refers to:	• methods of building customer loyalty, and developing partnerships that have mutual benefits for customers and the enterprise
Customer loyalty strategies may include:	• reward schemes • credit or discount facilities • customer 'clubs'
Technologies serving online customers may include:	• Internet • email • facsimile • telephone • call centres • mobile technology • wireless technology • satellite technology
Up-selling refers to:	• increasing the value of customer orders

Range Statement

Cross-selling refers to:	• introducing additional products or services to customers outside the expected product range

Legal and ethical requirements may include:

- privacy
- confidentiality
- security
- legislation
- regulations
- codes of practice
- ethical principles
- policies and guidelines
- society's expectations
- cultural expectations and influences
- social responsibilities eg protection of children, environmental issues

Multiple channels may include:

- Internet
- email
- facsimile
- telephone
- post

Information and history may include:

- demographic information
- psychographic information
- purchasing history
- transaction values
- promotion responses
- acquisition sources

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 • Integrated strategies for customer relationship management targeted to particular customer segments
Underpinning Knowledge* * Required knowledge/skills is to be limited to that which is sufficient to perform the particular workplace competency	• 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 • Market segmentation • Influences on consumer behaviour • Marketing fundamentals • e-business culture • e-business terminology • Legal and ethical requirements
Underpinning Skills	• Computer skills for using customer relationship management software and online databases, and navigating the Internet • Literacy skills to interpret requirements and develop customer loyalty strategies • Numeracy skills for evaluation of data and statistical data interpretation to identify trends • Communication skills to personalise customer service and implement strategies • 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 3	Level 3	Level 3	Level 2	Level 3	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 gather customer intelligence from multiple sources
- **Communicating ideas and information** – to customers via multiple communication channels
- **Planning and organising activities** – to segment the online customer market
- **Working with teams and others** – to personalise customer services
- **Using mathematical ideas and techniques** – to analyse data
- **Solving problems** – to customise products and services
- **Using technology** – to manage customer loyalty strategies

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

BSBEBUS615A   Use online systems to support managerial decision-making

Unit Descriptor   This unit covers the use of management information systems, decision support systems and executive support systems to underpin managerial decision-making.

Competency Field   e-business

Element	Performance Criteria
1. Analyse decision and data requirements to select online systems	1.1 Type and complexity of decision is determined and information, analysis and reporting requirements relating to the decision are identified
	1.2 Decision making requirements are matched to the capabilities of online information and/or decision support systems and *appropriate system* identified
	1.3 Information and/or decision support systems are accessed in accordance with organisational policy and procedures
2. Use management information system for managerial decision-making	2.1 Management information system is used to obtain feedback about regular company operations to assist in tactical decision-making
	2.2 Information *reports* from the management information system match the types of decisions to be made and provide for future decisions that may arise
	2.3 Management information system is used in accordance with organisational policy and procedures
3. Use online decision support system for managerial decision-making	3.1 Decision support system is used when information requirements cannot be foreseen or relate to situations that are difficult to predict or control
	3.2 Decision support system is used when data sources external to the business are required and/or mathematical models are needed to project the results of alternative decisions based on assumed conditions
	3.3 User interface of the decision support system is used to create complex unstructured queries and generate ad hoc reports that match the requirements of the decision
	3.4 Decision support system is used in accordance with organisational policy and procedures

Element	Performance Criteria
4. Use online executive support system for managerial decision-making	4.1 Executive support system is used to establish trends to support decisions about the future
	4.2 Executive support system is used to acquire and conduct analysis of economic and industry data from outside the organisation and make projections to support strategic decision making
	4.3 Complex planning models available in the executive support system are used to develop and evaluate new organisational initiatives
	4.4 Online executive support system is used in accordance with organisational policy 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 may include:	• award and enterprise agreements • national, State/Territory legislative requirements especially in regard to Occupational Health and Safety • industry codes of practice • copyright laws • intellectual property, confidentiality requirements • legal and regulatory policies affecting e-business
Appropriate system may include:	• management information system that monitors the operations and resources of the business • decision support system that helps managers to identify and study alternative solutions to specific problems and then choose from among them • group decision support system that encourages interaction and sharing of data in cooperative decision-making settings • executive support system that helps managers develop and evaluate future initiatives using data about economic conditions and complex planning models • expert system that simulates decision-making, providing an answer to a problem, not only data supporting the user in making a decision

Range Statement

Reports may include:	• summarised eg trends
	• exception eg event initiated reports for data outside the norm to track service delivery by vendor
	• scheduled, routine or periodic eg monthly sales figures
	• key indicator
	• demand eg to answer a specific question

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
	• Where and when each online system would be used to improve managerial decision-making
Underpinning Knowledge* * Required knowledge/skills is to be limited to that which is sufficient to perform the particular workplace competency	• 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
	• Managerial decision-making process
	• Types of information managers need to aid in decision-making
	• Capability and use of management information system, decision support system and executive support system
	• Advantages and limitations of management support systems
Underpinning Skills	• Literacy skills to interface with systems and formulate queries
	• Numeracy skills to base decisions on results of analysis
	• Computer technology skills
	• Presentation skills to provide information to stakeholders to aid decision making
	• Ability to relate to stakeholders 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 3	Level 3	Level 3	Level 3	Level 3	Level 3	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** – identify and evaluate alternative solutions from decision support systems

- **Communicating ideas and information** – through reports from management information system

- **Planning and organising activities** – to formulate complex queries

- **Working with teams and others** – to use group decision support system

- **Using mathematical ideas and techniques** – to base decisions on results of analysis

- **Solving problems** – to make projections and strategic decisions

- **Using technology** – to access online management support systems

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

BSBEBUS616A   Plan an e-business supply chain

Unit Descriptor   This unit covers development of a strategy and model for supply chain management in an e-business.

This unit relates to BSBEBUS518A Manage an e-business supply chain.

Competency Field   e-business

Element

1. Determine the requirements of the e-business supply chain

2. Determine a strategy for supply chain management for e-business

Performance Criteria

1.1 Components of the e-business *supply chain* are identified and their links and inter-relationships analysed

1.2 Communication, *data* access, information sharing and *technology* requirements for an integrated e-business supply chain are determined

1.3 Requirements for collaborative planning, forecasting and 'just in time' supply are identified

1.4 e-business supply chain requirements are documented in accordance with organisational requirements

2.1 Objectives for the supply chain are determined that cover outsourcing, choice of suppliers and partners, re-shaping contractual relationships and the performance of the entire supply chain rather than individual online suppliers

2.2 The strategy includes matching supplier capability to the requirements determined for the supply chain and strategies to optimise electronic information sharing and inventory risk management

2.3 Strategies to build trust and a corporate supply chain culture and to create strategic alliances with supply partners are identified

2.4 The strategy identifies performance measures related to how well the product meets end-user needs, rather than judging each level of the supply chain on their specific roles

2.5 Supply chain management strategy includes e-business strategies for business-to-business buying, selling and payment

2.6 The strategy addresses legal, ethical and security issues relating to supply chain management

2.7 The strategy includes the integration of e-business supply chain processes into existing business processes

Element	**Performance Criteria**
3. Develop a model for e-business supply chain management	3.1 e-business supply chain management options are researched and strengths and weaknesses of each option identified
	3.2 *Demand chain management* models are investigated and their requirements analysed and compared with the capability and culture of the e-business' supply chain
	3.3 A demand-driven model for supply chain management is developed that meet the needs of the e-business for information flow, collaborative planning and forecasting in accordance with the supply chain management strategy
	3.4 The supply chain management model is developed to support lower inventory and operating costs, faster cycle times and greater 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 may include:

- award and enterprise agreements
- national, State/Territory legislative requirements especially in regard to Occupational Health and Safety
- industry codes of practice
- OECD International Guidelines for Consumer Protection in E-Commerce
- copyright laws
- privacy legislation
- intellectual property, confidentiality requirements
- legal and regulatory policies affecting e-business

e-business is:

- every type of business transaction in which the participants (ie suppliers, end users etc) prepare or transact business or conduct their trade in goods or services electronically (Definition of e-commerce in E-competent Australia, ANTA, May 2000)

Range Statement

Supply chain may include:	• the entire cycle from raw materials to producers, component suppliers, manufacturers, wholesalers, 3rd party service providers, retailers, customers and recyclers, plus freight, distribution and cash flow
	• the use of open and international supply chain management standards e.g. EAN.UCC
Data may include:	• logistics databases
	• product shipment data
	• inventory data
	• real-time warehouse inventory status
	• electronic data interchange (EDI)
	• electronic catalogues
Technology requirements may include:	• information technology to smooth the flow of data
	• WAP (wireless application protocol) to allow personnel to access logistics databases via handheld or palm-sized devices
	• RFID (Radio Frequency Identification), barcoding and scanning technology
Demand chain management is:	• a collaborative process that involves determining how much product needs to be produced at each level of the supply chain through to the end customer

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
	• A strategy that promotes collaboration rather than competition between levels of the supply chain and meets the e-business' need for online processes
Underpinning Knowledge* * Required knowledge/skills is to be limited to that which is sufficient to perform the particular workplace competency	• 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
	• Supply chain management
	• e-business
	• e-business terminology
	• Open and international standards e.g. EAN.UCC
	• Accepted and emerging models for supply chain management and demand chain management
	• Legal, ethical and security issues relating to supply chain management
	• Ways to built trust and collaboration as opposed to competition
Underpinning Skills	• Computer technology skills
	• Literacy skills to identify and plan implementation of a supply chain management model
	• Numeracy skills for measuring inventory and operating costs
	• Ability to relate to stakeholders 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 3	Level 3	Level 3	Level 2	Level 3	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 requirements of supply chain management for an e-business

- **Communicating ideas and information** – through the supply chain management strategy

- **Planning and organising activities** – to build a supply chain management model

- **Working with teams and others** – to build a supply chain management corporate culture

- **Using mathematical ideas and techniques** – to measure inventory and operating costs

- **Solving problems** – to match supply chain to the e-business' requirements

- **Using technology** – to share information and data within the supply chain

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

BSB01 Business Services Training Package

Imported Information Technology and Film, TV, Radio and Multimedia Units of Competency into the E-business Domain

CONTENTS

ICAITT184A   Ensure site usability

UNIT	ICAITT184A Ensure site usability

FIELD	Test

DESCRIPTION	This unit defines the competency required to determine that clients can use sites once a connection has been established.

RELATED COMPETENCY STANDARDS	The project lifecycle and the IT methodology employed will determine which particular units of competency are relevant to this unit, some include the Project Management, Implementation, Support, the teamwork functional areas and documentation.

ELEMENT	PERFORMANCE CRITERIA
1. Design a user test	1. Usability test methodology such as customer based evaluation, expert evaluation and focus groups is established
	2. All business critical functions to be tested are identified
	3. The full range of users, including internal and external customers, are identified
	4. User expectations are confirmed through any market analysis documentation, business intelligence or customer feedback
	5. Performance expectations of the business are established from the business requirements documentation or other elicitation process
	6. Performance measurement and success criteria to measure actual performance against user and business expectations is established
	7. Site is ready and available for testing
2. Conduct user test	1. Users and business intuitively understand the site purpose and interactive process methodology
	2. Process performance indicators and benchmarks are documented and disseminated to sample group
	3. A full representative range of users and user preferred technologies to test all functions are assembled based on the current and directions of the business
	4. Maximum customer satisfaction is ensured through ease of navigation.
	5. Page location within the site is clearly visible enabling navigation from random page access points with easy links to other pages, site maps and indexes.
	6. All items are clearly named for ease of recognition and navigation. Links are descriptive and unambiguous
	7. Download size and speed is appropriate to customer needs and technology
	8. Search engine key words correspond to customer key word usage
	9. Customer and legal accessibility, privacy and equity requirements/ expectations are met
	10. All Plug in software is accessible from the site
3. Evaluate user test	1. Performance results are collected and measured against performance indicators and benchmarks based on business and customer expectations
	2. Performance shortfalls are identified and acceptable performance solutions developed

	according to business requirements
	3. Evaluation feedback is provided to users and the business
4. Document results	1. Solutions to problems identified during the testing phase are discussed with developers and refined
	2. Proposed solutions meet business requirements and customer expectations
	3. Final solution is documented and distributed to business stakeholders and developers

RANGE OF VARIABLES	
VARIABLE	**SCOPE**

The Range of Variables section contextualises the unit of competence and provides a focus for assessment. The information provided is intended to define the scope of assessment and to assist assessors define the performance to be achieved by an individual in the workplace.

Web Site Requirements	A web site developed to the point of usability testing is available. Range of customers and on line processes is determined and disseminated prior to assessment.
Intuitive	Refers to low numbers of cursor movements and click rates, with users able to move quickly to the area they intended
Software Requirements	The software used to develop and operate the Web Site is available, including plug ins.
Hardware	Can include IT equipment of all types: • Work stations, PCs • Networks • Remote sites • Servers
Operating system	Win 95/98/2000, Sun Solaris/SunOS, HP-UX, AIX, Digital Unix, Silicon Graphics IRIX, DOS, DEC, VMS, Mac OSX, Linux, Netware
Navigation	Navigation should be easily used, provide different ways of searching and provide feedback to users
E-commerce models	Includes any kind of business-related transaction conducted with the assistance of electronic tools across and within organisations or with individual customers. May include Brochure Site, Customer Service Site, Real Time Site, Quote Aggregator, Insurance Mall, Direct Channel, Virtual Carrier, Quote Mall, Agent Mall, Consumer Auction, Carrier Auction, Time Limited Information, Investor Relations, Technical Support, Pre Sales Support and Corporate Awareness, Proprietary Standard Promotion. E-commerce models are changing all the time and the above are just an example of possible models
E-Business	Encompasses how organisations structure themselves and capture information, manage their workers, relate and partner with other organisations and groups to achieve effective functioning, efficient operations and cultural shifts
Knowledge Economy	Involves all individuals participating on-line for professional or personal research and learning, communicating with friends or associates and the pursuit of leisure activities. The knowledge economy is broader than on-line participation and includes knowledge workers and organisations and recognises the value of life long learning and the need to capture knowledge within organisations to ensure effective functioning.

EVIDENCE GUIDE	
Critical aspects of evidence	Assessment must confirm the ability to design a valid usability test, facilitate the test process and document the results. The proposed solutions must meet customer and business expectations and the current and future needs of the business.
Interdependent assessment of units	The interdependence of units of competency for assessment will vary with the particular project or scenario. This unit has importance to a range of IT services and should therefore be assessed in a holistic manner with the technical/ support units.

UNIT	
	ICAITT184A Ensure site usability

Underpinning skills and knowledge	**Underpinning knowledge:**	**Underpinning skills:**
	• Website architecture	• Website development
	• Website security	• Website analysis
	• Work Load Metrics	• Technical test design
	• Technical Performance Measurement	• Test implementation
	• Business process design	• Test evaluation
	• Customer and business liaison	• Evaluation feedback
	• Website privacy, accessibility and equity legislation	• Evaluation analysis
	• Electronic Commerce Modelling Language	
	• Australian Computer Society Code Of Ethics	
	• Copy write and intellectual property	
	• National Privacy Principle Guidelines (to be published in October 2001)	
	• The Commonwealth Privacy Act 1988 as amended by the Privacy Amendment (Private Sector) Act 2000.	
	• The National Privacy Principles	

Resources

This competency can be assessed in the workplace or in a simulated environment. Assessment of this unit of competence will usually include observation of real or simulated work processes and procedures, quality projects, questioning on underpinning knowledge and skills

To demonstrate competence in this unit the candidate will need access to:
- Webservers
- E-business website
- Site server
- Site servers software
- Analysis software
- Requirements documentation
- Customer Relationship Model

Questions related to the performance criteria and directed to the candidate, peers and business client will assist in assessing competence. Observation of skills may assist in the collection of evidence.

Consistency

Competence in this unit needs to be assessed using formative assessment to ensure consistency of performance in a range of contexts.

Simulated activities must closely reflect the workplace and may need to take place over a period of time to allow the candidate to fully demonstrate different stages in preparing, facilitating and documenting test results.

Context

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 requirements 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.

An individual demonstrating these competencies would be able 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 ones own outputs in relation to specified quality standards;
- and take limited responsibility for the quantity and quality of the output of others.

Key Competencies						
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. (Mayer definition)						
There are seven key competencies that have been formally identified. The Key Competencies are generic in that they apply to work generally, rather than being specific to work in particular occupations or industries.						
Collect, Analyse & Organise Info.	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	2	3	3	2	3	2

ICAITS191A   Maintain web site performance

UNIT	ICAITS191A Maintain web site performance

FIELD	**Support**

DESCRIPTION	This unit defines the competency required to ensure that a web site performance remains effective once it has 'gone live'.

RELATED COMPETENCY STANDARDS	The project lifecycle and the IT methodology employed will determine which particular units of competency are relevant to this unit, some include the Project Management, Implementation, Support, the teamwork functional areas and documentation.

ELEMENT	PERFORMANCE CRITERIA
1. Benchmark performance	1. Business and customer performance expectations are identified from requirements documentation 2. Administration and maintenance benchmarks are identified according to technical requirements 3. Security bench marks are identified according the business requirements 4. Benchmark standards are documented and applied
2. Track site performance	1. Performance is measured against benchmarks across all key performance areas 2. Procedures and processes for users and administrators to identify faults or suggest improvements are established and implemented according the business requirements 3. Automatic fault reporting procedures and processes are established and monitored according the business requirements 4. Security measures are monitored and maintained 5. Administration and maintenance schedules are developed and implemented according to enterprise needs 6. Preventative maintenance and or administration indicators are identified and alert system established 7. User activity is tracked and changes made according to user activity, if necessary
3. Tune performance	1. Actual performance standards are compared against benchmarks over an appropriate period and changes made based on discrepancies 2. Performance shortfalls are corrected and changes documented according to documentation standards 3. Diagnostic tools are used to correct faults and ensure performance benchmarks 4. Preventative maintenance is undertaken on a regular basis to ensure continuous and consistent performance 5. Fault correction, maintenance and administration is completed and changes documented
4. Initiate performance improvement	1. User surveys or feedback channels are available to identify any maintenance or administration requirements in order ensure that the site continues to meet user expectations 2. Security tools and procedures are reviewed and improved as necessary 3. Maintenance and monitoring schedules are documented and implemented according the

	business requirements
	4. Maintenance and administration documentation is evaluated to identify areas for performance improvement. Eg common faults or administration problems are identified from documentation and improvements developed and implemented
	5. Update site on a regular basis, i.e. including currency of information, links and releasing new versions of processes on the site.
	6. Responses to users who provide feedback and information are provided promptly.

RANGE OF VARIABLES

VARIABLE	SCOPE

The Range of Variables section contextualises the unit of competence and provides a focus for assessment. The information provided is intended to define the scope of assessment and to assist assessors define the performance to be achieved by an individual in the workplace.

Documentation	Benchmarks have been developed and disseminated prior to assessment. Maintenance and administration policies, procedures and processes are established.
Server analysis tools	A number of commercially available software products may be used depending on functionality for example: • Apache Jserv, • Apache JSSI, • Apache Jmeter,
Web development standards	Web Content Accessibility Guidelines 1.0 (WCAG) Authoring Tool Accessibility Guidelines 1.0 (ATAG) User Agent Accessibility Guidelines 1.0 (UAAG)
Customer Interface	Customer documentation is available that has identified the probable customer expectation; software, hardware and operating system preferences; and has enabled the candidate to conduct a user analysis.
Operating System	Win 95/98/2000, Sun Solaris/SunOS, HP-UX, AIX, Digital Unix, Silicon Graphics IRIX, DOS, DEC, VMS, Mac OSX, Linux, Netware
Servers	One or more servers depending on size and functionality of website and may include: • BEA Weblogic Servers, • Apache HTTP Server, • IBM VisualAge and WebSphere, • Microsoft-Internet-Information-Server, Microsoft-IIS, Microsoft-IIS-W, Microsoft-PWS-95, & Microsoft-PWS • Windows 2000 Server, • NetDynamics, • Lotus Domino • Netscape Enterprise Server, Netscape-FastTrack, Netscape-Commerce • Sun Micro Systems iPlanet Web Server, • iPlanet-Enterprise • Sun Micro Systems Java Web Server • Email Servers; • File & Print Servers; • FTP Servers; • Proxy Servers

UNIT	
	ICAITS191A Maintain web site performance

Hardware	Can include IT equipment of all types:
	• Work stations, PCs
	• Networks
	• Remote Sites
	• Servers
Operating Systems	Win 95/98/2000, Sun Solaris/SunOS, HP-UX, AIX, Digital Unix, Silicon Graphics IRIX, DOS, DEC, VMS, Mac OSX, Linux, Netware
E-commerce models	Includes any kind of business-related transaction conducted with the assistance of electronic tools across and within organisations or with individual customers. May include Brochure Site, Customer Service Site, Real Time Site, Quote Aggregator, Insurance Mall, Direct Channel, Virtual Carrier, Quote Mall, Agent Mall, Consumer Auction, Carrier Auction, Time Limited Information, Investor Relations, Technical Support, Pre Sales Support and Corporate Awareness, Proprietary Standard Promotion. E-commerce models are changing all the time and the above are just an example of possible models
E-Business	Encompasses how organisations structure themselves and capture information, manage their workers, relate and partner with other organisations and groups to achieve effective functioning, efficient operations and cultural shifts
Knowledge Economy	Involves all individuals participating on-line for professional or personal research and learning, communicating with friends or associates and the pursuit of leisure activities. The knowledge economy is broader than on-line participation and includes knowledge workers and organisations and recognises the value of life long learning and the need to capture knowledge within organisations to ensure effective functioning.

EVIDENCE GUIDE	
Critical aspects of evidence	Assessment must confirm the ability to develop and maintain performance benchmarks to ensure that the performance of the web site is consistent and continuous and meets customer and business expectations.
	Where expectations are not met assessment must confirm an ability to identify the fault and undertake appropriate remedial action.
	Assessment must concurrently confirm ability of candidates to implement scheduled and non-scheduled routine maintenance and administration tasks that ensure site effectiveness is maintained.
Interdependent assessment of units	The interdependence of units of competency for assessment will vary with the particular project or scenario. This unit has importance to a range of IT services and should therefore be assessed in a holistic manner with the technical/ support units.

Underpinning skills and knowledge	**Underpinning knowledge:**	**Underpinning skills:**
	• Website architecture	• Website development
	• Website security	• Website analysis
	• Work Load Metrics	• Technical test design
	• Technical Performance Measurement	• Test implementation
	• Business process design	• Test evaluation
	• Customer and business liaison	• Evaluation feedback
	• Copy write and intellectual property	• Evaluation analysis
	• National Privacy Principle Guidelines (to be published in October 2001)	• Fault diagnosis
	• The Commonwealth Privacy Act 1988 as amended by the Privacy Amendment (Private Sector) Act 2000.	• Fault correction
	• The National Privacy Principles.	• Implementing administration and maintenance schedules
	• User and business performance expectations	
	• Applying performance benchmarks	

- Electronic Commerce Modelling Language
- Australian Computer Society Code Of Ethics

Resources

This competency can be assessed in the workplace or in a simulated environment. Assessment of this unit of competence will usually include observation of real or simulated work processes and procedures, quality projects, questioning on underpinning knowledge and skills

To demonstrate competence in this unit the candidate will need access to:

- Webservers and website
- Technical requirements

Questions related to the performance criteria and directed to the candidate, peers and business client will assist in assessing competence. Observation of skills may assist in the collection of evidence.

Consistency

Competence in this unit needs to be assessed using formative assessment to ensure consistency of performance in a range of contexts

Simulated activities must closely reflect the workplace and may need to take place over a period of time to allow the candidate to fully demonstrate an ability to develop and implement benchmarks to measure site performance standards against user and business expectations. Routine and non-routine scheduled and non-scheduled site maintenance and administration is implemented in accordance with documented policies and procedures. Maintenance and administration is documented as is required by business policies and procedures.

Context

Breadth, depth and complexity involving analysis, documentation and design across a broad range of technical and/or managerial functions including identifying the technical and human computer interface requirements which drive design. 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, evaluation, technical or leadership/guidance and communications functions related to products, services, operations, processes and procedures.

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

An individual demonstrating these competencies would be able to:

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

Demonstrate accountability for group outcomes within broad parameters.

Key Competencies						
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. (Mayer definition)						
There are seven key competencies that have been formally identified. The Key Competencies are generic in that they apply to work generally, rather than being specific to work in particular occupations or industries.						
Collect, Analyse & Organise Info.	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	1	2	2	2

ICAITS200A   Monitor traffic and compile specified site traffic reports

UNIT	ICAITS200A Monitor traffic and compile specified site traffic reports

FIELD	**Support**

DESCRIPTION	This unit defines the competency required to monitor site traffic and compile traffic reports as specified

RELATED COMPETENCY STANDARDS	The project lifecycle and the IT methodology employed will determine which particular units of competency are relevant to this unit, some include the Project Management, Implementation, Support, the teamwork functional areas and documentation.

ELEMENT	PERFORMANCE CRITERIA
1. Web traffic tools are selected	1. Site analysis software is identified and analysed with reference to organisational requirements and website architecture 2. Site analysis software is chosen and installed according to vendor requirements or ISP services are chosen 3. Report options are identified with reference to organisational requirements and website architecture 4. Program of monitoring is developed
2. Traffic is monitored	1. Required traffic reports are specified according to information requirements 2. Required traffic reports are generated 3. Reports are analysed to improve server / site performance 4. Forecasting methodologies are applied to identify traffic peaks
3. Recommendations for improvements are made	1. Recommendations for change / replacement of hardware and or software are made 2. Relevant changes are made as directed 3. Monitoring program is continued as required

RANGE OF VARIABLES	
VARIABLE	**SCOPE**

The Range of Variables section contextualises the unit of competence and provides a focus for assessment. The information provided is intended to define the scope of assessment and to assist assessors define the performance to be achieved by an individual in the workplace.

Site functionality	Volumes (hits, page views, transactions, searches), arrival rates, response times by class, user session time, number of concurrent users,
Traffic reports	• Identify new business from website • High Traffic but no sales • Monitor the effectiveness of online links or ads from other websites • Monitor the effectiveness of website ranking improvements • Demographic information to inform you where to focus ad dollars

UNIT	ICAITS200A Monitor traffic and compile specified site traffic reports

E-commerce models	Includes any kind of business-related transaction conducted with the assistance of electronic tools across and within organisations or with individual customers. May include Brochure Site, Customer Service Site, Real Time Site, Quote Aggregator, Insurance Mall, Direct Channel, Virtual Carrier, Quote Mall, Agent Mall, Consumer Auction, Carrier Auction, Time Limited Information, Investor Relations, Technical Support, Pre Sales Support and Corporate Awareness, Proprietary Standard Promotion. E-commerce models are changing all the time and the above are just an example of possible models
E-Business	Encompasses how organisations structure themselves and capture information, manage their workers, relate and partner with other organisations and groups to achieve effective functioning, efficient operations and cultural shifts
Knowledge Economy	Involves all individuals participating on-line for professional or personal research and learning, communicating with friends or associates and the pursuit of leisure activities. The knowledge economy is broader than on-line participation and includes knowledge workers and organisations and recognises the value of life long learning and the need to capture knowledge within organisations to ensure effective functioning.
Traffic analysis software	- Hit List - Mercury Interactive - Avesta - Segue

EVIDENCE GUIDE

Critical aspects of evidence	Assessment must confirm the ability to monitor site traffic and compile traffic reports as specified
Interdependent assessment of units	The interdependence of units of competency for assessment will vary with the particular project or scenario. This unit has importance to a range of IT services and should therefore be assessed in a holistic manner with the technical/ support units.

| Underpinning skills and knowledge | **Underpinning knowledge:**
queues and bottlenecks server design and functionality features and functionality of network device drivers features and functionality of network operating systems Website architecture Website security issues Queuing systems Workload metrics features and functionality of commercially available log file analysis software eg: GetStats, AccessWatch, WebReporter, Accrue Insight, RefStats, WebTrends features and functionality of commercially available traffic tracking software eg: I/PRO, Guestbook Copy write and intellectual property National Privacy Principle Guidelines (to be published in October 2001) The Commonwealth Privacy Act 1988 as amended by the Privacy Amendment (Private Sector) Act 2000. The National Privacy Principles Australian Computer Society Code Of Ethics | **Underpinning skills:**
The use of a current web server log file analysis software The use of a current traffic tracking software The use of a current forecasting methodology for identifying traffic peaks |

UNIT	ICAITS200A Monitor traffic and compile specified site traffic reports

Resources

This competency can be assessed in the workplace or in a simulated environment. Assessment of this unit of competence will usually include observation of real or simulated work processes and procedures, quality projects, questioning on underpinning knowledge and skills

To demonstrate competence in this unit the candidate will need access to:

- Web servers

- E-business website

- Analysis software

Questions related to the performance criteria and directed to the candidate, peers and business client will assist in assessing competence. Observation of skills may assist in the collection of evidence.

Consistency

Competence in this unit needs to be assessed using formative assessment to ensure consistency of performance in a range of contexts

Simulated activities must closely reflect the workplace and may need to take place over a period of time to allow the candidate to fully demonstrate competence.

Context

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 requirements 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.

An individual demonstrating these competencies would be able 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 ones own outputs in relation to specified quality standards;

- and take limited responsibility for the quantity and quality of the output of others.

Key Competencies

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. (Mayer definition)

There are seven key competencies that have been formally identified. The Key Competencies are generic in that they apply to work generally, rather than being specific to work in particular occupations or industries.

Collect, Analyse & Organise Info.	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	2	2	2	3

ICAITT183A Confirm accessibility of web site design

UNIT	ICAITT183A Confirm accessibility of web site design

FIELD	Test

DESCRIPTION	This unit defines the competency required to ensure that the web site is accessible to users with disabilities

RELATED COMPETENCY STANDARDS	The project lifecycle and the IT methodology employed will determine which particular units of competency are relevant to this unit, some include the Project Management, Implementation, Support, the teamwork functional areas and documentation.

ELEMENT	PERFORMANCE CRITERIA
1. Identify accessibility standards	1. Specific user groups with particular accessibility requirements are identified 2. General legislated accessibility standards and requirements are identified 3. Specific and general standards and requirements are consolidated into an accessibility checklist.
2. Test accessibility	1. Appropriate automatic testing tools and software are prepared 2. Automatic testing tools are run and changes made and documented 3. A text equivalent for every non-text element is present in web site 4. All information conveyed with colour is also available without colour 5. Changes in the natural language of a document's text are identified (i.e. captions, abbreviations or acronyms, etc). 6. Documents can be read without style sheets 7. All priorities identified in the Web Accessibility Initiative (WAI) Accessibility Guidelines are met and completed 8. Site is test with different user agents to ensure site transforms successfully and maintains accessibility
3. Test pages	1. Pages are not dependant on colour and can operate in monochrome environment 2. Pages are logical and accessible in a text only environment 3. Pages operate correctly on text to speech browsers 4. Accessibility of website is signed off as meeting WAI standards

RANGE OF VARIABLES	
VARIABLE	**SCOPE**

The Range of Variables section contextualises the unit of competence and provides a focus for assessment. The information provided is intended to define the scope of assessment and to assist assessors define the performance to be achieved by an individual in the workplace.

Web development standards	Web Content Accessibility Guidelines 1.0 (WCAG) Authoring Tool Accessibility Guidelines 1.0 (ATAG) User Agent Accessibility Guidelines 1.0 (UAAG)

UNIT	ICAITT183A Confirm accessibility of web site design

User agents	• desktop graphical browsers, • text browsers, • voice browsers, • mobile phones, • multimedia players, and plug-ins • assisting technologies, such as screen readers and screen magnifiers
Non-text elements	• images, graphical representations of text (including symbols), • image map regions, • animations (e.g., animated GIFs), • applets and programmatic objects, • ascii art, • frames, • scripts, • images used as list bullets, • spacers, • graphical buttons, • sounds (played with or without user interaction), • stand-alone audio files, • audio tracks of video, and video
Accessibility testing tools	• Bobby • Opera • PwWebSpeak • Lynx • General Magic's Web-On-Call
Documentation and Reporting	Includes maintaining standards of definition, standards of format, user access information. Information should be clear and written in such a way that it will be readily understood by the target audience. Reports meet the specific output requirements and are presented in a logical and accessible manner. Relevant legislated accessibility standards, business accessibility policy and special requirements are available.
Hardware	Can include IT equipment of all types: • Work stations, PCs • Networks • Remote Sites • Servers
Operating System	Win 95/98/2000, Sun Solaris/SunOS, HP-UX, AIX, Digital Unix, Silicon Graphics IRIX, DOS, DEC, VMS, Mac OSX, Linux, Netware
E-commerce models	Includes any kind of business-related transaction conducted with the assistance of electronic tools across and within organisations or with individual customers. May include Brochure Site, Customer Service Site, Real Time Site, Quote Aggregator, Insurance Mall, Direct Channel, Virtual Carrier, Quote Mall, Agent Mall, Consumer Auction, Carrier Auction, Time Limited Information, Investor Relations, Technical Support, Pre Sales Support and Corporate Awareness, Proprietary Standard Promotion. E-commerce models are changing all the time and the above are just an example of possible models
E-Business	Encompasses how organisations structure themselves and capture information, manage their workers, relate and partner with other organisations and groups to achieve effective functioning, efficient operations and cultural shifts
Knowledge Economy	Involves all individuals participating on-line for professional or personal research and learning, communicating with friends or associates and the pursuit of leisure activities. The knowledge economy is broader than on-line participation and includes knowledge workers and organisations and recognises the value of life long learning and the need to capture knowledge within organisations to ensure effective functioning.

UNIT	ICAITT183A Confirm accessibility of web site design

EVIDENCE GUIDE

Critical aspects of evidence	Assessment must confirm the ability to identify accessibility requirements, design a valid accessibility test, facilitate the test process and document results. The proposed solution must meet legal, special customer and business expectations and the current and future needs of the business.
Interdependent assessment of units	The interdependence of units of competency for assessment will vary with the particular project or scenario. This unit has importance to a range of IT services and should therefore be assessed in a holistic manner with the technical/ support units.

Underpinning skills and knowledge

Underpinning knowledge:
- Web site architecture
- Website security
- Work load metrics
- Technical performance measurement
- Business process design
- Customer and business liaison
- Government, advocacy group and special needs group liaison
- Web site accessibility, security and equity legislation
- Copy write and intellectual property
- National Privacy Principle Guidelines (to be published in October 2001)
- The Commonwealth Privacy Act 1988 as amended by the Privacy Amendment (Private Sector) Act 2000.
- The National Privacy Principles.
- Electronic Commerce Modelling Language
- Australian Computer Society Code Of Ethics

Underpinning skills:
- Web site development
- Web site analysis
- Technical test design
- Test implementation
- Test evaluation
- Evaluation feedback
- Evaluation analysis
- Special needs group identification and selection

| Resources | This competency can be assessed in the workplace or in a simulated environment. Assessment of this unit of competence will usually include observation of real or simulated work processes and procedures, quality projects, questioning on underpinning knowledge and skills

To demonstrate competence in this unit the candidate will need access to:
- Live website
- Requirements documentation
- Customer Relationship Model
- Automatic accessibility measuring tools

Questions related to the performance criteria and directed to the candidate, peers and business client will assist in assessing competence. Observation of skills may assist in the collection of evidence. |
|---|---|
| Consistency | Competence in this unit needs to be assessed using formative assessment to ensure consistency of performance in a range of contexts

Simulated activities must closely reflect the workplace and may need to take place over a period of time to allow the candidate to fully demonstrate different stages in preparing, facilitating and documenting test results |
| Context | Breadth, depth and complexity involving analysis, documentation and design across a broad range of technical and/or managerial functions including identifying the technical and human computer interface requirements which drive design. 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, evaluation, technical or leadership/guidance and communications functions related to products, services, operations, processes and procedures.

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

UNIT	ICAITT183A Confirm accessibility of web site design

An individual demonstrating these competencies would be able to:

- Demonstrate understanding of specialized knowledge with depth in some areas;

- Analyse, diagnose, design and execute judgements across a broad range of technical or management functions;

- Demonstrate a command of wide ranging, highly specialised technical, creative or conceptual skills;

- Generate ideas through the analysis of information and concepts at an abstract level;

- Demonstrate accountability for personal outputs within broad parameters; and

- Demonstrate accountability for group outcomes within broad parameters.

Key Competencies						
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. (Mayer definition) There are seven key competencies that have been formally identified. The Key Competencies are generic in that they apply to work generally, rather than being specific to work in particular occupations or industries.						
Collect, Analyse & Organise Info.	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	2	3	2	2	2

ICAITS119B Monitor and administer system security

UNIT	ICAITS119B Monitor and administer systems security

FIELD	**Support**

DESCRIPTION	This unit defines the competency required to monitor and administer security functions on the system.

RELATED COMPETENCY STANDARDS	The project lifecycle and the IT methodology employed will determine which particular units of competency are relevant to this unit. Some include ICAITU126B, ICAITU127B, ICAITS104B, ICAITS105B, ICAITS111B, ICAITAD042B, ICAITI089A, ICAITI090A, ICAITAD056B, ICAITS116B, ICAITS035C, ICAITT063A

ELEMENTS	PERFORMANCE CRITERIA
1. Ensure user accounts are controlled	1. Default user settings are modified to ensure that they match security policies 2. Previously created user settings with more relaxed security are modified according to security and access policies 3. Appropriateness of legal notices displayed at log on is ensured 4. Appropriate utilities are used to check strength of passwords used 5. Procedures are reviewed to ensure that users who leave have their accounts disabled or deleted 6. Mail is monitored to uncover breaches in various legal acts and legislation. 7. Information services such as the Internet are accessed to identify well-known and up-to-date security gaps and these are plugged with appropriate hardware and/or software
2. Secure file and resource access	1. In-built security and access features of the systems operating system are reviewed 2. File security categorisation scheme is reviewed or developed and an awareness of the role of users in setting security is ensured 3. Threats to systems are monitored such as hackers, eavesdropping, viruses, etc. 4. Virus checking software is implemented at server and workstations 5. In-built or additional encryption facilities are implemented as appropriate
3. Monitor threats to the network	1. Appropriate third party software is used to evaluate and report on the security in place in the systems 2. Logs and audit reports are reviewed to identify security intrusions or attempts 3. Spot checks and other activities are carried out to ensure that procedures are not being bypassed 4. Audit report and recommendations are prepared and presented to senior management. Approval for changes to be made is obtained

UNIT	ICAITS119B Monitor and administer systems security

RANGE OF VARIABLES	
VARIABLE	**SCOPE**

The Range of Variables section contextualises the unit of competence and provides a focus for assessment. The information provided is intended to define the scope of assessment and to assist assessors define the performance to be achieved by an individual in the workplace.

Security environment	Includes: • Relevant privacy laws, • organisational security policies, • ethical issues, • customer requirements /expectations, • expertise and knowledge that are, or may be, relevant. The security environment also includes the threats to security which are, or are held to be, present in the environment.
Security requirements	Based on business needs and may be contained in the technical specifications AS/NZS 4444, Information security management; AS/NZS 13594:1998, Information technology - Lower layers security
Statutory requirements	Can include legislation (such as Privacy Act), industry imposed controls and standards. In certain organisations such as health and banking there may be strict laws regarding confidentiality and reporting of data
Commercial and business requirements	Back-up, storage and recovery of data, access to internal network, passwords/logons, firewalls, hacking. Confidentiality, integrity, availability
Physical nature of security	The system and its location should be considered, wide area networks, access by people other than employees, and if the system, itself, is in an intrinsically secure building.
Security policy	Can cover theft, viruses, standards (including archival, back-up, network), privacy, audits, alerts and usually relates directly to the security objectives of the organisation
Security categories	Organisations with external access especially with the Internet may have strict requirements for categorising files and access.
Systems	Can include but are not limited to mainframes, distributed, Internet, networks
Operating system	Each product will have different functionality and ways of operating. Third party products may also be used in order to improve security.
Security Test	To confirm security monitoring processes are viable. The test will vary both in complexity and duration depending on the number of risk procedures employed
Risk	Some systems may be critical and so require higher levels of security.
Encryption	Built in or third party products may be used in organisations who have high risk data. RSA public key, PGP (Pretty Good Privacy), symmetric ciphers, asymmetric public-key ciphers, sniffers, PKI, SSH, DESlogin, PKZIP, Secure Socket Layer (SSL), Digital signatures
Software	Most likely to be packaged software but can be supplied from many varying vendors and can include security, audit, virus checking and encryption modules.

UNIT	ICAITS119B Monitor and administer systems security

Firewalls	May be part of router configuration and/or proxy server. Many vendor products are available such as: • Cisco Centri • ConSeal • EMD Armor • Check Point FireWall-1 • CyberwallPLUS • SATAN
Security threats	Can include: eavesdropping, manipulation, and impersonation, penetration, denial of service and by-pass
Operating procedures	Handling of security internal breaches and customer requirements for security, frequency and nature of archives, back-ups; alerts, audits, review and test
Security strategy	Includes: privacy, authentication, authorisation, and integrity and usually relates directly to the security objectives of the organisation
OH and S Standards	As per company, statutory and vendor requirements. Ergonomic and environmental factors must be considered during the demonstration of this competency
Privacy/ Ethics	All monitoring of activity will comply with relevant legislative requirements. Users should be informed that monitoring may occur.
Documentation and Reporting	Audit trails, naming standards, version control, project management templates and report writing styles will vary according to organisational approach. Information gathering processes may have associated templates

EVIDENCE GUIDE	

Critical aspects of evidence	Assessment must confirm knowledge of security features available in the operating environment. Assessment must confirm the ability to monitor and administer security functions on the system. This may include use of third party tools.
Interdependent assessment of units	This unit may be assessed with any of the following: ICAITU126A, ICAITU127A, ICAITS104B, ICAITS105B, ICAITS111B, ICAITAD042B, ICAITI089A, ICAITI090A, ICAITAD056B, ICAITS116B, ICAITS035C, ICAITT063A The interdependence of units of competency for assessment will vary with the particular project or scenario
Underpinning skills and knowledge	**Underpinning knowledge** • Current industry accepted hardware and software products with broad knowledge of general features and capabilities • Broad knowledge of the client business domain, business function and organisation • Systems technologies with broad knowledge of general features and capabilities incorporating substantial depth in some areas • Risk analysis with broad knowledge of general features • Broad knowledge of general features of specific security technology • Broad knowledge of privacy and privacy legislation	**Underpinning skills** • Problem solving skills for a defined range of unpredictable problems • Plain English literacy and communication skills in relation to analysis, evaluation and presentation of information • Research skills for identifying, analysing and evaluating broad features of a particular business domain and best practice in system security methodologies and technologies • Report writing skills for business requiring depth in some areas, analysis and evaluation of information in a defined range of areas • Questioning and active listening skills • Project planning skills in relation to set benchmarks and identified scope.

UNIT	ICAITS119B Monitor and administer systems security

Resources

Assessment may be carried out on site or using specific scenarios where the outcome is well defined. This should be a practical assessment using appropriate equipment and software with security restrictions.

Assessment of this unit of competence could include review of the audit report developed by the candidate.

Questions related to the performance criteria and directed to the candidate, peers and business client will assist in assessing competence. Observation of skills may assist in the collection of evidence

Consistency

Competence in this unit needs to be assessed using formative assessment to ensure consistency of performance in a range of contexts

Simulated activities must closely reflect the workplace and may need to take place over a period of time to allow the candidate to address the ongoing monitoring aspects of this unit.

Context

Assessment of this unit of competence will usually include observation of real or simulated work processes and procedures; quality projects; questioning on underpinning knowledge and skills. The questioning of team members will provide valuable input to the assessment.

This competency can be assessed in the workplace or in a simulated environment. The purpose of this unit of competence is to define the standard of performance to be achieved in the workplace.

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 requirements 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.

An individual demonstrating these competencies would be able 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 one's own outputs in relation to specified quality standards; and

- take limited responsibility for the quantity and quality of the output of others.

Key Competencies						
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. (Mayer definition)						
There are seven key competencies that have been formally identified. The Key Competencies are generic in that they apply to work generally, rather than being specific to work in particular occupations or industries.						
Collect, Analyse & Organise Info.	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	2	3	2	2	3	3

ICAITD209A   Writing for the World Wide Web

UNIT	ICAITD209A Writing for the world wide web

FIELD	**Documentation**

DESCRIPTION	This unit defines the competency required to write concise and relevant content for web pages

RELATED COMPETENCY STANDARDS	The project lifecycle and the IT methodology employed will determine which particular units of competency are relevant to this unit, some include the Project Management, Implementation, Support, the teamwork functional areas and documentation.

ELEMENT	PERFORMANCE CRITERIA
1. Site content requirements are determined	1. Site purpose and functionality is confirmed with reference to client specification 2. Customer information needs are identified with reference to audience, site functionality and client requirements 3. Content channels and format requirements are identified as required 4. Templates and style guides are identified where relevant 5. Relevant content is identified and analysed with reference to audience needs, maintenance requirements, information architecture and site design and functionality 6. Alterations to site design are negotiated as required by identified content requirements
2. Site content is written	1. Content is generated in accordance with requirements 2. Content is able to be scanned and information readily digestible 3. Content is edited with reference to audience needs, site functionality and client requirements
3. Upload content	1. Log into server site using either administrative or anonymous FTP protocol 2. Transfer software is launched and destination directory navigated to either graphically or through command line 3. Files are stored and ordered according user needs and file extensions 4. Contention is closed

UNIT	ICAITD209A Writing for the world wide web

RANGE OF VARIABLES

VARIABLE	SCOPE

The Range of Variables section contextualises the unit of competence and provides a focus for assessment. The information provided is intended to define the scope of assessment and to assist assessors define the performance to be achieved by an individual in the workplace.

Content	Can be considered to include information and interactive features such as product information, company information, copyright and disclaimer notices, a site search engine, site map, frequently asked questions, what's new, customer specific information, customer only information, error messages, instructions, feedback mechanisms, reference pages, forms, background articles, ratings / rankings / testimonials / quotes from reviews, hyperlink titles. Content may be text, video, audio, graphics, animation etc. The specific content solution will be different for each site.
Content usability	Relates to how easy it is for the user to grasp the nature and extent of a site's content, and then how easy it is for them to explore, digest and in some cases interact with that content. Usability should also account for handicapped persons through devices such as captions and ALT tags for images and providing the same information in a number of formats.
File Transfer Protocol clients	Variables may include, but are not limited to, a wide variety of commercial available tools such as: • AxY FTP for Windows, Linux and Unix • Dreamweaver • MS Frontpage, • CuteFTP • Win 95/NT File sharing, • MS Internet Explorer graphical FTP,
E-commerce models	Includes any kind of business-related transaction conducted with the assistance of electronic tools across and within organisations or with individual customers. May include Brochure Site, Customer Service Site, Real Time Site, Quote Aggregator, Insurance Mall, Direct Channel, Virtual Carrier, Quote Mall, Agent Mall, Consumer Auction, Carrier Auction, Time Limited Information, Investor Relations, Technical Support, Pre Sales Support and Corporate Awareness, Proprietary Standard Promotion. E-commerce models are changing all the time and the above are just an example of possible models
E-Business	Encompasses how organisations structure themselves and capture information, manage their workers, relate and partner with other organisations and groups to achieve effective functioning, efficient operations and cultural shifts
Knowledge Economy	Involves all individuals participating on-line for professional or personal research and learning, communicating with friends or associates and the pursuit of leisure activities. The knowledge economy is broader than on-line participation and includes knowledge workers and organisations and recognises the value of life long learning and the need to capture knowledge within organisations to ensure effective functioning.

EVIDENCE GUIDE

Critical aspects of evidence	Assessment must confirm the ability to develop content for a website that meets audience and client needs
Interdependent assessment of units	The interdependence of units of competency for assessment will vary with the particular project or scenario. This unit has importance to a range of IT services and should therefore be assessed in a holistic manner with the technical/ support units.
Underpinning skills and knowledge	**Underpinning Knowledge** • Content features such as clarity, scan ability, readability and the intuitiveness of micro-content elements • The function and features of micro-content elements such as headings, highlighted words, link text etc • The relationship between content and site design • The function and features of style guides • Web design and usability **Underpinning Skills** • Identifying target audiences • Analysing audience needs • Identifying relevant content • Determining appropriate content channels and formats • Writing content

- Copy write and intellectual property

- National Privacy Principle Guidelines (to be published in October 2001)

- The Commonwealth Privacy Act 1988 as amended by the Privacy Amendment (Private Sector) Act 2000.

- The National Privacy Principles

Resources

This competency can be assessed in the workplace or in a simulated environment. Assessment of this unit of competence will usually include observation of real or simulated work processes and procedures, quality projects, questioning on underpinning knowledge and skills

To demonstrate competence in this unit the candidate will need access to:

- style guides and templates where they exist

- web site specification

- current software including word processing and or web development software as determined by writing requirements

Questions related to the performance criteria and directed to the candidate, peers and business client will assist in assessing competence. Observation of skills may assist in the collection of evidence.

Consistency

Competence in this unit needs to be assessed using formative assessment to ensure consistency of performance in a range of contexts

Simulated activities must closely reflect the workplace and may need to take place over a period of time to allow the candidate to fully demonstrate competency

Context

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 options to be applied.

An individual demonstrating these competencies would be able 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 ones own outputs in work and learning;

- and take limited responsibility for the output of others.

Key Competencies						
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. (Mayer definition)						
There are seven key competencies that have been formally identified. The Key Competencies are generic in that they apply to work generally, rather than being specific to work in particular occupations or industries.						
Collect, Analyse & Organise Info.	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	2	2	1	2	3

ICAITU127B   Support System Software

UNIT	ICAITU127B Support system software

FIELD	**Use**

DESCRIPTION	This unit defines the competency required to operate and support system software.

RELATED COMPETENCY STANDARDS	The project lifecycle and the IT methodology employed will determine which particular units of competency are relevant to this unit. Some include : ICAITS024C, ICBITS012A, ICAITS020C, ICBITB002A, ICBITI013A, ICBITS013A.

ELEMENT	PERFORMANCE CRITERIA
1. Maintain system software	1. System effectiveness is evaluated against vendor and organisation's performance requirements and benchmarks, to determine if maintenance activities should be commenced
	2. System utilisation, file and disk structure, performance reports and files are used to identify any peak periods or possible performance problems
	3. System data levels are monitored to determine whether system performance is consistent with predetermined standards
	4. Troubleshooting is achieved with appropriate system tools
	5. The system is monitored and retuned, where applicable for improved performance
2. Set up and manage the system files	1. Client user system requirements are evaluated and the appropriateness of file and folder structures are monitored
	2. Appropriate administration and system tools are used to create file and folder structures
	3. Security, access and sharing of file system to meet client user requirements are set
	4. Virus protection requirements of the network are identified in line with organisational procedures
	5. File system is tested to ensure that appropriate access is available to the client user groups
	6. Simple programming constructs are checked to conform to organisational guidelines
	7. File system created in accordance with organisational standards is documented
3. Manage system usage	1. Users are given access to system
	2. Access and use of the system is made seamless to users
	3. Access to information and resources is made clear and apparent
	4. System services are integrated with assistance of system tools
4. Monitor system security	1. User access is monitored against user access levels
	2. Security requirements for client users and data to be stored on network are reviewed
	3. Risks that data is exposed to, and appropriate prevention and recovery processes are determined
	4. System is implemented to provide back-up and to restore services in the event of a disaster
	5. Disaster recovery procedures are documented

5.	Carry out system back-up	1.	System is scanned for viruses and detected viruses are removed
		2.	System back-ups are completed according to organisational and system requirements
		3.	System back-ups are completed at regular intervals
		4.	System back-ups are recorded according to organisational requirements
6.	Restore system back-up	1.	System restores are completed according to organisational guidelines
		2.	Restored system is optimised according to organisational requirements
		3.	System restores are documented in line with organisational requirements

RANGE OF VARIABLES

VARIABLE	SCOPE

The Range of Variables statement contextualises the unit of competence and provides a focus for assessment. The information provided is intended to define the scope of assessment and to assist assessors define the performance to be achieved by an individual in the workplace.

Operating systems	Win 95/98/NT/2000, Sun Solaris/SunOS, HP-UX, AIX, Digital Unix, Silicon Graphics IRIX, DOS, DEC VMS, Mac OSX, Linux, NetWare
DBMS	Can include distributed or centralised, online, partitioned geographically or thematically distributed. Client/server or legacy databases may include DB2, Tandem Enscribe, IMS, Informix, Oracle, SAP R/3, Sybase, NCR Teradata, and VSAM. Object-oriented databases and relational databases
Documentation and Reporting	Documentation for version control may follow ISO standards. Audit trails, naming standards, version control, project management templates and report writing styles will vary according to organisational approach. Information gathering processes may have associated templates
Hardware	Can include IT equipment of all types:
	• Workstations, PCs, IBM, Compaq, Hewlett Packard, Sun, Dell, Gateway 2000, SGI, Sun Microsystems,
	• Bridges, 3Com, Compaq, CISCO, IBM
	• modems, analog, cable, ISDN, DSL
	• servers, Acer, Apple, Compaq, Dell, Gateway 2000, Hewlett-Packard, IBM, Macintosh, NEC, SGI, Sun Microsystems, Unisys
	• network cards, Adaptec, ARTIC, Compex, SMC
	• switches, 3Com, Accton, Cabletron, CISCO, D-Link, Farallon, Hewlett-Packard, Intel, Network Technologies
	• hubs & repeaters, 3Com, Compaq, CISCO, Accton, Asante, D-Link, Farallon, Hewlett-Packard, Intel, Omnitron,
	• routers & gateways, 3Com, CISCO, D-Link, Intel,
	• File & print servers, AcerAltos, Aerocomm, AlphaServer, Dell, D-Link, Hewlett-Packard, IBM, NEC, Sun Microsystems,
Organisational	Variables may include but are not limited to: keyboarding and accuracy as per organisation guidelines; Occupational Health and Safety guidelines related to use of screen based equipment, computing equipment and peripherals, and ergonomic work stations; security procedures
Keyboarding	Speed will vary according to different organisational requirements and different job roles within an organisation. The keyboard technique will be in line with OHS requirements for safe use of keyboards
OH and S Standards	As per company, statutory and vendor requirements. Ergonomic and environmental factors must be considered during the demonstration of this competency
File system	May involve multiple or single servers, multiple or single logical disks and complex directory or folder structures
Operating system	Each product will have different functionality and ways of operating. Third party products may also be used in administration.

Back-up	May involve simple, single tape unit back-up to more comprehensive and complex back-up facilities across the network.
Software	Variables may include but are not limited to: commercial system software; organisational specific systems software

EVIDENCE GUIDE

Critical aspects of evidence	Assessment must confirm the ability to monitor and maintain system software performance according to vendor and company benchmarks utilising a wide range of features and system tools
Interdependent assessment of units	This unit may be assessed with any of the following: ICAITS024C, ICAITS113B, ICAITS020C, ICAITB060B, ICAITI097A, ICAITS114 The interdependence of units of competency for assessment will vary with the particular project or scenario

Underpinning skills and knowledge

Underpinning knowledge:

- General OH&S principles and responsibilities
- Detailed understanding of using system software and system tools
- Broad knowledge base of vendor product directions
- Broad general knowledge of the client business domain
- Broad knowledge base of quality assurance practices
- Broad general knowledge of change management systems
- Broad knowledge of OHS requirements in relation to work safety, environmental factors and ergonomic considerations

Underpinning skills:

- Analysis skills in relation to routine and non-routine work processes
- Project planning skills in relation to set benchmarks and identified scope
- Teamwork skills involve responsibility of self and contribution solutions and goals of a non-routine or contingency nature.
- Report writing skills for business requiring depth in some areas, analysis and evaluation of information in a defined range of areas
- Problem solving skills in non-routine work processes
- Plain English literacy and communication skills in relation to dealing with clients and team members

Resources	This competency can be assessed in the workplace or in a simulated environment. Assessment of this unit of competence will usually include observation of real or simulated work processes and procedures, quality projects, questioning on underpinning knowledge and skills
	
	To demonstrate competence in this unit the candidate will need access to:
	
	    • Organisational performance benchmarks
	    • A live system
	    • Client user requirements
	
	Questions related to the performance criteria and directed to the candidate, peers and business client will assist in assessing competence. Observation of skills may assist in the collection of evidence.

Consistency	Competence in this unit needs to be assessed using formative assessment to ensure consistency of performance in a range of contexts Simulated activities must closely reflect the workplace and may need to take place over a period of time to allow the candidate to identify the system components and select and document the system.

UNIT	ICAITU127B Support system software

Context

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 requirements 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.

An individual demonstrating these competencies would be able 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 one's own outputs in relation to specified quality standards; and

- take limited responsibility for the quantity and quality of the output of others.

Key Competencies

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. (Mayer definition)

There are seven key competencies that have been formally identified. The Key Competencies are generic in that they apply to work generally, rather than being specific to work in particular occupations or industries.

Collect, Analyse & Organise Info.	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	2	2	2	2	2	3

ICAITS108B   Complete database backup and recovery

UNIT	ICAITS108B Complete database back-up and recovery

FIELD	**Support**

DESCRIPTION	This unit describes the competency required to fully back-up and recover a database

RELATED COMPETENCY STANDARDS	The project lifecycle and the IT methodology employed will determine which particular units of competency are relevant to this unit. Some include ICAITS020C, ICAITU127B, ICAITS113B, ICAITB061A, ICAITS024C, ICAITS106B, ICAITS125B, ICAITS030B, ICAITU126B, ICAITS107B

ELEMENT	PERFORMANCE CRITERIA
1. Review database architecture	1. Architectural implications for back-up and recovery are identified 2. Various failure scenarios and risks are identified and examined
2. Determine back-up methods appropriate to database requirements	1. A range of back-up and restoration methods based on organisational and security requirements are evaluated 2. Full offline back-ups are completed to organisational and security requirements with minimal down time 3. On-line file back-ups are completed to organisational and security needs with minimal down time
3. Determine baselines and recovery procedures	1. Database baseline with and without archiving is determined according to organisational requirements 2. Database is fully recovered to baseline with minimal down time 3. Database recovery without loss of committed transactions is completed 4. If possible, point of failure recovery is successfully completed
4. Employ database alternatives	1. Standby database is created or prepared to meet organisational requirements 2. Standby database is implemented to support critical business functions 3. Standby database is documented

RANGE OF VARIABLES

VARIABLE	SCOPE

The Range of Variables section contextualises the unit of competence and provides a focus for assessment. The information provided is intended to define the scope of assessment and to assist assessors define the performance to be achieved by an individual in the workplace.

Database options	Can include but not limited to: • relationship databases, • object-relational databases, • proprietary databases, • off the shelf database packages
Tools	Variables may include but are not limited to: vendor specific database administration tools. Tools include any item or tool used to administer databases. The most appropriate administration tool employed in the most efficient manner.
Databases	May include but are not limited to: • Oracle, • Sybase, • Microsoft SQL Server, • Ingres, • DB2, • Informix, mSQL, MySQL, SQL Server etc
SQL	May include proprietary extensions. AS/NZS 3968.0:1994 Information technology - Database languages - SQL - Definition of data structures and basic operations
Database files	Number and naming conventions will vary according to type of database
Database dictionary	Fields and definitions will vary according to data/information to be loaded
IT Platform	IT platform on which database will sit and will affect considerations such as: database options, size of database, and performance of database.
Performance/ Tuning enhancements	Can include but not restricted to: improvements to response time, simultaneous access
Security	Security requirements will impact on the back-up methodologies employed
Database support functions	Can include, but not are not restricted to: database administrator, supplier support, development support – database designer, maintenance of database dictionary, database security
Operating systems	Win 95/98/NT/2000, Sun Solaris/SunOS, HP-UX, AIX, Digital Unix, Silicon Graphics IRIX, DOS, DEC VMS, Mac OSX, Linux, NetWare
Client User	May be a department within the organisation or a third party and so the relation and ease of access will vary.
Documentation and Reporting	Includes maintaining standards of definition, standards of format, user access information. Information should be clear and written in such a way that it will be readily understood by the target audience.
Organisational Standards	May be based upon formal, well documented methodologies or non-existent. For training delivery purposes best practice examples from industry will be used
OH and S Standards	As per company, statutory and vendor requirements. Ergonomic and environmental factors must be considered during the demonstration of this competency

Back-up	May involve single tape unit back-up to more comprehensive and complex back-up facilities across the network.

EVIDENCE GUIDE

Critical aspects of evidence	Assessment must confirm the ability to implement a back-up and recovery techniques with minimum disruption to the business and if necessary, introduce effective contingency techniques
Interdependent assessment of units	This unit may be assessed with any of the following: ICAITS020C, ICAITU127B, ICAITS113B, ICAITB061B, ICAITS024C, ICAITS106B, ICAITS125B, ICAITS030B, ICAITU126B, ICAITS107B The interdependence of units of competency for assessment will vary with the particular project or scenario

Underpinning skills and knowledge	**Underpinning knowledge**	**Underpinning skills**
	• Detailed knowledge of SQL • Detailed knowledge of database administration • Detailed knowledge of tuning methodologies • General knowledge of the principles of databases • Detailed knowledge of diagnostic tools • Detailed knowledge of back-up and recovery methodologies • Detailed knowledge of database security	• Analysis skills in relation to non-routine work processes • Project planning skills in relation to set benchmarks and identified scope • Report writing skills for business requiring depth in some areas, analysis and evaluation of information in a defined range of areas • Problem solving skills in non-routine work processes • Research skills for identifying, analysing and evaluating broad features of a particular business domain and best practice in back-up and recovery strategies

Resources	To demonstrate this unit of competence the candidate will require access to documents detailing: • Documentation standards • Back-up and recovery policies **Assessment of this unit of competence could include review of the baseline database developed by the candidate.** Questions related to the performance criteria and directed to the candidate, peers and business client will assist in assessing competence. Observation of skills may assist in the collection of evidence
Consistency	Competence in this unit needs to be assessed using formative assessment to ensure consistency of performance in a range of contexts Simulated activities must closely reflect the workplace and may need to take place over a period of time to allow the candidate to fully recover database to baseline and to create standby database.

Context	Assessment of this unit of competence will usually include observation of real or simulated work processes and procedures; quality projects; questioning on underpinning knowledge and skills. The questioning of team members will provide valuable input to the assessment.
	
	This competency can be assessed in the workplace or in a simulated environment. The purpose of this unit of competence is to define the standard of performance to be achieved in the workplace.
	
	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 requirements 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.
	
	An individual demonstrating these competencies would be able 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 one's own outputs in relation to specified quality standards; and

- take limited responsibility for the quantity and quality of the output of others.

Key Competencies						
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. (Mayer definition)						
There are seven key competencies that have been formally identified. The Key Competencies are generic in that they apply to work generally, rather than being specific to work in particular occupations or industries.						
Collect, Analyse & Organise Info.	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	2	3	2	2	3	3

ICAITS194A Ensure basic web site security

UNIT	ICAITS194A Ensure basic web site security

FIELD	**Support**

DESCRIPTION	This unit defines the competency required to provide basic website security

RELATED COMPETENCY STANDARDS	The project lifecycle and the IT methodology employed will determine which particular units of competency are relevant to this unit, some include the Project Management, Implementation, Support, the teamwork functional areas and documentation.

ELEMENT	PERFORMANCE CRITERIA
1. Determine business security requirements	1. Based on the business intent of the website identify level of security required 2. The need for password protection for all of the site or part of the site is identified 3. Minimum or maximum password solutions are decided on business requirements
2. Ensure web server security	1. Web server password is obscure and non traceable 2. Intrusion detection software is installed and maintained in line with business requirements 3. User accounts have no permissions on the server and is not run as ROOT 4. Interpreters (programs that run CGIs) are not stored in the cgi-bin directory 5. Web forms check data before passing it to the server
3. Ensure protocol security	1. Fixed Internet connection (cable, ADSL, fixed line), IP address are protected 2. Shared network resources are protected from intrusion according to business requirements 3. PC protocols and preferences are secure 4. The TCP/IP Bindings for file and printer sharing is disabled 5. NetBIOS over TCP/IP is disabled

RANGE OF VARIABLES	
VARIABLE	**SCOPE**

The Range of Variables section contextualises the unit of competence and provides a focus for assessment. The information provided is intended to define the scope of assessment and to assist assessors define the performance to be achieved by an individual in the workplace.

Site architecture	Site security is affected by site architecture
System services	telnet, ftp, UUCP, IMAP, sendmail
audits	Log data, UNIX syslog data
firewalls	Hardware appliances, proxy servers, individual PC solution, also: varying functionality including network address translation (NAT) / IP Masquerading, routing to specific machines

Java resources	Applet Password Wizard, Pword, Java Boutique, Java Security Applets
Cgi resources	Cgi Resource Index, QuickPix, Web Authenticate,
Javascript resources	Cut and Paste Javascript, JavaScript Source, Web Abstraction Free Javascript
intrusion detection software	Tripwire
Site security	A number of commercially available software products may be used depending on functionality
Standards	Standards are being introduced on a regular basis it is worthwhile monitoring the following organisations in relation to XML standards Organization for the Advancement of Structured Information Standards, ISO and IEEE to web-oriented groups like IETF and W3C, IEEE Std. 2001-1999 Web Page Engineering, The Internet Commerce Standards 1.0
Security standards	May include: • HB 231:2000 Information security risk management guidelines • AS/NZS 4444.1:1999 Information security management - Code of practice for information security management • AS/NZS 4444.2:2000 Information security management - Specification for information security management systems
Security protocols	May include: • Secure Multipurpose Internet Mail Extensions • Secure Socket Layer & Transport Layer Security • IP Security Protocol • (Domain Name System Security Extensions) • (Data Over Cable Service Interface Specification) • IEEE 802.11 Protocol standard for secure wireless Local Area Network products. • (Point-to-Point Network Tunnelling Protocol) • (Secure Electronic Transactions) • (Secure Shell)
E-commerce models	Includes any kind of business-related transaction conducted with the assistance of electronic tools across and within organisations or with individual customers. May include Brochure Site, Customer Service Site, Real Time Site, Quote Aggregator, Insurance Mall, Direct Channel, Virtual Carrier, Quote Mall, Agent Mall, Consumer Auction, Carrier Auction, Time Limited Information, Investor Relations, Technical Support, Pre Sales Support and Corporate Awareness, Proprietary Standard Promotion. E-commerce models are changing all the time and the above are just an example of possible models
E-Business	Encompasses how organisations structure themselves and capture information, manage their workers, relate and partner with other organisations and groups to achieve effective functioning, efficient operations and cultural shifts
Knowledge Economy	Involves all individuals participating on-line for professional or personal research and learning, communicating with friends or associates and the pursuit of leisure activities. The knowledge economy is broader than on-line participation and includes knowledge workers and organisations and recognises the value of life long learning and the need to capture knowledge within organisations to ensure effective functioning.

EVIDENCE GUIDE

Critical aspects of evidence	Assessment must confirm the ability to provide and maintain basic website security
Interdependent assessment of units	The interdependence of units of competency for assessment will vary with the particular project or scenario. This unit has importance to a range of IT services and should therefore be assessed in a holistic manner with the technical/ support units.

Underpinning skills and knowledge	**Underpinning knowledge:** • firewall functionality • bastion hosts • HTTP daemons	**Underpinning skills:** • Javascript/ Vbscript • HTML

- Webserver operating systems

- Security patches

- Secure sockets layer (SSL) protocol

- Copy write and intellectual property

- National Privacy Principle Guidelines (to be published in October 2001)

- The Commonwealth Privacy Act 1988 as amended by the Privacy Amendment (Private Sector) Act 2000.

- The National Privacy Principles

- Australian Computer Society Code Of Ethics

Resources   This competency can be assessed in the workplace or in a simulated environment. Assessment of this unit of competence will usually include observation of real or simulated work processes and procedures, quality projects, questioning on underpinning knowledge and skills

To demonstrate competence in this unit the candidate will need access to:

- Web servers

- Basic website

Questions related to the performance criteria and directed to the candidate, peers and business client will assist in assessing competence. Observation of skills may assist in the collection of evidence.

Consistency   Competence in this unit needs to be assessed using formative assessment to ensure consistency of performance in a range of contexts

Simulated activities must closely reflect the workplace and may need to take place over a period of time to allow the candidate to fully demonstrate different maintenance and monitoring approaches to ensuring security..

Context   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 options to be applied.

An individual demonstrating these competencies would be able 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 ones own outputs in work and learning;

- and take limited responsibility for the output of others.

Key Competencies						
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. (Mayer definition)						
There are seven key competencies that have been formally identified. The Key Competencies are generic in that they apply to work generally, rather than being specific to work in particular occupations or industries.						
Collect, Analyse & Organise Info.	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	1	2	2	2

ICAITAD147A Determine that data base functionality and scalability suits business requirements

UNIT	**ICAITAD147A Determine that database functionality and scalability suits business requirements**

FIELD	**Analysis and Design**

DESCRIPTION	This unit defines the competency required to identified the current and future business requirements for the database

RELATED COMPETENCY STANDARDS	The project lifecycle and the IT methodology employed will determine which particular units of competency are relevant to this unit, some include the Project Management, Implementation, Support, the teamwork functional areas and documentation.

ELEMENT	PERFORMANCE CRITERIA
1. Database functionality is determined	1. Business objectives and goals for the project are defined and validated by client 2. Business entities and relationships between entities are identified and defined 3. Business rules of the client domain are identified and analysed for potential impact on database 4. Existing and planned business models are identified and documented as required 5. Database functionality is defined and validated by client as required
2. Scalability requirements are identified	1. Reserve capacity of the database is identified and defined with reference to business model, client business plan and acceptable service outages 2. Long term capacity of the database is identified and defined with reference to business model, client business plan and acceptable service outages 3. Scalability requirements are identified based on the outcomes of 2.1 and 2.2
3. Database scalability and functionality is evaluated	1. Implications for system architecture are identified with reference to determined functionality and scalability requirements of database 2. Implications for data models and data structures are identified with reference to determined functionality and scalability requirements of database 3. Hardware and software implications are identified with reference to determined functionality and scalability requirements of database
4. Database functionality and scalability report is prepared	1. Functionality of database is documented as required by client 2. Database scalability requirements are documented as required by client 3. Conceptual data model is developed with reference to client requirements for database scope, functionality and scalability 4. Report is submitted to client as required

UNIT	**ICAITAD147A** **Determine that database functionality and scalability suits business requirements**

RANGE OF VARIABLES	
VARIABLE	**SCOPE**

The Range of Variables section contextualises the unit of competence and provides a focus for assessment. The information provided is intended to define the scope of assessment and to assist assessors define the performance to be achieved by an individual in the workplace.

Data	Variables may include but are not limited to: established files, data from mixed sources and applications
	Supplementary questioning may be used during the summative assessment phase, where necessary, to ensure that all issues relating to data were considered and appropriate choices made given the business specifications and client requirements.
	Ask questions about different types of data other than the data used, to ensure the application of knowledge and skills to other contexts.
Scalability	Scalability has two aspects: reserve capacity and long term capacity. In relation to databases, scalability relates to multi-tier architecture, scalable workflow architecture, database replication, distributed databases, server clustering for example
E-commerce models	Includes any kind of business-related transaction conducted with the assistance of electronic tools across and within organisations or with individual customers. May include Brochure Site, Customer Service Site, Real Time Site, Quote Aggregator, Insurance Mall, Direct Channel, Virtual Carrier, Quote Mall, Agent Mall, Consumer Auction, Carrier Auction, Time Limited Information, Investor Relations, Technical Support, Pre Sales Support and Corporate Awareness, Proprietary Standard Promotion. E-commerce models are changing all the time and the above are just an example of possible models
E-Business	Encompasses how organisations structure themselves and capture information, manage their workers, relate and partner with other organisations and groups to achieve effective functioning, efficient operations and cultural shifts
Knowledge Economy	Involves all individuals participating on-line for professional or personal research and learning, communicating with friends or associates and the pursuit of leisure activities. The knowledge economy is broader than on-line participation and includes knowledge workers and organisations and recognises the value of life long learning and the need to capture knowledge within organisations to ensure effective functioning.
Databases	may include but are not limited to Oracle, Sybase, Microsoft SQL Server, Ingres, DB2, Informix
Documentation and Reporting	Includes maintaining standards of definition, standards of format, user access information. Information should be clear and written in such a way that the target audience will readily understand it. Reports meet the specific output requirements and are presented in a logical and accessible manner.

EVIDENCE GUIDE	
Critical aspects of evidence	Assessment must confirm the ability to develop a well-structured report that represents the client's business reality and provides them with advice in relation to the scalability requirements and functionality of their planned database
Interdependent assessment of units	The interdependence of units of competency for assessment will vary with the particular project or scenario. This unit has importance to a range of IT services and should therefore be assessed in a holistic manner with the technical/ support units.

UNIT	ICAITAD147A Determine that database functionality and scalability suits business requirements

Underpinning skills and knowledge	**Underpinning knowledge:**	**Underpinning skills:**
	• OH&S principles and responsibilities in regard to the health and safety of oneself and others	• Techniques to elicit information from users particularly during the design and prototype phases
	• The function and features of databases	• Short and long term capacity planning
	• Data modelling in relation to developing the conceptual data model	• Business analysis skills
	• Network architecture	• Communicating with clients
	• Common system hardware in relation to client/server/database architecture	• Modelling of data processes
	• Copy write and intellectual property	• report writing
	• National Privacy Principle Guidelines (to be published in October 2001)	
	• The Commonwealth Privacy Act 1988 as amended by the Privacy Amendment (Private Sector) Act 2000.	
	• The National Privacy Principles	
	• Australian Computer Society Code Of Ethics	

| Resources | This competency can be assessed in the workplace or in a simulated environment. Assessment of this unit of competence will usually include observation of real or simulated work processes and procedures, quality projects, questioning on underpinning knowledge and skills

To demonstrate competence in this unit the candidate will need access to:

    • Business requirements documentation

    • Business planning documentation

    • Documentation relating to the technical architecture

Questions related to the performance criteria and directed to the candidate, peers and business client will assist in assessing competence. Observation of skills may assist in the collection of evidence. |
|---|---|
| Consistency | Competence in this unit needs to be assessed using formative assessment to ensure consistency of performance in a range of contexts

Simulated activities must closely reflect the workplace and may need to take place over a period of time to allow the candidate to fully demonstrate competence |

UNIT	ICAITAD147A Determine that database functionality and scalability suits business requirements

Context

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.

An individual demonstrating these competencies would be able 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;

- and take limited responsibility for the achievement of group outcomes.

Key Competencies

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. (Mayer definition)

There are seven key competencies that have been formally identified. The Key Competencies are generic in that they apply to work generally, rather than being specific to work in particular occupations or industries.

Collect, Analyse & Organise Info.	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	3	3	3	3

ICAITAD158A Translate the business needs into technical requirements

UNIT	ICAITAD158A Translate business needs into technical requirements

FIELD	**Analyse and Design**

DESCRIPTION	This unit defines the competency required to identify the needs of a business or business process and quantify those needs into technical requirements that will enable the needs the business or process to meet expectation.

RELATED COMPETENCY STANDARDS	The project lifecycle and the IT methodology employed will determine which particular units of competency are relevant to this unit, some include the Project Management, Implementation, Support, the teamwork functional areas and documentation.

ELEMENT	PERFORMANCE CRITERIA
1. Identify the business needs context	1. The business problem is framed, clarified and confirmed with client
	2. The vision, strategic mission and or objectives of the business or business process are understood and confirmed
	3. Key stakeholders, their business and other needs, are identified and documented
	4. Business needs are categorised and documented into sub components and confirmed with client
2. Identify input requirements	1. Based on business objectives suppliers are identified and their technical requirements are assessed and documented.
	2. Appropriate supplier driven interfaces are identified and evaluated to determine the technical requirements to operate effectively with them the results are documented.
	3. Where no existing input suppliers exist, or where input supplier is performing below expectation, an analysis of the potential suppliers technical interfaces and other business needs are assessed to determine technical requirements.
	4. The results are documented and recommendations made against business requirements
3. Identify output requirements	1. Output customers are identified and their technical requirements are assessed and documented
	2. Output quality and customer needs are assessed and appropriate measurements are developed and documented as technical requirements.
	3. Output production capacity is determined and documented leaving sufficient scope, where appropriate, for future change.
	4. Customer expectations are assessed by management and where appropriate turned into technical requirements. Eg 24-hour access, help desk availability etc.
4. Identify interface requirements	1. The network is identified over which input and output flows are evaluated and technical requirements developed to make best use of those interfaces, eg capacity of existing telephone infrastructure.
	2. Planned future upgrade of key network infrastructure is assessed and incorporated into technical requirements if appropriate.
	3. Security and privacy provisions are determined and documented against business

			requirements
		4.	Extra feedback channel requirements are determined and documented as technical requirements.
5.	Identify process flow requirements	1.	Quantity and quality requirements are determined and documented based on business needs. Eg concurrently generate 10 individual itineraries at an average process time of 1 minute.
		2.	Internal item tracking is determined and documented where appropriate.
		3.	Occupational Health and Safety requirements are determined and documented according to business requirements
		4.	Inventory management, such as stockholding, requirements are determined and documented based on business requirements
6.	Identify measurement requirements	1.	Critical effectiveness and or efficiency measurement systems are determined and documented as technical requirements. Eg time lag between order receipt and satisfaction, system down time, etc.
		2.	Benchmarks from other best practice models used where appropriate as technical requirements.
		3.	All critical business functions have clearly identified measurement benchmarks
7.	Technical requirements are signed off	1.	Technical requirements specifications are modelled where appropriate and as required
		2.	Technical requirements reflect business requirements
		3.	Technical requirements are signed off and further developed as a part of the project management process.

RANGE OF VARIABLES

VARIABLE	SCOPE

The Range of Variables section contextualises the unit of competence and provides a focus for assessment. The information provided is intended to define the scope of assessment and to assist assessors define the performance to be achieved by an individual in the workplace.

Client	May be: • a department within an organisation, • a business requiring an e-business solution • or a third party and so the relationship and ease of access will vary.
Business suppliers	Eg a supplier might use an automatic inventory management and distribution system that requires certain interface compliance requirements to operate within the business.
Outputs	Out put customer might require specific product data to be available at all times. Customers may require products or services to have built in self-diagnostic software. System may be able to accept 500 orders per hour and process them within 60 seconds.
Security	May include SET standards for bill payment and account access standards are clearly articulated as technical requirements.
Feedback requirements	A 1800 telephone hotline capable of handling 10 concurrent incoming calls, a frequently asked questions page to answer the seven most frequently asked after sales service questions is to be maintained or automatic electronic customer surveying of 10 percent of customers is required.
Workplace environment	May involve: • a business involved in a total organisational change, • a systems only change, a business improvement process, • an e-business solution involving the total organisation or part of the organisation
Sources of information	May involve change management plans, project management plans, current systems design plans, business strategic plans
Consulting techniques	May include: interviews, surveys, chat rooms, focus groups, questionnaire, surveys
Analysis Techniques	May include: gap analysis, urgency and impact, statistical and a range of current requirements gathering methodologies

System	Can include legacy systems, green field sites, organisational wide or discrete
Operating System	Win 95/98/2000, Sun Solaris/SunOS, HP-UX, AIX, Digital Unix, Silicon Graphics IRIX, DOS, DEC, VMS, Mac OSX, Linux, Netware
E-commerce models	Includes any kind of business-related transaction conducted with the assistance of electronic tools across and within organisations or with individual customers. May include Brochure Site, Customer Service Site, Real Time Site, Quote Aggregator, Insurance Mall, Direct Channel, Virtual Carrier, Quote Mall, Agent Mall, Consumer Auction, Carrier Auction, Time Limited Information, Investor Relations, Technical Support, Pre Sales Support and Corporate Awareness, Proprietary Standard Promotion. E-commerce models are changing all the time and the above are just an example of possible models
E-Business	Encompasses how organisations structure themselves and capture information, manage their workers, relate and partner with other organisations and groups to achieve effective functioning, efficient operations and cultural shifts
Knowledge Economy	Involves all individuals participating on-line for professional or personal research and learning, communicating with friends or associates and the pursuit of leisure activities. The knowledge economy is broader than on-line participation and includes knowledge workers and organisations and recognises the value of life long learning and the need to capture knowledge within organisations to ensure effective functioning.

EVIDENCE GUIDE

Critical aspects of evidence	Assessment must confirm the ability to understand a business's needs and categorise them as input, output, interfaces, flow and measurement technical requirements that enable the technology to be further developed into an e-business solution. An effective set of requirements takes into account the current and future technical needs where change is foreseeable.
Interdependent assessment of units	The interdependence of units of competency for assessment will vary with the particular project or scenario. This unit has importance to a range of IT services and should therefore be assessed in a holistic manner with the technical/ support units.
Underpinning skills and knowledge	**Underpinning knowledge:** • Website architecture • Business process design • Customer and business liaison • Understanding how e-business solution fits into corporate strategy • Understanding the implications of technology connectivity • Documenting technical specifications • Benchmarking • Electronic Commerce Modelling Language • Copy write and intellectual property • National Privacy Principle Guidelines (to be published in October 2001) • The Commonwealth Privacy Act 1988 as amended by the Privacy Amendment (Private Sector) Act 2000. • The National Privacy Principles • Australian Computer Society Code Of Ethics	**Underpinning skills:** • Website analysis • Information architecture • Use site design software and hardware • User and supplier analysis • Organisational analysis

UNIT	ICAITAD158A Translate the business needs into technical requirements

Resources

This competency can be assessed in the workplace or in a simulated environment. Assessment of this unit of competence will usually include observation of real or simulated work processes and procedures, quality projects, questioning on underpinning knowledge and skills

To demonstrate competence in this unit the candidate will need access to:

- the businesses current needs
- project requirements,
- a client expectations brief,
- the businesses objectives,
- information on a range of IT business solutions.
- E-business model
- Customer Relationship Model

Questions related to the performance criteria and directed to the candidate, peers and business client will assist in assessing competence. Observation of skills may assist in the collection of evidence.

Consistency

Competence in this unit needs to be assessed using formative assessment to ensure consistency of performance in a range of contexts

Simulated activities must closely reflect the workplace and may need to take place over a period of time to allow the candidate to fully demonstrate competence in understanding business needs, breaking them into appropriate technical requirements that accurately describe a system that best meets the business needs.

Context

Breadth, depth and complexity involving analysis, documentation and design across a broad range of technical and/or managerial functions including identifying the technical and human computer interface requirements which drive design. 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, evaluation, technical or leadership/guidance and communications functions related to products, services, operations, processes and procedures.

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

An individual demonstrating these competencies would be able to:

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

Key Competencies

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. (Mayer definition)

There are seven key competencies that have been formally identified. The Key Competencies are generic in that they apply to work generally, rather than being specific to work in particular occupations or industries.

Collect, Analyse & Organise Info.	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	3	3	3	3

ICAITAD151A Gather data to identify business requirements

UNIT	ICAITAD151A Gather data to identify business requirements

FIELD	**Analysis and Design**

DESCRIPTION	This unit defines the competency required to identify, analyse and document the client requirements

RELATED COMPETENCY STANDARDS	The project lifecycle and the IT methodology employed will determine which particular units of competency are relevant to this unit, some include the Project Management, Implementation, Support, the teamwork functional areas and documentation.

ELEMENT	PERFORMANCE CRITERIA
1. Identify the key information sources	1. Information repositories are identified across the business 2. Reliable and current documentation obtained for review and analysis 3. Critical questions are developed to elicit information from key stakeholders 4. Methods for gathering data ensures a QA methodology and meets budgetary constraints
2. Gather data through formal processes	1. Information gathering workshops and interviews meet company practices 2. Facilitation processes maximise participant input and different points of view 3. Questions are open ended and target critical information required to identify business requirements 4. Business critical factors relating to current and future directions are confirmed with stake holders 5. Group and individual responses are analysed and the business priorities are clearly defined
3. Ensure analysis is accurate and complete	1. Information and data analysis techniques are appropriate to the brief 2. Information is analysed for accuracy and consistency 3. Any conflicts in information and /or points of view are resolved with stakeholders
4. Gain consensus	1. Detailed documentation is prepared according to documentation standards and company templates 2. Documentation is succinct and written in a style appropriate to the audience 3. Requirements are communicated to client and agreement secured

UNIT	ICAITAD151A	Gather data to identify business requirements

RANGE OF VARIABLES

VARIABLE	SCOPE

The Range of Variables section contextualises the unit of competence and provides a focus for assessment. The information provided is intended to define the scope of assessment and to assist assessors define the performance to be achieved by an individual in the workplace.

VARIABLE	SCOPE
Critical documents	Business plans, marketing plans, technical specifications of existing technologies
Business critical factors	Response times, scalability, traffic, data knowledge/ management, security, customer demographics, customer confidence and expectations
Client	May be: • a department within an organisation, • a business requiring an e-business solution • or a third party and so the relationship and ease of access will vary.
Workplace environment	May involve: • a business involved in a total organisational change, • a systems only change, a business improvement process, • an e-business solution involving the total organisation or part of the organisation
Business Solutions	Business solutions may include: • green field sites, • the integration of new solutions with existing IT infrastructures, • e-business solutions, that include different business models depending on the final requirement Supplementary questioning may be used during the summative assessment phase, where necessary, to ensure that all issues relating to possible business solutions were considered and appropriate choices made given the business objectives and client requirements.
Documentation and Reporting	Audit trails, naming standards, version control, project management templates and report writing styles will vary according to organisational approach, information gathering processes may have associated templates
E-commerce models	Includes any kind of business-related transaction conducted with the assistance of electronic tools across and within organisations or with individual customers. May include Brochure Site, Customer Service Site, Real Time Site, Quote Aggregator, Insurance Mall, Direct Channel, Virtual Carrier, Quote Mall, Agent Mall, Consumer Auction, Carrier Auction, Time Limited Information, Investor Relations, Technical Support, Pre Sales Support and Corporate Awareness, Proprietary Standard Promotion. E-commerce models are changing all the time and the above are just an example of possible models
E-Business	Encompasses how organisations structure themselves and capture information, manage their workers, relate and partner with other organisations and groups to achieve effective functioning, efficient operations and cultural shifts
Knowledge Economy	Involves all individuals participating on-line for professional or personal research and learning, communicating with friends or associates and the pursuit of leisure activities. The knowledge economy is broader than on-line participation and includes knowledge workers and organisations and recognises the value of life long learning and the need to capture knowledge within organisations to ensure effective functioning.
Analysis Techniques	May include: • gap analysis, • urgency and impact, • statistical and a range of current requirements gathering methodologies

UNIT	ICAITAD151A	Gather data to identify business requirements

EVIDENCE GUIDE

Critical aspects of evidence	Assessment must confirm the ability to accurately and clearly document business requirements based on business strategy current and future directions. A consensus positions needs to be facilitated amongst client stakeholders where different points of view exist.
Interdependent assessment of units	The interdependence of units of competency for assessment will vary with the particular project or scenario. This unit has importance to a range of IT services and should therefore be assessed in a holistic manner with the technical/ support units.

Underpinning skills and knowledge	**Underpinning knowledge of**	**Underpinning skills in**
	• Broad knowledge of the client business domain, so that the business need is fully understood by project team and client • Broad knowledge base incorporating theoretical concepts of three or more current industry systems development methodologies, for example when planning the requirements phase and setting system boundaries, scope and methodologies to be used • Broad knowledge base incorporating theoretical concepts of three or more current industry information gathering methodologies, for example when gathering the requirements data • Current industry accepted hardware and software products with broad knowledge of general features and capabilities and detailed knowledge in some areas, for example when specifying a position for designing the new/additional system and specifying physical requirements of the system are identified taking into account current system functionality, geography, environment, client user and cost constraints • Broad knowledge base of the role of stakeholders and the degree of stakeholder involvement, for example when specifying people (especially the owner, sponsor and those that will contribute to defining the requirements and using the system), and roles of client users are identified • Detailed knowledge of the systems current functionality, for example when specifying physical requirements of the system are identified taking into account current system functionality, geography, environment, client user and cost constraints • Broad knowledge base of quality assurance practices, for example when planning the requirements phase • Copy write and intellectual property • National Privacy Principle Guidelines (to be published in October 2001) • The Commonwealth Privacy Act 1988 as amended by the Privacy Amendment (Private Sector) Act 2000. • The National Privacy Principles • Australian Computer Society Code Of Ethics	• Problem solving skills for a defined range of unpredictable problems involving participation in the development of strategic initiatives, for example when conflicting information is investigated and a single position is developed • Plain English literacy and communication skills in relation to analysis, evaluation and presentation of information, for example when any questionnaires or material needed for workshops and interviews are developed and trialled • Teamwork skills involve the contribution to solutions and goals of a non-routine or contingency nature, for example when questionnaires are issued and participation in workshops and interviews have occurred as per the requirements plan. • Group facilitation and presentation skills in relation to transferring and collecting information and gaining consensus on concepts, for example when consensus is gained with key client users subject to project brief and cost constraints • Function point analysis skills in relation to analysis, evaluation and presentation of information, for example when the physical requirements of the system are identified taking into account current system functionality, geography, environment, client user and cost constraints and all functional areas included by the project brief are covered in the analysis and meet the client's stated business expectations • Project planning skills in relation to scope, time, cost, quality, communications and risk management, for example when system boundaries, scope and methodologies to be used are determined and all functional areas included by the project brief are covered in the analysis and meet the client's stated business expectations. • Research skills for specifying, analysing and evaluating broad features of a particular business domain and best practice in system development, for example when specifying the context of the business need/problem

UNIT	ICAITAD151A	Gather data to identify business requirements

Resources

This competency can be assessed in the workplace or in a simulated environment. Assessment of this unit of competence will usually include observation of real or simulated work processes and procedures, quality projects, questioning on underpinning knowledge and skills

To demonstrate competence in this unit the candidate will need access to:

- Project brief

- Business documentation

Questions related to the performance criteria and directed to the candidate, peers and business client will assist in assessing competence. Observation of skills may assist in the collection of evidence.

Consistency

Competence in this unit needs to be assessed using formative assessment to ensure consistency of performance in a range of contexts

Simulated activities must closely reflect the workplace and may need to take place over a period of time to allow the candidate to fully demonstrate competence.

Context

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.

An individual demonstrating these competencies would be able 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;

- and take limited responsibility for the achievement of group outcomes.

Key Competencies						
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. (Mayer definition)						
There are seven key competencies that have been formally identified. The Key Competencies are generic in that they apply to work generally, rather than being specific to work in particular occupations or industries.						
Collect, Analyse & Organise Info.	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	3	3	3	3

ICAITS202A   Ensure privacy for users

UNIT	ICAITS202A Ensure privacy for users

FIELD	**Support**

DESCRIPTION	This unit defines the competency required to ensure that users personal information is only used or disclosed for the purposes that its collection was undertaken and that all reasonable steps are taken to maintain the privacy and confidentiality of information that has been collected, used and or disclosed. This competency unit does not in any way replace the need for organisations and individuals to fully apply the ~~Commonwealth~~ Privacy Act 1988, including the Privacy Amendment (Private Sector) Act 2000 which takes effect as of 21 December 2001.

RELATED COMPETENCY STANDARDS	The project lifecycle and the IT methodology employed will determine which particular units of competency are relevant to this unit, some include the Project Management, Implementation, Support, the teamwork functional areas and documentation. This competency applies in conjunction with the need to implement security procedures to protect the integrity of systems or media where users private information is maintained.

ELEMENT	PERFORMANCE CRITERIA
1. Apply privacy legislation	1. The Commonwealth Privacy Act 1988 as amended by the Privacy Amendment (Private Sector) Act 2000 ~~which~~ and takes effect as of 21 December 2001 has been distributed and made available. 2. Elements of the Act, which are applicable to the e-business model being developed, are identified and plans prepared to meet its requirements. 3. Clear and consistent Privacy Policy and guidelines are obtained and applied to protect user privacy. 4. Privacy policy and guidelines are prominently published on websites and intranets, and made available to all people, including users who want, or need to view them.
2. Apply the 10 National Privacy Principles to websites.	1. Relevant data is collected and the collection, the individual is fully informed of who is collecting the information, why it is being collected, and to which organisations it is normally disclosed method is legal. 2. Personal user information is only used or disclosed for the primary purpose for which it was collected unless the consent of the individual, about whom the records are kept, has been obtained. 3. Reasonable steps are taken to ensure that personal information that is collected is accurate, complete and up to date. 4. Procedures are developed to protect personal information from misuse, unauthorised access or disclosure and information that is no longer needed is effectively destroyed or de-identified. 5. A privacy policy is published and available to users. 6. Procedures are established to ensure individual users can, with certain exceptions, gain access to and up date all personal information held on them upon request. 7. Procedures are in place to protect identifiers of individuals that have been assigned by a Commonwealth government agency ~~or organisation~~ and the identifier is not disclosed to other parties unless it is necessary to fulfil its obligations to the agency. 8. Wherever lawful and practicable individuals must have the option of not identifying themselves when entering transactions with the organisation.

		9.	Information processes ensure Transborder data flow meets legislative requirements.
		10.	Implemented processes do not collect sensitive information on individuals unless the individuals have consented, the collection is required by law, the collection prevents or lessens imminent threat to life or health of an individual or if the non profit collection guidelines are met.
3.	Limit access to equipment that provides access to users personal information	1.	Guidelines and procedures to limit the number of personnel who have access to equipment that is stores, transmits or displays personal information are developed and applied.
		2.	The technical environment is configured to protect privacy
		3.	Records are locked in secure storage facilities.
		4.	Screens and printers are positioned to negate unintended observation of private personal information.
4.	Data storage and handling procedures are developed	1.	Sensitive data that is stored is to be encrypted and authentication procedures employed to ensure that only authorised people have access to the information.
		2.	Policy relating to direct copying of files is distributed and made available
		3.	Centrally stored data is always erased before being reassigned or deleted.
		4.	Secure disposal of unwanted but useable storage media and records is applied.
		5.	Storage media is always completely erased before selling or disposing.
		6.	Data archiving periods and conditions are clearly defined.
5.	Data being communicated over external networks is protected.	1.	All sensitive information being transmitted is encrypted
		2.	Rigorous encryption key management procedures are applied.
		3.	Access to network management functions is restricted.
		4.	Attachments of devices to the network are controlled and restricted if necessary.
		5.	Inbuilt security controls and message labels in software are used as necessary.

RANGE OF VARIABLES

VARIABLE	SCOPE

The Range of Variables section contextualises the unit of competence and provides a focus for assessment. The information provided is intended to define the scope of assessment and to assist assessors define the performance to be achieved by an individual in the workplace.

Documentation Requirements	National Privacy Principle Guidelines (to be published in October 2001)
	Health Privacy Guidelines (to be published in November 2001)
	Code Development Guidelines (to be published in August 2001)
	Note: all codes currently available in draft format at www.privacy.gov.au/rfc/index.html
	Business Privacy Policy and Guidelines if already developed. The Commonwealth Privacy Act 1988 as amended by the Privacy Amendment (Private Sector) Act 2000. The National Privacy Principles.
Software	A large range of commercially available software is available to assist in ensuring the privacy of users. A list of some appropriate software includes: Internet Watch, SSH, AD-aware, Protector, Enonymous Adviser, Secure, Thundersafe, nCode, Gate Keeper, QN Password, CS Password, PassGen, Hypersafe 2000, Information Keeper, Watchman, Device Lock, Computer Control, Black Ice Defender, ShredX, SoftByteSecurity Pass, Cryptware 2000, GUIDESX, AdvaCrypt Suite, LK Encoder, Interscope Black Box, Crypto Mite.
	Please note that these are aides only, and use does not guarantee full compliance with the Privacy Act 1988.
Hardware	Can include IT equipment of all types;
	• Work stations, PCs
	• Networks
	• Remote sites
	• Servers
	• Tempest measurement equipment such as ECM and ESD detection devices
	• Tempest suppression and shielding equipment
Operating System	Win 95/98/2000, Sun Solaris/SunOS, HP-UX, AIX, Digital Unix, Silicon Graphics IRIX, DOS, DEC, VMS,

	Mac OSX, Linux, Netware
E-commerce models	Includes any kind of business-related transaction conducted with the assistance of electronic tools across and within organisations or with individual customers. May include Brochure Site, Customer Service Site, Real Time Site, Quote Aggregator, Insurance Mall, Direct Channel, Virtual Carrier, Quote Mall, Agent Mall, Consumer Auction, Carrier Auction, Time Limited Information, Investor Relations, Technical Support, Pre Sales Support and Corporate Awareness, Proprietary Standard Promotion. E-commerce models are changing all the time and the above are just an example of possible models
E-Business	Encompasses how organisations structure themselves and capture information, manage their workers, relate and partner with other organisations and groups to achieve effective functioning, efficient operations and cultural shifts
Knowledge Economy	Involves all individuals participating on-line for professional or personal research and learning, communicating with friends or associates and the pursuit of leisure activities. The knowledge economy is broader than on-line participation and includes knowledge workers and organisations and recognises the value of life long learning and the need to capture knowledge within organisations to ensure effective functioning.
National Privacy Principles	Collection, Use and Disclosure, Data Quality, Data Security, Openess, Access and Correction, Identifiers, Anonymity, Transborder Data Flow, Sensitive Information,
Privacy policy	Privacy policies includes information on the types of information held, the purpose of holding the information, how it is collected, and the approved uses and disclosure of information held.

EVIDENCE GUIDE

Critical aspects of evidence	Assessment must confirm the ability of the candidate to implement and maintain the legal requirements of Privacy Legislation through the development of mechanisms and procedures and apply user privacy protection measures consistent with the law and the National Privacy Principles.
Interdependent assessment of units	The interdependence of units of competency for assessment will vary with the particular project or scenario. This unit has importance to a range of IT services and should therefore be assessed in a holistic manner with the technical/ support units.
Underpinning skills and knowledge	**Underpinning knowledge:** • Web site architecture • Server operating systems • National Privacy Principle Guidelines (to be published in October 2001) • The Commonwealth Privacy Act 1988 as amended by the Privacy Amendment (Private Sector) Act 2000. • The National Privacy Principles. • Server access security procedures • Storage Media security systems • Project management • Stakeholder communication • Legal Requirements • Australian Computer Society Code Of Ethics	**Underpinning skills:** • Web site analysis • Secure File transfer • Information architecture • Version back up and storage • Secure Data Base Management • Office Space Management • Network Management
Resources	This competency can be assessed in the workplace or in a simulated environment. Assessment of this unit of competence will usually include observation of real or simulated work processes and procedures, quality projects, questioning on underpinning knowledge and skills To demonstrate competence in this unit the candidate will need access to: • E-business website • Technical architecture documentation for reviewing configuration of technical environment Questions related to the performance criteria and directed to the candidate, peers and business client will assist in assessing competence. Observation of skills may assist in the collection of evidence.
Consistency	Competence in this unit needs to be assessed using formative assessment to ensure consistency of performance in a range of contexts Simulated activities must closely reflect the workplace and may need to take place over a period of time to

Context

allow the candidate to fully demonstrate competence in ensuring that users privacy is protected through site design, developing and applying guidelines, policies and procedures that meet the minimum standard required by Federal and other Privacy Legislation.

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.

An individual demonstrating these competencies would be able 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;

- and take limited responsibility for the achievement of group outcomes.

Key Competencies						
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. (Mayer definition)						
There are seven key competencies that have been formally identified. The Key Competencies are generic in that they apply to work generally, rather than being specific to work in particular occupations or industries.						
Collect, Analyse & Organise Info.	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	3	3	3	3

ICAITTW214A Maintain ethical conduct

UNIT	ICAITTW214A Maintain ethical conduct

FIELD	**Team Work**

DESCRIPTION	This unit defines the competency required to maintain professional and ethical conduct when dealing with colleagues, clients and employers. This unit of competence is based on the Australian Computer Society's Code of Ethics but does not in any way replace the ACS Code of Ethics, which covers a number of additional Australian Computer Society requirements.

RELATED COMPETENCY STANDARDS	The project lifecycle and the IT methodology employed will determine which particular units of competency are relevant to this unit, some include the Project Management, Implementation, Support, the teamwork functional areas and documentation.

ELEMENT	PERFORMANCE CRITERIA
1. Protect the interests of clients	1. Ensure continuity of computing services and information flow as expected of job role 2. Ensure the integrity and security of others' information as required by privacy legislation and company policy 3. Potential conflicts of interest are identified and articulated as quickly as possible to the relevant parties 4. Client interests including confidentiality and proprietary rights are maintained
2. Produce quality products and services	1. Provide products and services which match the operational and financial needs of clients and employers 2. Ensure value for money in services and products produced for clients and employers 3. Maintain and work to industry and international standards 4. Implement quality processes when developing products and maintaining service 5. Products produced for clients and employers are the best possible fit to their needs
3. Ensure correct representation	1. Professional skills, knowledge and qualifications are correctly presented 2. Services and products developed by self and others are correctly acknowledged 3. Information provided to employers and clients is unbiased and professionally qualified 4. Estimates for work are as realistic as possible considering the stages of work, budget constraints and ability to influence project stages
4. Maintain good work practices	1. Work practices protect and promote the health and safety of self and others 2. Colleagues and employees are treated equitably and professionally 3. Colleagues, clients and employees are not mislead regarding the suitability of services or products 4. Professional opinion is qualified based on expertise or knowledge limitations 5. Professional skills and knowledge are continually up dated and up graded

RANGE OF VARIABLES	
VARIABLE	**SCOPE**

The Range of Variables section contextualises the unit of competence and provides a focus for assessment. The information provided is intended to define the scope of assessment and to assist assessors define the performance to be achieved by an individual in the workplace.

Legislation, codes and national standards may include:	Occupational Health and Safety Industry codes of practice, such as the Australian Computer Society Code of Ethics OECD International Guidelines for Consumer Protection in E-Commerce Access and equity Copyright laws Defamation laws Privacy legislation Intellectual property, confidentiality requirements Legal and regulatory policies affecting e-business
Guidelines may include:	Legal, ethical and security issues Pre-requisites for membership Conflict of interest Guidelines Customer Service Guidelines
Professional development may include:	Seminars Courses Professional membership requirements ▪ Industry updates
E-commerce models	Includes any kind of business-related transaction conducted with the assistance of electronic tools across and within organisations or with individual customers. May include Brochure Site, Customer Service Site, Real Time Site, Quote Aggregator, Insurance Mall, Direct Channel, Virtual Carrier, Quote Mall, Agent Mall, Consumer Auction, Carrier Auction, Time Limited Information, Investor Relations, Technical Support, Pre Sales Support and Corporate Awareness, Proprietary Standard Promotion. E-commerce models are changing all the time and the above are just an example of possible models
E-Business	Encompasses how organisations structure themselves and capture information, manage their workers, relate and partner with other organisations and groups to achieve effective functioning, efficient operations and cultural shifts
Knowledge Economy	Involves all individuals participating on-line for professional or personal research and learning, communicating with friends or associates and the pursuit of leisure activities. The knowledge economy is broader than on-line participation and includes knowledge workers and organisations and recognises the value of life long learning and the need to capture knowledge within organisations to ensure effective functioning.

EVIDENCE GUIDE	
Critical aspects of evidence	Assessment must confirm the ability of the candidate to conduct their work practices in an ethical and professional manner
Interdependent assessment of units	The interdependence of units of competency for assessment will vary with the particular project or scenario. This unit has importance to a range of IT services and should therefore be assessed in a holistic manner with the technical/ support units.
Underpinning skills and knowledge	**Underpinning knowledge:** • Australian Computer Society Code Of Ethics • Organisational requirements on customer service • OHS legislation • Copy write and intellectual property • National Privacy Principle Guidelines (to be	**Underpinning skills:** • Professional development skills in relation to identifying personal skills requiring skill up grading and up dating • Researching and identifying relevant courses, seminars or industry information •

published in October 2001)

- The Commonwealth Privacy Act 1988 as amended by the Privacy Amendment (Private Sector) Act 2000.

- The National Privacy Principles

- Access and equity legislation

Resources

This competency can be assessed in the workplace or in a simulated environment. Assessment of this unit of competence will usually include observation of real or simulated work processes and procedures, quality projects, questioning on underpinning knowledge and skills

Questions related to the performance criteria and directed to the candidate, peers and business client will assist in assessing competence. Observation of skills may assist in the collection of evidence.

Consistency

Competence in this unit needs to be assessed using formative assessment to ensure consistency of performance in a range of contexts

Simulated activities must closely reflect the workplace and may need to take place over a period of time to allow the candidate to fully demonstrate competence

Context

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.

An individual demonstrating these competencies would be able 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;

- and take limited responsibility for the achievement of group outcomes.

Key Competencies						
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. (Mayer definition) There are seven key competencies that have been formally identified. The Key Competencies are generic in that they apply to work generally, rather than being specific to work in particular occupations or industries.						
Collect, Analyse & Organise Info.	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	3	2	3	2

ICAITAD141A Design dynamic websites to meet technical requirements

UNIT	ICAITAD141A Design dynamic websites to meet technical requirements

FIELD	Analyse and Design

DESCRIPTION	This unit defines the competency required to analyse the technical environment and design a dynamic website that meets current and future business needs.

RELATED COMPETENCY STANDARDS	The project lifecycle and the IT methodology employed will determine which particular units of competency are relevant to this unit, some include the Project Management, Implementation, Support, the teamwork functional areas and documentation.

ELEMENT	PERFORMANCE CRITERIA
1. Define the technical environment	1. Business hardware and software required for the website are identified against the technical requirements
	2. Likely changes to the technical environment are determined, for example are servers, databases or operating systems about to be upgraded or changed and documented
	3. User software and hardware types are defined to ensure that site is designed to best meet business requirements and customer needs.
	4. Security requirements are determined against business and customer expectations
	5. Network characteristics are tabulated into technical details as a ready reckoner during development, eg download speed, bandwidth capacity, memory size etc
	6. Multiple processes and dynamic aspects that the site is to perform are identified and separated for ease of use
	7. Appropriate tools, software and hardware are identified to develop the site.
2. Define the human computer interface	1. User analysis is conducted to determine a user profile drawing on customer and business stakeholders
	2. Site purpose is clearly articulated and web designer understands the site strategy and the business and customer expectations
	3. User input has been sought to ensure that the business purpose of the site aligns with the business's customer expectations of the site.
	4. Task analysis, content and process design requirements are determined based on business and customer requirements
	5. Business protocols are identified and used to meet business and customer needs. Eg, commonly used icons and tools are used to ensure user familiarity with design concepts and processes.
	6. The appropriate 'ease of use' model (including the ability for the user to customise the site) is determined based on business and customer expectations,
	7. Advanced navigation, search, database facilities, help functions and indexing are developed to enhance site performance.
	8. Logical flow of processes are developed with an ability to skip through those functions and or pages not appropriate to the user.
	9. Appropriate design principles for the site are determined based on business and customer

			requirements, eg should the site be built around user requirements such as a need to be able to customise the site or should design format be rigid to enable maximum performance for the business.
3.	Determine site hierarchy	1.	The hierarchy of pages are determined according to information and customisation needs of the business and customers taking into account stateless or non-linear progression
		2.	Files, databases and auxiliary files are arranged in appropriate directories and /or sub-directories
		3.	Information flow is logical, dynamic and consistent with user information needs
4.	Develop a standards document	1.	The technical characteristics are documented according to documentation standards
		2.	User, designer and implementer characteristics are documented for each process
		3.	The process flow and purpose of the site is documented
		4.	Standards and performance benchmarks are established for each process and for the integration of multiple processes
		5.	Security requirements are documented according to current and future needs
		6.	Disseminate all characteristics to the design and or development team
5.	Design website	1.	Appropriate information architecture is applied to site design for each process according to requirements
		2.	Existing or new database and search engines are incorporated
		3.	The site look is appropriate to business and customer aesthetic requirements
		4.	Design characteristics are consistent with specifications detailed in the standards document, eg bandwidth standards are not exceeded etc.
		5.	Process flow is logical and sequential with the ability for the user to customise and/or avoid processes where required and allows for stateless (non-linear) progression
		6.	Design documentation is completed.

RANGE OF VARIABLES

VARIABLE	SCOPE

The Range of Variables section contextualises the unit of competence and provides a focus for assessment. The information provided is intended to define the scope of assessment and to assist assessors define the performance to be achieved by an individual in the workplace.

Business Documentation	Business documentation that has detailed the purpose and strategy for the web has been provided to candidates. The candidate is to be able to determine the number of services to be provided, appropriate ease of use design model to be selected and a range of possible customers.
Server analysis tools	A number of commercially available software products may be used depending on functionality for example: • Apache Jserv, • Apache JSSI, • Apache Jmeter,
Web development standards	Web Content Accessibility Guidelines 1.0 (WCAG) Authoring Tool Accessibility Guidelines 1.0 (ATAG) User Agent Accessibility Guidelines 1.0 (UAAG)
User software and hardware	if site is to be regularly downloaded by WAP enabled laptop computers technical requirements should stress simplicity and minimal graphics in order to minimize bandwidth usage
Customer Interface	Customer documentation is available that has identified the probable customer expectation; software, hardware and operating system preferences; and has enabled the candidate to conduct a user analysis.
Operating System	Win 95/98/2000, Sun Solaris/SunOS, HP-UX, AIX, Digital Unix, Silicon Graphics IRIX, DOS, DEC, VMS, Mac OSX, Linux, Netware

UNIT	**ICAITAD141A** **Design dynamic websites to meet technical requirements**

E-commerce models

Includes any kind of business-related transaction conducted with the assistance of electronic tools across and within organisations or with individual customers. May include Brochure Site, Customer Service Site, Real Time Site, Quote Aggregator, Insurance Mall, Direct Channel, Virtual Carrier, Quote Mall, Agent Mall, Consumer Auction, Carrier Auction, Time Limited Information, Investor Relations, Technical Support, Pre Sales Support and Corporate Awareness, Proprietary Standard Promotion. E-commerce models are changing all the time and the above are just an example of possible models

E-Business

Encompasses how organisations structure themselves and capture information, manage their workers, relate and partner with other organisations and groups to achieve effective functioning, efficient operations and cultural shifts

Knowledge Economy

Involves all individuals participating on-line for professional or personal research and learning, communicating with friends or associates and the pursuit of leisure activities. The knowledge economy is broader than on-line participation and includes knowledge workers and organisations and recognises the value of life long learning and the need to capture knowledge within organisations to ensure effective functioning.

Servers

One or more servers depending on size and functionality of website and may include:

- BEA Weblogic Servers,

- Apache HTTP Server,

- IBM VisualAge and WebSphere,

- Microsoft-Internet-Information-Server, Microsoft-IIS, Microsoft-IIS-W, Microsoft-PWS-95, & Microsoft-PWS

- Windows 2000 Server,

- NetDynamics,

- Lotus Domino

- Netscape Enterprise Server, Netscape-FastTrack, Netscape-Commerce

- Sun Micro Systems iPlanet Web Server,

- iPlanet-Enterprise

- Sun Micro Systems Java Web Server

- Email Servers;

- File & Print Servers;

- FTP Servers;

- Proxy Servers

Hardware

Can include IT equipment of all types;

- Work stations, PCs

- Networks

- Remote sites

- Servers

Standards

Standards are being introduced on a regular basis it is worthwhile monitoring the following organisations in relation to XML standards Organization for the Advancement of Structured Information Standards, ISO and IEEE to web-oriented groups like IETF and W3C, IEEE Std. 2001-1999 Web Page Engineering, The Internet Commerce Standards 1.0

Security standards

May include:
HB 231:2000 Information security risk management guidelines
AS/NZS 4444.1:1999 Information security management - Code of practice for information security management
AS/NZS 4444.2:2000 Information security management - Specification for information security management systems

Security protocols

May include:
Secure Multipurpose Internet Mail Extensions
Secure Socket Layer & Transport Layer Security
IP Security Protocol

(Domain Name System Security Extensions)
(Data Over Cable Service Interface Specification)
IEEE 802.11 Protocol standard for secure wireless Local Area Network products.
(Point-to-Point Network Tunnelling Protocol)
(Secure Electronic Transactions)
(Secure Shell)

EVIDENCE GUIDE

Critical aspects of evidence	Assessment must confirm the ability to identify the technical environment and human computer interface and select appropriate tools and procedures in order to develop an effective dynamic web site. An effective site takes into account the current and future technical needs where change in the technical environment is foreseeable.
Interdependent assessment of units	The interdependence of units of competency for assessment will vary with the particular project or scenario. This unit has importance to a range of IT services and should therefore be assessed in a holistic manner with the technical/ support units.

Underpinning skills and knowledge

Underpinning knowledge:

- Website architecture
- Business process design
- Linkage between processes
- Customer and business liaison
- Understanding how e-business sites fit into corporate strategy
- Understanding the implications of technology connectivity
- Stateless programming
- Copy write and intellectual property
- National Privacy Principle Guidelines (to be published in October 2001)
- The Commonwealth Privacy Act 1988 as amended by the Privacy Amendment (Private Sector) Act 2000.
- The National Privacy Principles.
- Documenting technical specifications
- Electronic Commerce Modelling Language
- Australian Computer Society Code Of Ethics

Underpinning skills:

- Website analysis
- HTML
- Scripting
- Information architecture
- Use site design software and hardware
- User analysis
- Integrating on line processes
- Ensue site usability
- Confirm accessibility of web sites design

Resources

This competency can be assessed in the workplace or in a simulated environment. Assessment of this unit of competence will usually include observation of real or simulated work processes and procedures, quality projects, questioning on underpinning knowledge and skills

To demonstrate competence in this unit the candidate will need access to:

- Webservers
- E-business website
- Site server
- Site servers software
- Analysis software
- Requirements documentation
- Customer Relationship Model

Questions related to the performance criteria and directed to the candidate, peers and business client will assist in assessing competence. Observation of skills may assist in the collection of evidence.

UNIT	ICAITAD141A Design dynamic websites to meet technical requirements

Consistency

Competence in this unit needs to be assessed using formative assessment to ensure consistency of performance in a range of contexts

Simulated activities must closely reflect the workplace and may need to take place over a period of time to allow the candidate to fully demonstrate different stages in defining, documenting and designing within the technical and human interface requirements of the site.

Context

Breadth, depth and complexity involving analysis, documentation and design across a broad range of technical and/or managerial functions including identifying the technical and human computer interface requirements which drive design. 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, evaluation, technical or leadership/guidance and communications functions related to products, services, operations, processes and procedures.

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

An individual demonstrating these competencies would be able to:

- Demonstrate understanding of specialized knowledge with depth in some areas;

- Analyse, diagnose, design and execute judgements across a broad range of technical or management functions;

- Demonstrate a command of wide ranging, highly specialised technical, creative or conceptual skills;

- Generate ideas through the analysis of information and concepts at an abstract level;

- Demonstrate accountability for personal outputs within broad parameters; and

- Demonstrate accountability for group outcomes within broad parameters.

Key Competencies

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. (Mayer definition)

There are seven key competencies that have been formally identified. The Key Competencies are generic in that they apply to work generally, rather than being specific to work in particular occupations or industries.

Collect, Analyse & Organise Info.	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	3	2	3	3

ICAITU205A   Select and employ Software and Hardware Multimedia Tools

UNIT	ICAITU205A Select and employ software and hardware multimedia tools
FIELD	**Use**
DESCRIPTION	This unit defines the competency required to select and employ hardware and or software interactive media tools
RELATED COMPETENCY STANDARDS	The project lifecycle and the IT methodology employed will determine which particular units of competency are relevant to this unit, some include the Project Management, Implementation, Support, the teamwork functional areas and documentation.

ELEMENT	PERFORMANCE CRITERIA
1. Functional requirements are established	1. Accurate, complete and prioritised functional requirements are identified as required with reference to all media types 2. Conflicting or overlapping requirements are identified 3. Functional requirements are documented and validated by client 4. Available resources and budget are identified and validated by client
2. Tools are selected	1. Relevant products and equipment are identified and evaluated with reference to functional requirements 2. Relevant products and equipment interdependencies are identified and analysed with reference to functional requirements and system architecture 3. Best product and equipment solution, including limitations, is identified and documented 4. Tools are selected and purchased as required in accordance with enterprise purchasing policies
3. Tools are installed configured and tested	1. Tools are installed and configured according to vendor guidelines with reference to system architecture and customer functionality requirements 2. System architecture and configuration is adjusted as required 3. Tests are prepared, scheduled and executed as required 4. Errors are tracked, interpreted and repaired as required 5. Changes are made as required based on test results 6. Tool configuration(s) is documented according to customer requirements 7. Professional development implications are identified, documented and reported with reference to enterprise policies
4. Tools are employed	1. Education and training of users is conducted as required with reference to enterprise policies 2. Tools are employed according to vendor guidelines 3. Tools are evaluated with reference to client functional requirements

RANGE OF VARIABLES

VARIABLE	SCOPE

The Range of Variables section contextualises the unit of competence and provides a focus for assessment. The information provided is intended to define the scope of assessment and to assist assessors define the performance to be achieved by an individual in the workplace.

Identification of system components	Identification of system components may require consideration of the following: current business and IT strategic plans, bandwidth, functional process descriptions, user requirements, architectures, standards, service levels, etc
	In a small business not all of these documents and features will be available and therefore the current business plan, user requirements and required service levels will need to be considered.
Interactive Media Tools	There are a wide range of interactive media tools including but not limited to:
	• linear and non-linear methods of editing sound and video;
	• multimedia authoring tools;
	• tools and programming techniques for multimedia interactivity;
	• meta tag managers;
	• music engines;
	• CD-ROMs and DVDs;
	• RAD tools;
	• XCMDs and XFCNs;
	• media streaming tools;
	• graphic development tools;
	• video development tools;
	• multimedia management tools;
	• 3D modelling and rendering
E-commerce models	Includes any kind of business-related transaction conducted with the assistance of electronic tools across and within organisations or with individual customers. May include Brochure Site, Customer Service Site, Real Time Site, Quote Aggregator, Insurance Mall, Direct Channel, Virtual Carrier, Quote Mall, Agent Mall, Consumer Auction, Carrier Auction, Time Limited Information, Investor Relations, Technical Support, Pre Sales Support and Corporate Awareness, Proprietary Standard Promotion. E-commerce models are changing all the time and the above are just an example of possible models
E-Business	Encompasses how organisations structure themselves and capture information, manage their workers, relate and partner with other organisations and groups to achieve effective functioning, efficient operations and cultural shifts
Knowledge Economy	Involves all individuals participating on-line for professional or personal research and learning, communicating with friends or associates and the pursuit of leisure activities. The knowledge economy is broader than on-line participation and includes knowledge workers and organisations and recognises the value of life long learning and the need to capture knowledge within organisations to ensure effective functioning.
Media	voice, text, video, graphics, animation

EVIDENCE GUIDE

Critical aspects of evidence	Assessment must confirm the ability to chose and use the correct multimedia tools for the current and future organisational requirements
Interdependent assessment of units	The interdependence of units of competency for assessment will vary with the particular project or scenario. This unit has importance to a range of IT services and should therefore be assessed in a holistic manner with the technical/ support units.

Underpinning skills and knowledge	**Underpinning knowledge:**	**Underpinning skills:**
	• The interaction between relevant hardware and software products	• ability to analyse hardware and software tools
	• Broad general knowledge of the client business domain, for example when confirming system	• ability to integrate multiple items of data and reconcile conflicting information

components to acquire, and when agreeing to methods to acquire components	• ability to develop creative solutions and demonstrate resourcefulness
• Current industry accepted hardware and software products with knowledge of general features and capabilities and detailed knowledge in some areas	• ability to predict outcomes and results of selection of tools
• Broad knowledge base of vendor product directions	• Ability to identify key sources of information
	• Ability to understand specification sheets
• function and features of animation development tools as required eg: Animator Studio and Director, Encore	• Ability to accurately summarise and document information
• function and features of graphic development tools as required eg:, Fireworks, Adobe, Director Shockwave Studio	• Ability to see the conflicts and integration capabilities between diverse equipment
	• Ability to organise and asses importance and relevance of product information
• function and features of media management tools as required eg: Media On Demand Producer, Windows Media Author, Windows Media Presenter, ASF Chop, ASF Check	• Ability to communicate with vendors effectively
• function and features of video development tools as required eg: QuickTime, Interactor Pro, Flash	
• function and features of virtual reality technologies as required including 3D graphic simulations	
• function and features of audio development tools as required eg: MacroMedia SoundEdit, Cool Edit, RealProducer	
• knowledge of basic design principles of each media type as required	
• Australian Computer Society Code Of Ethics	

Resources

This competency can be assessed in the workplace or in a simulated environment. Assessment of this unit of competence will usually include observation of real or simulated work processes and procedures, quality projects, questioning on underpinning knowledge and skills

To demonstrate competence in this unit the candidate will need access to:

- Specifications for a range of multimedia vendor products

Questions related to the performance criteria and directed to the candidate, peers and business client will assist in assessing competence. Observation of skills may assist in the collection of evidence.

Consistency

Competence in this unit needs to be assessed using formative assessment to ensure consistency of performance in a range of contexts

Simulated activities must closely reflect the workplace and may need to take place over a period of time to allow the candidate to fully demonstrate competence

Context

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 options to be applied.

An individual demonstrating these competencies would be able 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 ones own outputs in work and learning;
  - and take limited responsibility for the output of others.

Key Competencies						
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. (Mayer definition) There are seven key competencies that have been formally identified. The Key Competencies are generic in that they apply to work generally, rather than being specific to work in particular occupations or industries.						
Collect, Analyse & Organise Info.	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	3	3	3	3

ICAITAD150A Evaluate Vendor Products and Equipment

UNIT	ICAITAD150A Evaluate vendor products and equipment

FIELD	**Analysis and Design**

DESCRIPTION	This unit defines the competency required to evaluate a range of vendor products and equipment against a client's business requirements.

RELATED COMPETENCY STANDARDS	The project lifecycle and the IT methodology employed will determine which particular units of competency are relevant to this unit, some include the Project Management, Implementation, Support, the teamwork functional areas and documentation.

ELEMENT	PERFORMANCE CRITERIA
1. Business requirements are established	1. Accurate, complete and prioritised business requirements are identified through functional analysis 2. Conflicting or overlapping requirements are identified 3. Functional/business requirements are validated by client 4. Available resources and budget are identified and validated by client 5. Scope of work is defined and validated by client
2. Vendor products and equipment are identified	1. Relevant products and equipment are identified with reference to business requirements 2. Interdependencies are identified and documented as required 3. Technical alternatives are identified against business requirements 4. Products and equipment are researched for availability
3. Vendor products, services and equipment are evaluated	1. Customer support and satisfaction is rated 2. Vendors are rated for quality and support documentation 3. Specifications and limitations are accounted for and assessed with reference to business requirements 4. Candidate products and equipment are documented for performance and integration capabilities and cost 5. Cost/benefit analysis report is completed in which time, technology and resource constraints are identified
4. Evaluation report is prepared	1. Evaluation documentation / information is accurate, clear and concise and linked to business needs 2. Product and equipment analysis is evaluated against business requirements 3. Best product and equipment solution, including limitations, is identified and documented 4. Prepared report containing solution is validated by client

RANGE OF VARIABLES	
VARIABLE	**SCOPE**

The Range of Variables section contextualises the unit of competence and provides a focus for assessment. The information provided is intended to define the scope of assessment and to assist assessors define the performance to be achieved by an individual in the workplace.

Products and Equipment	May include a wide range of hardware including but not limited to routers, bridges, servers, PCs, drives, switches, printers, hubs, modems, personal organisers, firewalls, peripherals etc
	May include a wide range of software including but not limited to network operating systems, payment software, PC operating systems, database software, encryption protocols, accounting software, web browser software, website building software, spreadsheet software etc
Identification of system components	Identification of system components may require consideration of the following: • current business and IT strategic plans • data models, • functional process descriptions, • user requirements, • architectures, • standards, • service levels, etc In a small business not all of these documents will be available and therefore the current business plan, user requirements and required service levels will need to be considered.
Small business	In a small business, there may not be systems developers or clients and so the identification of system components will be based on overall business needs and maybe identified by one individual or in conjunction with hired in expertise. Procedures for top management approval and sign off will vary
E-commerce models	Includes any kind of business-related transaction conducted with the assistance of electronic tools across and within organisations or with individual customers. May include Brochure Site, Customer Service Site, Real Time Site, Quote Aggregator, Insurance Mall, Direct Channel, Virtual Carrier, Quote Mall, Agent Mall, Consumer Auction, Carrier Auction, Time Limited Information, Investor Relations, Technical Support, Pre Sales Support and Corporate Awareness, Proprietary Standard Promotion. E-commerce models are changing all the time and the above are just an example of possible models
E-Business	Encompasses how organisations structure themselves and capture information, manage their workers, relate and partner with other organisations and groups to achieve effective functioning, efficient operations and cultural shifts
Knowledge Economy	Involves all individuals participating on-line for professional or personal research and learning, communicating with friends or associates and the pursuit of leisure activities. The knowledge economy is broader than on-line participation and includes knowledge workers and organisations and recognises the value of life long learning and the need to capture knowledge within organisations to ensure effective functioning.
Method of supplier selection	In government organisations there may be well defined tender processes that have to be followed. In other organisations there may be no procedure and each tender handled differently. Different methods may include one or several of the following: • Registration of Interest (ROI), • Request for Information (RFI), • Request for Proposal (RFP) The above approaches could involve advertising to the open market, existing relationships or preferred supplier lists

EVIDENCE GUIDE	
Critical aspects of evidence	Assessment must confirm the ability to evaluate a range of vendor products and equipment against a client's functional requirements
Interdependent assessment of units	The interdependence of units of competency for assessment will vary with the particular project or scenario. This unit has importance to a range of IT services and should therefore be assessed in a holistic manner with the technical/ support units.

UNIT	ICAITAD150A Evaluate vendor products and equipment

Underpinning skills and knowledge	Underpinning knowledge:	Underpinning skills:
	• Relevant knowledge of current and future technical systems	• Ability to identify key sources of information
	• The features and function of relevant hardware components	• Ability to understand specification sheets
	• The features and function of relevant software products	• Ability to accurately summarise and document information
	• The interaction between relevant hardware and software products	• Ability to see the conflicts and integration capabilities between diverse equipment
	• Broad general knowledge of the client business domain, for example when confirming system components to acquire, and when agreeing to methods to acquire components	• Ability to organise and asses importance and relevance of product information
		• Ability to communicate with vendors effectively
	• Current industry accepted hardware and software products with knowledge of general features and capabilities and detailed knowledge in some areas	• Ability to organise performance deviations
	• Broad knowledge base of vendor product directions	
	• Copy write and intellectual property	
	• National Privacy Principle Guidelines (to be published in October 2001)	
	• The Commonwealth Privacy Act 1988 as amended by the Privacy Amendment (Private Sector) Act 2000.	
	• The National Privacy Principles	
	• Australian Computer Society Code Of Ethics	

Resources	This competency can be assessed in the workplace or in a simulated environment. Assessment of this unit of competence will usually include observation of real or simulated work processes and procedures, quality projects, questioning on underpinning knowledge and skills
	To demonstrate competence in this unit the candidate will need access to:
	• Client functional requirements
	• Hardware and software specifications from vendors
	Questions related to the performance criteria and directed to the candidate, peers and business client will assist in assessing competence. Observation of skills may assist in the collection of evidence.
Consistency	Competence in this unit needs to be assessed using formative assessment to ensure consistency of performance in a range of contexts
	Simulated activities must closely reflect the workplace and may need to take place over a period of time to allow the candidate to fully demonstrate competence.
Context	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.
	An individual demonstrating these competencies would be able 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;

- and take limited responsibility for the achievement of group outcomes.

Key Competencies						
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. (Mayer definition)						
There are seven key competencies that have been formally identified. The Key Competencies are generic in that they apply to work generally, rather than being specific to work in particular occupations or industries.						
Collect, Analyse & Organise Info.	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	3	3	3	3

ICAITAD157A Develop technical requirements for an e-commerce solution

UNIT	ICAITAD157A Develop technical requirements for an e-business solution

FIELD	**Analyse and Design**

DESCRIPTION	This unit defines the competency required to develop the technical and related requirements that will enable an e-business solution to be implemented into an organisation.

RELATED COMPETENCY STANDARDS	The project lifecycle and the IT methodology employed will determine which particular units of competency are relevant to this unit, some include the Project Management, Implementation, Support, the teamwork functional areas and documentation.

ELEMENT	PERFORMANCE CRITERIA
1. Adopt an e-business model to be developed and applied	1. Type of model or hybrid model, eg B2B, B2C complete with the associated CRM is identified 2. A vision and strategic mission is determined and documented for the e-business solution to be adopted 3. Key stakeholders, their business and other needs, are identified and documented 4. Processes to be changed are identified based on business requirements
2. Identify the external technical environment	1. Transaction and or process interface points with external processes or parties in the value and or supply chain are identified and documented 2. Technical requirements to effectively interface with external parties is determined and documented 3. Key input and output requirements, such as turn around time, quality standards and flow capacity are determined and documented 4. A set of requirements which meet all of the elements documented in 2.2 and 2.3 are developed and documented as the external technical environment requirements
3. Identify the internal technical environment	1. Process flow is designed and or developed and documented, taking into account existing technology solutions if necessary 2. Process objectives are determined and documented against business needs 3. Current internal equipment characteristics, if appropriate, are audited and evaluated against the external requirements (2.4) 4. Based on 3.3 upgrade or new hardware, network or software requirements are identified. 5. Technical requirements for internal process performance are developed and documented. 6. Technical requirements to meet capacity change, such as expansion or modification, are developed where necessary. 7. All the internal requirements are collated into a final technical requirements document
4. Identify support needs	1. Training needs to upgrade staff skills are identified and incorporated as technical requirements.

	2.	Organisational change needs are identified and documented against business requirements
	3.	Time to implement the changes are defined and documented as a technical requirement. Eg the solution must be live by x day, x month 200x.
	4.	Process performance standards are developed to benchmark performance against.
	5.	Budget is developed as a technical requirement as part of the requirements documentation
	6.	All technical requirements are collated in a single document
5. Technical requirements are signed off	1.	Technical requirements specifications are modelled where appropriate
	2.	Technical requirements are signed off and handed over to project implementation team, if required

RANGE OF VARIABLES

VARIABLE	SCOPE

The Range of Variables section contextualises the unit of competence and provides a focus for assessment. The information provided is intended to define the scope of assessment and to assist assessors define the performance to be achieved by an individual in the workplace.

Hardware Variables	A variety of hardware may need to be used. This will include being able to identify the key hardware characteristics of internally used hardware and external hardware that must be interfaced with.
Interface with external parties	Eg the operating system, specific hardware specifications or key software characteristics are determined and documented.
Training needs identification	Eg 3 x staff are to be trained in advanced systems administration prior to the implementation date.
Organisational change needs	eg a specific information management function may become necessary as a result of the e-business solution or a distribution function may be out-sourced.
Network Variables	A variety of networks may need to be used. This will include being able to identify the key network characteristics of internally used networks and external networks that must be interfaced with.
Operating System	Win 95/98/2000, Sun Solaris/SunOS, HP-UX, AIX, Digital Unix, Silicon Graphics IRIX, DOS, DEC, VMS, Mac OSX, Linux, Netware
E-commerce models	Includes any kind of business-related transaction conducted with the assistance of electronic tools across and within organisations or with individual customers. May include Brochure Site, Customer Service Site, Real Time Site, Quote Aggregator, Insurance Mall, Direct Channel, Virtual Carrier, Quote Mall, Agent Mall, Consumer Auction, Carrier Auction, Time Limited Information, Investor Relations, Technical Support, Pre Sales Support and Corporate Awareness, Proprietary Standard Promotion. E-commerce models are changing all the time and the above are just an example of possible models
E-Business	Encompasses how organisations structure themselves and capture information, manage their workers, relate and partner with other organisations and groups to achieve effective functioning, efficient operations and cultural shifts
Knowledge Economy	Involves all individuals participating on-line for professional or personal research and learning, communicating with friends or associates and the pursuit of leisure activities. The knowledge economy is broader than on-line participation and includes knowledge workers and organisations and recognises the value of life long learning and the need to capture knowledge within organisations to ensure effective functioning.
Security standards	**May include:** **HB 231:2000 Information security risk management guidelines** AS/NZS 4444.1:1999 Information security management - Code of practice for information security management AS/NZS 4444.2:2000 Information security management - Specification for information security management systems
Security protocols	May include: Secure Multipurpose Internet Mail Extensions Secure Socket Layer & Transport Layer Security IP Security Protocol (Domain Name System Security Extensions) (Data Over Cable Service Interface Specification) IEEE 802.11 Protocol standard for secure wireless Local Area Network products. (Point-to-Point Network Tunnelling Protocol) (Secure Electronic Transactions) (Secure Shell)

EVIDENCE GUIDE

Critical aspects of evidence	Assessment must confirm the ability to identify the internal and external technical environments and develop a corresponding list of technical requirements that enable the technology to provide the e-business solution. An effective set of requirements takes into account the current and future technical needs where change is foreseeable.
Interdependent assessment of units	The interdependence of units of competency for assessment will vary with the particular project or scenario. This unit has importance to a range of IT services and should therefore be assessed in a holistic manner with the technical/ support units.

Underpinning skills and knowledge	**Underpinning knowledge:**	**Underpinning skills:**
	• Website architecture	• Website analysis
	• Business process design	• Information architecture
	• Customer and business liaison	• Use site design software and hardware
	• Understanding how e-business solution fits into corporate strategy	• User analysis
	• Understanding the implications of technology connectivity	• Organisational analysis
	• Documenting technical specifications	
	• Copy write and intellectual property	
	• National Privacy Principle Guidelines (to be published in October 2001)	
	• The Commonwealth Privacy Act 1988 as amended by the Privacy Amendment (Private Sector) Act 2000.	
	• The National Privacy Principles	
	• Australian Computer Society Code Of Ethics	

Resources	This competency can be assessed in the workplace or in a simulated environment. Assessment of this unit of competence will usually include observation of real or simulated work processes and procedures, quality projects, questioning on underpinning knowledge and skills To demonstrate competence in this unit the candidate will need access to: • Business requirements documentation • E-business model • Customer Relationship Model Questions related to the performance criteria and directed to the candidate, peers and business client will assist in assessing competence. Observation of skills may assist in the collection of evidence.
Consistency	Competence in this unit needs to be assessed using formative assessment to ensure consistency of performance in a range of contexts Simulated activities must closely reflect the workplace and may need to take place over a period of time to allow the candidate to fully demonstrate competence in determining the technical requirements for the solution to effectively interface with external processes, technologies and people. Additionally documenting the internal technical and organisational requirements that will need to change in order to implement the new e-business solution.
Context	Breath, depth and complexity involving analysis, diagnosis, design, planning, execution and evaluation across a broad 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.

An individual demonstrating these competencies would be able to:

- demonstrate understanding of specialized knowledge with depth in some areas;

- analyse, diagnose, design and execute judgements across a broad range of technical or management functions;

- demonstrate a command of wide ranging, highly specialised technical, creative or conceptual skills

- generate ideas through the analysis of information and concepts at an abstract level;

- demonstrate accountability for personal outputs within broad parameters; and

- demonstrate accountability for group outcomes within broad parameters.

Key Competencies						
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. (Mayer definition)						
There are seven key competencies that have been formally identified. The Key Competencies are generic in that they apply to work generally, rather than being specific to work in particular occupations or industries.						
Collect, Analyse & Organise Info.	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	3	3	3	3

ICAITAD138A Determine acceptable solution providers for e-business projects

UNIT	ICAITAD138A Determine acceptable solution providers for e-business projects

FIELD	Analyse and Design

DESCRIPTION	This unit defines the competency required to ensure that e-business development is contracted to credible solution providers/ developers who are able to accomplish the task within the confines of the mutually agreed parameters of the project.

RELATED COMPETENCY STANDARDS	The project lifecycle and the IT methodology employed will determine which particular units of competency are relevant to this unit, some include the Project Management, Implementation, Support, the teamwork functional areas and documentation.

ELEMENT	PERFORMANCE CRITERIA
1. Identify the development requirement	1. Clear specifications and technical requirements for the development are prepared and documented. 2. Specifications are signed off and authority to contract a solution providers/ developer is granted. 3. Request For Tender documentation is prepared if appropriate, against business requirements 4. Agreed selection guidelines are prepared and documented if appropriate.
2. Identify potential developers	1. Potential solution providers/ developers are sought in line with organisational policy and procedures 2. Potential solution providers/ developers are request to submit development quotes. 3. Quotes are assessed and a shortlist made against business requirements, where appropriate.
3. Select a potential developer	1. Capability of solution providers/ developers to do the work is assessed. This may include assessing the financial position of the developer, number of staff assigned to do the development etc. 2. Confirm that the potential solution providers/ developers understand the scope of the work to be undertaken. 3. A due diligence check is conducted where appropriate and solution providers/ developers are quality assured. 4. Apply organisational selection guidelines to distinguish between candidates. 5. Solution Provider/ developer is informed of their selection according to organisational procedures/ guidelines.

UNIT	ICAITAD138A Determine acceptable solution provider for e-business projects

4. Sign off the selection process	1. Contract is prepared for signing according to enterprise procedures
	2. Contract is signed and solution providers/ developer to commence work according to contract
5. Review the process	1. Phases of development are identified and Gantt chart is developed and progress monitored
	2. The project is tracked to ensure budget and timelines are maintained
	3. Iteration of product/ solution still meets the business requirements and budget

RANGE OF VARIABLES

VARIABLE	SCOPE

The Range of Variables section contextualises the unit of competence and provides a focus for assessment. The information provided is intended to define the scope of assessment and to assist assessors define the performance to be achieved by an individual in the workplace.

Specification Documentation	Candidates should have access to a set of development specifications and technical requirements.
Due diligence	This depends on the importance of the development, the greater the importance the more detailed the due diligence check.
	Items covered include:
	• getting referees of previous clients,
	• identifying the work of the developer to be employed,
	• conducting a check of reputation in the industry,
	• checking with appropriate quality and industry bodies,
	• checking for vendor certification,
	• checking membership of professional bodies
	• checking the developers web site and checking their 'seal of trust' credentials.
Software Requirements	A wide variety of soft ware could be used.
Method of supplier selection	In government organisations there may be well defined tender processes that have to be followed. In other organisations there may be no procedure and each tender handled differently.
	Different methods may include one or several of the following:
	• Registration of Interest (ROI),
	• Request for Information (RFI),
	• Request for Proposal (RFP)
	The above approaches could involve advertising to the open market, existing relationships or preferred supplier lists
	This can also be done by advertising, cold calling, responding to advertisements, on line searching, getting recommendation from someone trusted, extending an existing relationship or identifying a well designed e-business site and finding the developers.
Products and Equipment	May include a wide range of hardware including but not limited to routers, bridges, servers, PCs, drives, switches, printers, hubs, modems, personal organisers, firewalls, peripherals etc
	May include a wide range of software including but not limited to network operating systems, payment software, PC operating systems, database software, encryption protocols, accounting software, web browser software, website building software, spreadsheet software etc
Identification of system components	Identification of system components may require consideration of the following:

- current business and IT strategic plans
- data models,
- functional process descriptions,
- user requirements,
- architectures,
- standards,
- service levels, etc

In a small business not all of these documents will be available and therefore the current business plan, user requirements and required service levels will need to be considered.

Hardware	Can include IT equipment of all types; • Work stations, PCs • Networks • Remote sites • Servers
E-commerce models	Includes any kind of business-related transaction conducted with the assistance of electronic tools across and within organisations or with individual customers. May include Brochure Site, Customer Service Site, Real Time Site, Quote Aggregator, Insurance Mall, Direct Channel, Virtual Carrier, Quote Mall, Agent Mall, Consumer Auction, Carrier Auction, Time Limited Information, Investor Relations, Technical Support, Pre Sales Support and Corporate Awareness, Proprietary Standard Promotion. E-commerce models are changing all the time and the above are just an example of possible models
E-Business	Encompasses how organisations structure themselves and capture information, manage their workers, relate and partner with other organisations and groups to achieve effective functioning, efficient operations and cultural shifts
Knowledge Economy	Involves all individuals participating on-line for professional or personal research and learning, communicating with friends or associates and the pursuit of leisure activities. The knowledge economy is broader than on-line participation and includes knowledge workers and organisations and recognises the value of life long learning and the need to capture knowledge within organisations to ensure effective functioning.

EVIDENCE GUIDE

Critical aspects of evidence	Assessment must confirm that candidates can systematically select professional and skilled solution providers/ developers who can successfully complete the required development project.
Interdependent assessment of units	The interdependence of units of competency for assessment will vary with the particular project or scenario. This unit has importance to a range of IT services and should therefore be assessed in a holistic manner with the technical/ support units.

Underpinning skills and knowledge	**Underpinning knowledge:** • Writing technical specifications and requirements • Business liaison • Business negotiation • Industry standards • Web site navigation • E-commerce standards • Australian Computer Society Code Of Ethics	**Underpinning skills:** • Preparing contracts • Preparing tender documentation, if required. • Assessing candidates • Applying selection guidelines to determine the successful developer.

Resources	This competency can be assessed in the workplace or in a simulated environment. Assessment of this unit of competence will usually include observation of real or simulated work processes and procedures, quality projects, questioning on underpinning knowledge and skills To demonstrate competence in this unit the candidate will need access to: • Selection policies • Procurement policies • E-Business Plan Questions related to the performance criteria and directed to the candidate, peers and business client will assist in assessing competence. Observation of skills may assist in the collection of evidence.

UNIT	ICAITAD138A Determine acceptable solution providers for e-business projects

Consistency

Competence in this unit needs to be assessed using formative assessment to ensure consistency of performance in a range of contexts

Simulated activities must closely reflect the workplace and may need to take place over a period of time to allow the candidate to fully demonstrate competence in identifying and clearly articulating the development requirements and undertaking a systematic search and selection of possible developers. Particular attention should be paid to the way that candidates develop and apply the selection criteria, conduct a capability assessment and, if appropriate conduct a due diligence check.

Context

Breadth, depth and complexity involving analysis, documentation and design across a broad range of technical and/or managerial functions including identifying the technical and human computer interface requirements which drive design. 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, evaluation, technical or leadership/guidance and communications functions related to products, services, operations, processes and procedures.

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

An individual demonstrating these competencies would be able to:

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

Key Competencies

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. (Mayer definition)

There are seven key competencies that have been formally identified. The Key Competencies are generic in that they apply to work generally, rather than being specific to work in particular occupations or industries.

Collect, Analyse & Organise Info.	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	3	3	3	2

ICAITAD146A Develop web site information architecture

UNIT	ICAITAD146A Develop web site information architecture

FIELD	Analyse and Design

DESCRIPTION	This unit defines the competency required to develop an information architecture for a complex website that meets current and future business requirements

RELATED COMPETENCY STANDARDS	The project lifecycle and the IT methodology employed will determine which particular units of competency are relevant to this unit, some include the Project Management, Implementation, Support, the teamwork functional areas and documentation.

ELEMENT	PERFORMANCE CRITERIA
1. Identify content needs	1. Strategic intent of web site is identified from business requirements and customer expectations
	2. Information requirements are developed based on the website intent, intended audiences, types of customer interactions, long and short term goals for the site
	3. Required information is identified and grouped into business schemes and related to the business structure (information structure and related links)
	4. Content requirements are determined for each process
2. Plan content structure	1. Cluster information in related topics
	2. Develop a hierarchy of information and check data to confirm sequence of hierarchy
	3. Labels are clear, consistent and coherent and relatively intuitive for users to access
3. Develop navigation system	1. Build navigational system for overall website based on business requirements
	2. Navigation should be easily used, provide different ways of searching and provide feedback to users
	3. The navigational system should give users the flexibility to find the information/ products they want
	4. A consistent and logical labelling system is developed taking into account user demographics

UNIT	ICAITAD146A	Develop web site information architecture

4. Test and sign off	1. Information architecture design is prototyped (may be a website prototype, diagrams or other representation of the information architecture)
	2. A sample of users test the prototype for usability to determine if architecture meets customer expectation
	3. Content that will format correctly in the business and users technical environment is used.
	4. If necessary, adjustments to architecture are made based on user feedback
	5. Prototype signed off as meeting current and future business requirements

RANGE OF VARIABLES

VARIABLE	SCOPE

The Range of Variables section contextualises the unit of competence and provides a focus for assessment. The information provided is intended to define the scope of assessment and to assist assessors define the performance to be achieved by an individual in the workplace.

Documentation and Reporting	Includes maintaining standards of definition, standards of format, user access information. Information should be clear and written in such a way that it will be readily understood by the target audience.
	Reports meet the specific output requirements and are presented in a logical and accessible manner.
Information gathering techniques	• face-to-face meetings, • site critiques, both the existing business site and competitors • workshops, • customer surveys • reviews of existing business information
Navigational approaches	for example: site hierarchies and indexes, search interfaces, and tables of contents
Business context	business strategy, client management, knowledge management, project management, e-business and business-to-business
Hardware	Can include IT equipment of all types: • Work stations, PCs • Networks • Remote sites • Servers
Operating System	Win 95/98/2000, Sun Solaris/SunOS, HP-UX, AIX, Digital Unix, Silicon Graphics IRIX, DOS, DEC, VMS, Mac OSX, Linux, Netware
Complex websites	May include any website with databases, search engines, etc (Real Time Sites, Quote Aggregators and other dynamic sites) and does not include Brochure Sites or other basic sites.
E-commerce models	Includes any kind of business-related transaction conducted with the assistance of electronic tools across and within organisations or with individual customers. May include Brochure Site, Customer Service Site, Real Time Site, Quote Aggregator, Insurance Mall, Direct Channel, Virtual Carrier, Quote Mall, Agent Mall, Consumer Auction, Carrier Auction, Time Limited Information, Investor Relations, Technical Support, Pre Sales Support and Corporate Awareness, Proprietary Standard Promotion. E-commerce models are changing all the time and the above are just an example of possible models
E-Business	Encompasses how organisations structure themselves and capture information, manage their workers, relate and partner with other organisations and groups to achieve effective functioning, efficient operations and cultural shifts
Knowledge Economy	Involves all individuals participating on-line for professional or personal research and learning, communicating with friends or associates and the pursuit of leisure activities. The knowledge economy is broader than on-line participation and includes knowledge workers and organisations and recognises the value of life long learning and the need to capture knowledge within organisations to ensure effective functioning.
Standards	Standards are being introduced on a regular basis it is worthwhile monitoring the following organisations in relation to XML standards Organization for the Advancement of Structured Information Standards, ISO and IEEE to web-oriented groups like IETF and W3C, IEEE Std. 2001-1999 Web Page Engineering, The Internet Commerce Standards 1.0

EVIDENCE GUIDE

Critical aspects of evidence	Assessment must confirm the ability to develop the information architecture of a complex website that meets the current and future business requirements. Assessment should confirm that users can confidently and readily access the information they require.
Interdependent assessment of units	The interdependence of units of competency for assessment will vary with the particular project or scenario. This unit has importance to a range of IT services and should therefore be assessed in a holistic manner with the technical/ support units.

Underpinning skills and knowledge	**Underpinning knowledge:**	**Underpinning skills:**
	• Website architecture and business process design and linkages between processes • Customer and business liaison and Understanding how e-business sites fit into corporate strategy • Understanding the implications of technology connectivity and Documenting technical specifications • Copy write and intellectual property • National Privacy Principle Guidelines (to be published in October 2001) • The Commonwealth Privacy Act 1988 as amended by the Privacy Amendment (Private Sector) Act 2000. • The National Privacy Principles. • Australian Computer Society Code Of Ethics	• Website analysis • Use site design software and hardware • User analysis • Integrating on line processes

Resources	This competency can be assessed in the workplace or in a simulated environment. Assessment of this unit of competence will usually include observation of real or simulated work processes and procedures, quality projects, questioning on underpinning knowledge and skills
	
	To demonstrate competence in this unit the candidate will need access to:
	
	    • E-business website
	
	    • Business strategy
	
	    • Customer demographics documentation
	
	Questions related to the performance criteria and directed to the candidate, peers and business client will assist in assessing competence. Observation of skills may assist in the collection of evidence.

Consistency	Competence in this unit needs to be assessed using formative assessment to ensure consistency of performance in a range of contexts Simulated activities must closely reflect the workplace and may need to take place over a period of time to allow the candidate to fully demonstrate different stages in identifying, planning and applying content in a structure that achieves effective integration of content, technology and processes.
Context	Breadth, depth and complexity involving analysis, documentation and design across a broad range of technical and/or managerial functions including identifying the technical and human computer interface requirements which drive design. 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, evaluation, technical or leadership/guidance and communications functions related to products, services, operations, processes and procedures. The degree of emphasis on breadth as against depth of knowledge and skills may vary between qualifications granted at this level. An individual demonstrating these competencies would be able to: • Demonstrate understanding of specialized knowledge with depth in some areas; • Analyse, diagnose, design and execute judgements across a broad range of technical or management functions; • Demonstrate a command of wide ranging, highly specialised technical, creative or conceptual skills; • Generate ideas through the analysis of information and concepts at an abstract level; • Demonstrate accountability for personal outputs within broad parameters; and

Demonstrate accountability for group outcomes within broad parameters.

Key Competencies						
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. (Mayer definition) There are seven key competencies that have been formally identified. The Key Competencies are generic in that they apply to work generally, rather than being specific to work in particular occupations or industries.						
Collect, Analyse & Organise Info.	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	3	2	3	2

ICAITS199A Manage E-business websites

UNIT	ICAITS199A Manage e-business websites

FIELD	**Support**

DESCRIPTION	This unit defines the competency required to maintain and manage e-business websites and the associated servers

RELATED COMPETENCY STANDARDS	The project lifecycle and the IT methodology employed will determine which particular units of competency are relevant to this unit, some include the Project Management, Implementation, Support, the teamwork functional areas and documentation.

ELEMENT	PERFORMANCE CRITERIA
1. Maintain site and contents	1. Site analysis software are selected with reference to organisational requirements and website architecture 2. Site summary reports are generated and analysed 3. Links are checked for functionality and ongoing relevance 4. Web pages are modified as determined by analysis of site summary report 5. Database is maintained and debugged according to site and information requirements
2. Maintain security of the site	1. Control proactive information security program as required by security plan 2. Site security is tested and evaluated according to organisational requirements and customer expectations 3. Site security is maintained as a result of program findings and against security performance standards
3. Monitor site performance	1. Server analysis tools are selected with reference to organisational requirements and a range of functionalities tested 2. Site load metrics are identified and performance indicators determined in line with organisational requirements 3. Site server performance is measured against business requirements 4. Options for performance optimisation are identified 5. Site server performance is optimised to meet performance standards
4. Undertake capacity planning	1. Analyse trends to determine future peak volumes based on business strategies and expectations 2. Set performance objectives in future scenario for each relevant load metric 3. Model infrastructure alternatives for load patterns 4. Determine best option of chosen future scenario based on current and future business needs

RANGE OF VARIABLES	
VARIABLE	**SCOPE**

The Range of Variables section contextualises the unit of competence and provides a focus for assessment. The information provided is intended to define the scope of assessment and to assist assessors define the performance to be achieved by an individual in the workplace.

Servers	One or more servers depending on size and functionality of website and may include: • BEA Weblogic Servers, • Apache HTTP Server, • IBM VisualAge and WebSphere, • Microsoft-Internet-Information-Server, Microsoft-IIS, Microsoft-IIS-W, Microsoft-PWS-95, & Microsoft-PWS • Windows 2000 Server, • NetDynamics, • Lotus Domino • Netscape Enterprise Server, Netscape-FastTrack, Netscape-Commerce • Sun Micro Systems iPlanet Web Server, • iPlanet-Enterprise • Sun Micro Systems Java Web Server • Email Servers; • File & Print Servers; • FTP Servers; • Proxy Servers
Server analysis tools	A number of commercially available software products may be used depending on functionality for example: • Apache Jserv, • Apache JSSI, • Apache Jmeter,
Documentation and Reporting	Includes maintaining standards of definition, standards of format, user access information. Information should be clear and written in such a way that it will be readily understood by the target audience. Reports meet the specific output requirements and are presented in a logical and accessible manner.
Web development standards	Web Content Accessibility Guidelines 1.0 (WCAG) Authoring Tool Accessibility Guidelines 1.0 (ATAG) User Agent Accessibility Guidelines 1.0 (UAAG)
Site analysis software	A number of commercially available software products may be used depending on functionality • WebTrends Log Analyzer • Linkbot Pro • InContext WebAnalyzer • CyberSpyder • AccessWatch • WebCounter
Server functionality	Traffic capabilities, processor and disk utilisation,
Security standards	May include: HB 231:2000 Information security risk management guidelines AS/NZS 4444.1:1999 Information security management - Code of practice for information security management AS/NZS 4444.2:2000 Information security management - Specification for information security

Security protocols	management systems May include: Secure Multipurpose Internet Mail Extensions Secure Socket Layer & Transport Layer Security IP Security Protocol (Domain Name System Security Extensions) (Data Over Cable Service Interface Specification) IEEE 802.11 Protocol standard for secure wireless Local Area Network products. (Point-to-Point Network Tunnelling Protocol) (Secure Electronic Transactions) (Secure Shell)
Standards	Standards are being introduced on a regular basis it is worthwhile monitoring the following organisations in relation to XML standards Organisation for the Advancement of Structured Information Standards, ISO and IEEE to web-oriented groups like IETF and W3C, IEEE Std. 2001-1999 Web Page Engineering, The Internet Commerce Standards 1.0
Operating systems	• Solaris • NT • FreeBSD • Linux • Windows 2000 • HP Unix • AIX • AS400 • OS/2 • CompacTru64 • MacOS • Netware • IRIX
Maintenance frequency	Determined by organisational requirements
Site functionality	Volumes (hits, page views, transactions, searches), arrival rates, response times by class, user session time, number of concurrent users,
Site security	A number of commercially available software products may be used depending on functionality
E-commerce models	Includes any kind of business-related transaction conducted with the assistance of electronic tools across and within organisations or with individual customers. May include Brochure Site, Customer Service Site, Real Time Site, Quote Aggregator, Insurance Mall, Direct Channel, Virtual Carrier, Quote Mall, Agent Mall, Consumer Auction, Carrier Auction, Time Limited Information, Investor Relations, Technical Support, Pre Sales Support and Corporate Awareness, Proprietary Standard Promotion. E-commerce models are changing all the time and the above are just an example of possible models
E-Business	Encompasses how organisations structure themselves and capture information, manage their workers, relate and partner with other organisations and groups to achieve effective functioning, efficient operations and cultural shifts
Knowledge Economy	Involves all individuals participating on-line for professional or personal research and learning, communicating with friends or associates and the pursuit of leisure activities. The knowledge economy is broader than on-line participation and includes knowledge workers and organisations and recognises the value of life long learning and the need to capture knowledge within organisations to ensure effective functioning.

UNIT	
	ICAITS199A Manage e-business websites

EVIDENCE GUIDE

Critical aspects of evidence	Assessment must confirm the ability to maintain consistent and constantly performing website that meets the stated business strategies and business directions
Interdependent assessment of units	The interdependence of units of competency for assessment will vary with the particular project or scenario. This unit has importance to.
Underpinning skills and knowledge	**Underpinning knowledge:** • Website architecture • Website security issues • Queuing systems • SGML and the associated standards • Bottlenecks and their methods of correction • Workload metrics • User request classes • Electronic Commerce Modelling Language • Copy write and intellectual property • National Privacy Principle Guidelines (to be published in October 2001) • The Commonwealth Privacy Act 1988 as amended by the Privacy Amendment (Private Sector) Act 2000. • The National Privacy Principles • Australian Computer Society Code Of Ethics	**Underpinning skills:** • The use of a current site server software • The use of a current web server log file analysis software • The use of a current traffic tracking software • The use of a current forecasting methodology for identifying traffic peaks • Maintaining firewalls • Maintaining VPN Gateways • RFPs
Resources	This competency can be assessed in the workplace or in a simulated environment. Assessment of this unit of competence will usually include observation of real or simulated work processes and procedures, quality projects, questioning on underpinning knowledge and skills To demonstrate competence in this unit the candidate will need access to: • Site servers and web servers • E-business website • Site servers software • Analysis software • Requirements documentation • Business planning documentation Questions related to the performance criteria and directed to the candidate, peers and business client will assist in assessing competence. Observation of skills may assist in the collection of evidence.
Consistency	Competence in this unit needs to be assessed using formative assessment to ensure consistency of performance in a range of contexts Simulated activities must closely reflect the workplace and may need to take place over a period of time to allow the candidate to fully demonstrate different maintenance and monitoring approaches, i.e. tuning performance and ensuring security.
Context	Breath, depth and complexity involving analysis, diagnosis, design, planning, execution and evaluation across a broad 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.

An individual demonstrating these competencies would be able to:

- demonstrate understanding of specialized knowledge with depth in some areas;

- analyse, diagnose, design and execute judgements across a broad range of technical or management functions;

- demonstrate a command of wide ranging, highly specialised technical, creative or conceptual skills

- generate ideas through the analysis of information and concepts at an abstract level;

- demonstrate accountability for personal outputs within broad parameters; and

- demonstrate accountability for group outcomes within broad parameters.

Key Competencies						
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. (Mayer definition)						
There are seven key competencies that have been formally identified. The Key Competencies are generic in that they apply to work generally, rather than being specific to work in particular occupations or industries.						
Collect, Analyse & Organise Info.	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	3	3	3	3

ICAITAD052B Design IT Security Framework

UNIT	ICAITAD052B Design IT security framework

FIELD	**Analyse and Design**

DESCRIPTION	This unit describes the competency required to evaluate security requirements of the new system and to plan for controls.

RELATED COMPETENCY STANDARDS	The project lifecycle and the IT methodology employed will determine which particular units of competency are relevant to this unit. Some include : ICAITT077B, ICAITI100A, ICPMM61cA, ICPMM81eA, ICPMM82eA, ICAITS123B, ICAITB059B, ICAITAD044B, ICAITAD054B, ICAITAD056B

ELEMENT	PERFORMANCE CRITERIA	
1. Determine legal requirements for IT security	1.	Statutory requirements related to information to be stored is investigated and incorporated within system requirements
	2.	Implications for IT security framework are evaluated against statutory and project requirements and system documents modified to reflect security requirements
2. Determine commercial requirements for IT security	1.	Commercial and business requirements relating to security are identified and compared with existing system requirements
	2.	Implications for IT security framework are evaluated against external commercial requirements and system documents modified to reflect security requirements
3. Determine application requirements for IT security	1.	Documented application requirements relating to security are identified and any additional security needs are discussed with client users, senior management and audit staff
	2.	Specific user/data security hierarchy is prepared and data views and access paths are developed
	3.	Communications providers are contacted and liaised with, and vendor offerings (encryption, authentication protocols etc.) are evaluated if appropriate
	4.	Security requirements are finalised and presented to senior management for approval
4. Conduct risk analysis	1.	Security threats are identified taking into consideration the internal and external business environment
	2.	Precautions are formulated taking into consideration internal and external business requirements
	3.	Costs of loss are compared with costs of prevention or recovery and alternative processes to safeguard system are examined
	4.	Recommended approach and requirements for risk containment are made to senior management for approval
5. Formulate IT security objectives	1.	Security operational requirements are defined and documented taking into consideration the business or project standards and acceptance criteria
	2.	Security policy is developed and documented based on risk analysis and agreed precautions
	3.	Security strategy is developed according to business requirements and acceptance criteria
	4.	Specific fit of physical and technical security is defined according to technical and environmental specifications
	5.	Operating procedures related to security are identified and documented according to project business standards

ELEMENT	PERFORMANCE CRITERIA
6. Assess technology fit	1. Best fit of technology to requirements is identified based on project outcomes, cost constraints and environmental influences
	2. Proposed best fit of technology is evaluated according to project outcomes, cost constraints and environmental influences
	3. Recommendations are prepared according to project requirements and submitted to higher authorities

RANGE OF VARIABLES

VARIABLE	SCOPE

The Range of Variables section contextualises the unit of competence and provides a focus for assessment. The information provided is intended to define the scope of assessment and to assist assessors define the performance to be achieved by an individual in the workplace.

Security environment	Includes all the laws, organisational security policies, customs, expertise, and knowledge that are, or may be, relevant. The security environment also includes the threats to security which are, or are held to be, present in the environment.
Security specifications	Define the actual or proposed technical specifications for implementation of the framework, IT assurance requirements • AS/NZS 4444, Information security management; • AS/NZS 13594:1998, Information technology - Lower layers security
Integrity	Data integrity, storage, during processing, or while in transit. System integrity
Confidentiality	Against unauthorised reads, including data in storage, during processing, and while in transit
Client	May be a department within an organisation, a business requiring an e-commerce solution or a third party, and so the relationship and ease of access will vary. **Supplementary questioning of the client may be used during the assessment phase, where necessary, to ensure that all issues relating to the communication and business requirements were considered and appropriate choices made given the risk analysis and system configuration.**
Security Assurance	Covers: IT functionality that performs correctly, protection against unintentional errors (by users or software), and sufficient resistance to intentional penetration or by-pass.**Supplementary questioning of the candidate may be used during the assessment phase, where necessary, to ensure that all issues relating to security assurance were considered and appropriate choices made during the development of the IT security framework.**
Statutory requirements	Can include legislation (such as Privacy Act), industry imposed controls and standards. In certain organisations such as health and banking there may be strict laws regarding confidentiality and reporting of data
Commercial and business requirements	• Back-up, • storage and recovery of data, • access to internal network, • passwords/logons, • firewalls, • hacking, • confidentiality, • integrity, • availability
Physical nature of security	The system and its location should be considered, wide area networks, access by people other than employees, and if the system, itself, is in an intrinsically secure building.

UNIT	ICAITAD052B Design IT security framework

Security policy	Can cover theft, viruses, standards (including archival, back-up, network), privacy, audits, alerts and usually relates directly to the security objectives of the organisation
Technical security	Hardware, ducting of cabling, external cabling requirements
Security threats	Can include: eavesdropping, manipulation, and impersonation, penetration and by-pass
Operating procedures	Handling of security internal breaches and customer requirements for security, frequency and nature of archives, back-ups; alerts, audits, review and test
Security strategy	Includes: privacy, authentication, authorisation, and integrity and usually relates directly to the security objectives of the organisation
OH and S Standards	As per company, statutory and vendor requirements. Ergonomic and environmental factors must be considered during the demonstration of this competency
Existing Architecture	Will vary from systems based around mainframes to networks of mid-range machines and/or desktop PCs. Networks can be local, wide or based on the Internet.
Quality benchmarks	- AS 2645-1987 Information processing – Documentation symbols and conventions for data, program and system flowcharts, program network charts and systems resources charts, - AS 3876-1991 Information processing - Guidelines for the documentation of computer-based application systems, - AS 3898-1991 Information processing - User documentation and cover information for consumer software packages, - AS/NZS 4598.2:1999 Guide to the development of application software - On-screen documentation. International and Australian Standards are updated and changed on a regular basis. It is therefore important to check the Standards Australia website on a regular basis for new standards http://www.standards.com.au/
Legal and security requirements	In certain organisations such as health and banking there may be strict laws regarding confidentiality and reporting of data. The Privacy Act Public Sector

EVIDENCE GUIDE	
Critical aspects of evidence	Assessment must confirm sufficient knowledge of the basic elements of legal obligations with respect to privacy and the specific application security issues
	Assessment must confirm the ability to incorporate common security products and procedures into a security design
Interdependent assessment of units	This unit may be assessed with any of the following: ICAITT077B, ICAITI100A, ICPMM61cA, ICPMM81eA, ICPMM82eA, ICAITS123B, ICAITB059B, ICAITAD044B, ICAITAD054B, ICAITAD056B. The interdependence of units of competency for assessment will vary with the particular project or scenario.

EVIDENCE GUIDE		
Underpinning skills and knowledge	**Underpinning knowledge** - Current industry accepted hardware and software products with broad knowledge of general features and capabilities, for example when integrating commercial requirements with IT security - Broad general knowledge of the client business domain, business function and organisation, for example when integrating commercial requirements with IT security - Broad general knowledge of privacy issues and legislation, for example when integrating legal requirements with IT security - Broad general knowledge of ethics in IT, for example when integrating application	**Underpinning skills** - Problem solving skills for a defined range of predictable problems, for example when precautions are formulated taking into consideration internal and external business requirements - Plain English literacy and communication skills in relation to analysis, evaluation and presentation of information, for example when recommended approach and requirements for risk containment are made to senior management for approval, and when security policy is developed and documented based on risk analysis and agreed precautions, and when recommendations are prepared according to project requirements and submitted to higher authorities - Group facilitation and presentation skills in relation to transferring and collecting information, for example

	requirements with IT security and formulating IT security objectives	when commercial and business requirements relating to security are identified and compared with existing system requirements

- Risk analysis with broad knowledge of general features incorporating substantial depth in some areas, for example when conducting risk analysis

- Broad knowledge of security technology and general features incorporating substantial depth in some areas, for example when assessing technology fit

- Current industry accepted hardware and software products with broad knowledge of general features and capabilities, for example when formulating IT security objectives

- Detailed knowledge of operating systems, for example when integrating application requirements with IT security

- Awareness of legislation restricting encryption techniques, for example when integrating application requirements with IT security

- Common criteria for Information Technology security evaluation

- Problem solving skills for mathematical solutions, for example when specific fit of physical and technical security is defined according to technical and environmental specifications

- Problem solving skills for computer related algorithms, for example when specific fit of physical and technical security is defined according to technical and environmental specifications, and when best fit of technology to requirements is identified based on project outcomes, cost constraints and environmental influences

Resources

To demonstrate this unit of competence the candidate will require access to documents detailing:

- IT specifications,

- The security environment relating to relevant laws/legislation, existing organisational security policies, organisational expertise and knowledge that may be relevant. The security environment also includes the threats to security which are, or are held to be, present in the environment.

- Risk analysis tools /methodologies

- IT security assurance specifications.

Assessment of this unit of competence could include review of documents developed by the candidate, which relate to the decisions leading to the proposed design of the IT security framework.

Questions related to the performance criteria and directed to the candidate, peers and business client will assist in assessing competence. Observation of skills may assist in the collection of evidence

Consistency

Competence in this unit needs to be assessed using formative assessment to ensure consistency of performance in a range of contexts

Simulated activities must closely reflect the workplace and may need to take place over a period of time to allow the candidate to address the risk analysis and the analysis of security requirements aspects of this unit.

Context

Assessment of this unit of competence will usually include observation of real or simulated work processes and procedures; quality projects, questioning on underpinning knowledge and skills. The questioning of team members will provide valuable input to the assessment.

This competency can be assessed in the workplace or in a simulated environment. The purpose of this unit of competence is to define the standard of performance to be achieved in the workplace.

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 requirements 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.

Key Competencies						
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. (Mayer definition)						
There are seven key competencies that have been formally identified. The Key Competencies are generic in that they apply to work generally, rather than being specific to work in particular occupations or industries.						
Collect, Analyse & Organise Info.	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	2	2	2	2	2	2

ICAITAD053B Design system security and controls

UNIT	ICAITAD053B Design system security and controls

FIELD	Analyse and Design

DESCRIPTION	This unit describes the controls that should be designed in the system to ensure the system is secure from both a legal and business perspective

RELATED COMPETENCY STANDARDS	The project lifecycle and the IT methodology employed will determine which particular units of competency are relevant to this unit. Some include ICAITT077B, ICAITI100A, ICPMM61cA, ICPMM81eA, ICPMM82eA, ICAITS123B, ICAITB059B, ICAITAD044B, ICAITAD054B, ICAITAD056B

ELEMENT	PERFORMANCE CRITERIA
1. Review audit needs	1. Security requirements that have been evaluated to date are reviewed and their appropriateness is discussed with auditors
	2. Designs and security requirements are discussed with auditors
	3. Audit trails are agreed with auditors and any user needs are incorporated; for example, managers may want to track staff activities
2. Identify appropriate controls	1. Control philosophies and methods that are available to be used in the system are reviewed, such as controls over input, output, files, processing, etc
	2. Module and system-wide controls are reviewed (eg. date/version checks, reconciliation procedures) against client requirements and security requirements
	3. Significant error handling is catered for (eg. acceptance/rejection of financial transactions) according to security requirements, critical business functions acceptance criteria
	4. Time and event criteria are established
	5. Controls that will solve security and risk issues are documented and are presented to senior management and auditors for approval
3. Design controls to be incorporated in system	1. Methods by which the controls will be implemented into the system design document are incorporated
	2. Controls which are to be built into the system under development are identified and those which are environmental or operating system based such as user access are identified
	3. User access security provisions are documented by user classification to be applied at program, record or field level and procedures for controlling the security provisions (eg. password allocation) are checked according to client requirements
	4. Senior management and auditor approval is obtained for the design of the controls

UNIT	ICAITAD053B Design system security and controls

RANGE OF VARIABLES

VARIABLE	SCOPE

The Range of Variables section contextualises the unit of competence and provides a focus for assessment. The information provided is intended to define the scope of assessment and to assist assessors define the performance to be achieved by an individual in the workplace.

VARIABLE	SCOPE
Security environment	Includes: all the laws, organisational security policies, customs, expertise, and knowledge that are, or may be, relevant. The security environment also includes the threats to security which are, or are held to be, present in the environment.
Security specifications	Define the actual or proposed technical specifications for implementation of the framework, IT assurance requirements **Supplementary questioning of the client may be used during the assessment phase, where necessary, to ensure that all issues relating to system security and controls were considered and appropriate choices made given the need to prevent, detect, limit, respond and recover from security breaches.** • AS/NZS 4444, Information security management, • AS/NZS 13594:1998, Information technology - Lower layers security **The security controls once implemented should enhance the mission/business, not detract from it.**
Integrity	Data integrity, storage, during processing, or while in transit. System integrity
Confidentiality	Against unauthorised reads, including data in storage, during processing, and while in transit
Client	May be a department within an organisation, a business requiring an e-commerce solution or a third party, and so the relationship and ease of access will vary. **Supplementary questioning of the client may be used during the assessment phase, where necessary, to ensure that all issues relating to the client business requirements were considered and appropriate choices made given the current system and client requirements.**
Security Assurance	Covers: IT functionality that performs correctly, protection against unintentional errors (by users or software), and sufficient resistance to intentional penetration or by-pass. **Supplementary questioning of the candidate may be used during the assessment phase, where necessary, to ensure that all issues relating to security assurance were considered and appropriate choices made during the development of the IT security controls.**
Statutory requirements	Can include legislation (such as Privacy Act), industry imposed controls and standards
Commercial and business requirements	• Back-up, • storage and recovery of data, • access to internal network, • passwords/logons, • firewalls, • hacking • confidentiality, • integrity, • availability
Physical nature of security	The system and its location should be considered, wide area networks, access by people other than employees, and if the system, itself, is in an intrinsically secure building.
Security policy	Can cover theft, viruses, standards (including archival, back-up, network), privacy, audits, alerts and usually relates directly to the security objectives of the organisation

UNIT	ICAITAD053B Design system security and controls

Technical security	Hardware, ducting of cabling, external cabling requirements
Security threats	Can include: eavesdropping, manipulation, and impersonation, penetration and by-pass
Operating procedures	Handling of security internal breaches and customer requirements for security, frequency and nature of archives, back-ups; alerts, audits, review and test
Security strategy	Includes: privacy, authentication, authorisation, and integrity and usually relates directly to the objectives of the organisation
Quality benchmarks	• AS 2645-1987 Information processing - Documentation symbols and conventions for data, program and system flowcharts, program network charts and systems resources charts, • AS 3876-1991 Information processing - Guidelines for the documentation of computer-based application systems, • AS 3898-1991 Information processing - User documentation and cover information for consumer software packages, • AS/NZS 4598.2:1999 Guide to the development of application software - On-screen documentation. International and Australian Standards are updated and changed on a regular basis. It is therefore important to check the Standards Australia website on a regular basis for new standards http://www.standards.com.au/
OH and S Standards	As per company, statutory and vendor requirements. Ergonomic and environmental factors must be considered during the demonstration of this competency
Legal and security requirements	In certain organisations such as health and banking there may be strict laws regarding confidentiality and reporting of data

EVIDENCE GUIDE	

Critical aspects of evidence	Assessment must confirm sufficient knowledge of security products and organisational security policy Assessment must confirm the ability to establish realistic ground rules for security product procedures The candidate will need to ensure the design covers • resilience of the system to security breaches, • layered security, • risk management in relation to overall system and • levels of security across system, • upgrade/scalability of system and security controls, • ease of implementation of security controls.
Interdependent assessment of units	This unit may be assessed with any of the following: ICAITT077B, ICAITI100A, ICPMM61cA, ICPMM81eA, ICPMM82eA, ICAITS123B, ICAITB059B, ICAITAD044B, ICAITAD054B, ICAITAD056B. The interdependence of units of competency for assessment will vary with the particular project or scenario.
Underpinning skills and knowledge	**Underpinning knowledge** • Current industry accepted hardware and software products with broad knowledge of general features and capabilities, for example when specifying appropriate controls • Broad general knowledge of the client business domain, business function and organisation, for example when reviewing audit needs • Broad general knowledge of privacy issues and legislation, for example when specifying appropriate controls • Broad general knowledge of ethics in IT, for example when reviewing audit needs • Risk analysis with broad knowledge of general features incorporating substantial depth in some areas, for example when designing controls to be incorporated in system	**Underpinning skills** • Problem solving skills for a defined range of predictable problems, for example when time and event criteria are established • Plain English literacy and communication skills in relation to analysis, evaluation and presentation of information, for example when senior management and auditor approval is obtained for the design of the controls • Group facilitation and presentation skills in relation to transferring and collecting information, for example when senior management and auditor approval is obtained for the design of the controls

- Broad knowledge of general features of specific security technology incorporating substantial depth in some areas , for example when specifying appropriate controls and for designing controls to be incorporated in system

- Privacy, for example when designing controls to be incorporated in system

Resources

To demonstrate this unit of competence the candidate will require access to:

- risks to the mission/business resulting from IT-related risks,

- the probability, frequency, and severity of direct and indirect harm, loss, or misuse of the IT system

- the security environment relating to relevant laws/legislation, existing organisational security policies, organisational expertise and knowledge that may be relevant. The security environment also includes the threats to security which are, or are held to be, present in the environment.

- risk analysis tools /methodologies

- IT security assurance specifications.

Questions related to the performance criteria and directed to the candidate, peers and business client will assist in assessing competence. Observation of skills may assist in the collection of evidence

Consistency

Competence in this unit needs to be assessed using formative assessment to ensure consistency of performance in a range of contexts

Simulated activities must closely reflect the workplace and may need to take place over a period of time to allow the candidate to address the review and design aspects of this unit.

Context

Assessment of this unit of competence will usually include observation of real or simulated work processes and procedures; quality projects, questioning on underpinning knowledge and skills. The questioning of team members will provide valuable input to the assessment.

This competency can be assessed in the workplace or in a simulated environment. The purpose of this unit of competence is to define the standard of performance to be achieved in the workplace.

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 requirements 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.

Key Competencies						
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. (Mayer definition)						
There are seven key competencies that have been formally identified. The Key Competencies are generic in that they apply to work generally, rather than being specific to work in particular occupations or industries.						
Collect, Analyse & Organise Info.	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	1	2	2	3	3	3

ICAITAD054B Validate quality and completeness of design

UNIT	ICAITAD054B Validate quality and completeness of design

FIELD	Analyse and Design

DESCRIPTION	This unit describes the competency required to ensure that the module specifications, database , file and interface design, etc are complete and adhere to quality standards

RELATED COMPETENCY STANDARDS	The project lifecycle and the IT methodology employed will determine which particular units of competency are relevant to this unit. Some include ICAITT077B, ICAITT083B, ICAITAD052B, ICAITI100A, ICPMM61cA, ICPMM81eA, ICPMM82eA, ICAITS123B, ICAITB059B, ICAITAD044B, ICAITAD056B

ELEMENT	PERFORMANCE CRITERIA
1. Check completeness of high level design	1. Layouts are drafted according to technical specifications and acceptance criteria
	2. Processing details are identified according to technical specifications and acceptance criteria
	3. Entity and attribute usage are decided according to technical specifications and acceptance criteria
	4. Update procedures are determined according to technical specifications and acceptance criteria
	5. System architectural requirements and service requirements covering availability, maintainability, fault tolerance and performance are determined according to technical specifications and acceptance criteria
	6. Back-up/recovery procedures are identified according to technical specifications and acceptance criteria
	7. Validation, control and reconciliation procedures are developed according to technical specifications and acceptance criteria
	8. Error correction cycles, batch control procedures and dependency flows are detailed according to technical specifications and acceptance criteria
	9. Terminal sign-on/sign-off procedures are designed according to technical specifications and acceptance criteria
	10. Special/exceptional procedures are identified, documented and confirmed against client and technical specifications
	11. Adequate use is made of existing components and reuse library has been augmented against known library
2. Review all aspects of the system design	1. Software system design and specification are reviewed against project specifications
	2. Database and file design are analysed against technical specifications
	3. User interface design is evaluated against client specifications
	4. Platform design is examined against project specifications and cost constraints
	5. The system is audited against security specifications
	6. Design quality is evaluated using appropriate metric (eg. compiling metrics)
3. Rework design and confirm with client	1. Efficiency of the modules is confirmed against technical requirements
	2. Predicted system performance is analysed and validated against acceptance criteria
	3. The deliverability of the functionality is proved against acceptance criteria

	4. Service levels, archive policy and distributed/central requirements are analysed and confirmed against acceptance criteria
	5. Documentation procedures have been followed

RANGE OF VARIABLES

VARIABLE	SCOPE

The Range of Variables section contextualises the unit of competence and provides a focus for assessment. The information provided is intended to define the scope of assessment and to assist assessors define the performance to be achieved by an individual in the workplace.

Quality benchmarks	Relevant quality standards include: • AS 3925.1-1994 Software quality assurance – Plans, • AS/NZS 4258:1994 Software user documentation process, • AS/NZS ISO/IEC 12207:1997 Information technology - Software life cycle processes, • AS/NZS 14102:1998 Information technology - Guideline for evaluation and selection of CASE tools. International and Australian Standards are updated and changed on a regular basis. It is therefore important to check the Standards Australia website on a regular basis for new standards http://www.standards.com.au/ Will vary according to the type of organisation and the benchmarks will cover technical, cost savings, performance and quality. Some organisations may be quality certified and have well documented standards for addressing quality while others will not. In a simulated environment best practice workplace examples will be used..
Test and acceptance processes	Will vary according to size, type and scope of the project, AS 4006-1992 Software test documentation may be relevant to this unit. International and Australian Standards are updated and changed on a regular basis. It is therefore important to check the Standards Australia website on a regular basis for new standards http://www.standards.com.au/
Software metrics	Size of each development work package, milestones is a variable determined by the sponsor, project manager, development team
Workplace environment	May involve: • a business involved in a total organisational change, • a systems only change, • a business improvement process, • an e-commerce solution involving the total organisation or part of the organisation
Documentation and Reporting	Documentation for version control may follow ISO standards. Audit trails, naming standards, version control, project management templates and report writing styles will vary according to organisational approach. Information gathering processes may have associated templates
Constraints	Depending on the size of the organisation, project and /or development team the constraints will vary. Time and budget constraints will vary according to project size and length
Administration System	Depending on the size of the project, a system is required to maintain order and manage the amount of information being processed by the project member/s
System	Can include legacy systems, green field sites, organisational wide or discrete
Scope	Manual, automated or fully integrated into the programming environment
Software life cycle	Will vary according to the software life cycle model being employed.
Development methods/tools	Will vary from the traditional Systems Development life cycle with little or no formalisation to a very well structured CASE tool.
Software environment	DBMS, operating system, application environment
Hardware	Variables may include but are not limited to**:** networks, stand alone and mainframes

UNIT	ICAITAD054B Validate quality and completeness of design

EVIDENCE GUIDE

Critical aspects of evidence	Assessment must confirm sufficient knowledge of interpreting software specifications
	Assessment must confirm pre-set goals/ objectives, metrics have been achieved.
Interdependent assessment of units	This unit may be assessed with any of the following: ICAITT077B, ICAITT083B, ICAITAD052B, ICAITI100A, ICPMM61cA, ICPMM81eA, ICPMM82eA, ICAITS123B, ICAITB059B, ICAITAD044B, ICAITAD056B. The interdependence of units of competency for assessment will vary with the particular project or scenario.

Underpinning skills and knowledge	**Underpinning knowledge**	**Underpinning skills**
	• A broad knowledge base incorporating some detailed theoretical concepts of design principles, for example when checking completeness of high level design	• Problem solving skills for a range of unpredictable problems, for example when layouts are drafted according to technical specifications and acceptance criteria
	• A broad knowledge base incorporating some detailed theoretical concepts of specification standards, for example when checking completeness of high level design	• Plain English literacy and communication skills in relation to analysis, evaluation and presentation of information, for example when documentation procedures have been followed
	• A broad knowledge base incorporating some theoretical concepts of design principles and their applications, for example when checking completeness of high level design and reviewing all aspects of the system design	• Ability to translate high-level design to detail, for example when layouts are drafted according to technical specifications and acceptance criteria
	• Current industry accepted hardware and software products with broad knowledge of general features and capabilities, for example when checking completeness of high level design	
	• A broad knowledge base incorporating some theoretical concepts of fault tolerance technologies, for example when checking completeness of high level design	
	• Detailed knowledge of acceptance criteria for example when reworking and confirming completeness of high level design	

EVIDENCE GUIDE

Resources	To demonstrate this unit of competence the candidate will require access to documents detailing:
	• Technical specifications,
	• Acceptance criteria,
	• A live system with database, system files, designed interface
	• Service level agreement,
	• Archive policy
	• Documentation guidelines
	• IT security specifications.
	Assessment of this unit of competence could include review of documents developed by the candidate, which relate to the clear identification of the system database, files and interface design meeting the accepted quality standards for the particular system.
	Questions related to the performance criteria and directed to the candidate, peers and business client will assist in assessing competence. Observation of skills may assist in the collection of evidence
Consistency	Competence in this unit needs to be assessed using formative assessment to ensure consistency of performance in a range of contexts
	Simulated activities must closely reflect the workplace and may need to take place over a period of time to allow the candidate to address the design iteration aspects of this unit.

UNIT	ICAITAD054B Validate quality and completeness of design

Context	Assessment of this unit of competence will usually include observation of real or simulated work processes and procedures; quality projects, questioning on underpinning knowledge and skills. The questioning of team members will provide valuable input to the assessment.
	This competency can be assessed in the workplace or in a simulated environment. The purpose of this unit of competence is to define the standard of performance to be achieved in the workplace.
	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 requirements 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.

Key Competencies
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. (Mayer definition)
There are seven key competencies that have been formally identified. The Key Competencies are generic in that they apply to work generally, rather than being specific to work in particular occupations or industries.

Collect, Analyse & Organise Info.	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	2	2	3	3	3

ICAITAD051B Develop client user interface

UNIT	ICAITAD051B Develop client user interface

FIELD	Analyse and Design

DESCRIPTION	This unit describes the competency required to design a user interface which integrates with front-end applications

RELATED COMPETENCY STANDARDS	The project lifecycle and the IT methodology employed will determine which particular units of competency are relevant to this unit. Some include ICAITAD042B, ICAITAD043B, ICAITB059B, ICAITT077B, ICAITB074B, ICAITAD048B, ICAITAD050A, ICAITB059B, ICAITB069A, ICAITT079B

ELEMENT	PERFORMANCE CRITERIA
1. Prepare design for interface	1. Requirements and other documentation are reviewed to specify processes involving the interaction of the user with the application
	2. Environment to be used for system is considered and the impact that may place on user interface design is considered, eg. Windows based, Web based, specialised equipment like ATMs, etc,
	3. Organisational standards are reviewed and the need for similar look and feel to systems already in use is considered
	4. Data presentation formats are modelled and possibly prototyped in readiness for user review
	5. Data Query and report formats are modelled
	6. Approval for the proposed interfaces to be used are obtained form the client
2. Design and document the system user interface	1. Menu structures are designed according to client specifications and acceptance criteria
	2. Screen dialogues are designed according to client specifications and acceptance criteria
	3. Batch procedures are designed according to technical specifications and acceptance criteria
	4. On-line Help formats are designed along with any tutorials specified
	5. User interface and style for screens, reports and forms are designed according to client specifications and acceptance criteria
	6. User design philosophy is clearly and coherently documented

RANGE OF VARIABLES	
VARIABLE	SCOPE

The Range of Variables section contextualises the unit of competence and provides a focus for assessment. The information provided is intended to define the scope of assessment and to assist assessors define the performance to be achieved by an individual in the workplace.

Existing Architecture	Will vary from: systems based around mainframes to networks of mid-range machines and/or desktop PCs. Networks can be local, wide or based on the Internet. Vendor products and network protocols, Proprietary systems,

UNIT	ICAITAD051B Develop client user interface

Client	• May be a department within an organisation, a business requiring an e-commerce solution or a third party, and so the relationship and ease of access will vary.
	Supplementary questioning of the client may be used during the assessment phase, where necessary, to ensure that all issues relating to possible to the client business requirements were considered and appropriate choices made given the business objectives and acceptance criteria.
Usability tools	WebSAT - WebMetrics, Max, NetRaker, WebVIP,
Design Principles	Will vary in relation to organisational requirements. Ideally the interface will: • create an intuitive (few directions/ instructions needed) system, • interpret user demands (clicks etc) consistently, • anticipate user error, • focus on content, • provide feedback to users, • distinguish between actions, • allow speed control and be designed for target audience **Supplementary questioning of the candidate may be used during the assessment phase, where necessary, to ensure that all issues relating to the logical progression of information/content were considered and the nature of functions are apparent and appropriate choices made given the business objectives and client requirements and target audience.**
Documentation and Reporting	Audit trails, naming standards, version control, project management templates and report writing styles will vary according to organisational approach. Information gathering processes may have associated templates
OH and S Standards	As per company, statutory and vendor requirements. Ergonomic and environmental factors must be considered during the demonstration of this competency
Administration System	Depending on the size of the project, a system is required to maintain order and manage the amount of information being processed by the project member/s
Consulting techniques	May include: interviews, surveys, chat rooms, focus groups, questionnaire, surveys, soft system methodologies, JAD
Analysis Techniques	May include: gap analysis, urgency and impact, statistical and a range of current requirements gathering methodologies
Quality benchmarks	• AS 2645-1987 Information processing - Documentation symbols and conventions for data, program and system flowcharts, program network charts and systems resources charts, • AS 3876-1991 Information processing - Guidelines for the documentation of computer-based application systems, • AS 3898-1991 Information processing - User documentation and cover information for consumer software packages, • AS/NZS 4598.2:1999 Guide to the development of application software - On-screen documentation. International and Australian Standards are updated and changed on a regular basis. It is therefore important to check the Standards Australia website on a regular basis for new standards http://www.standards.com.au/
Design methods/tools	Will vary from the traditional design development processes with little or no formalisation to a very well structured approach and client requirements ie. style guides etc.

UNIT	ICAITAD051B Develop client user interface

EVIDENCE GUIDE	
Critical aspects of evidence	Assessment must confirm sufficient knowledge of the basic elements of a system and how to produce specifications Assessment must confirm the ability to design user interface which integrates with front-end applications Ideally the interface will: • create an intuitive (few directions/ instructions needed) system, • interpret user demands (clicks etc) consistently, • anticipate user error, • focus on content, • provide feedback to users, • distinguish between actions, • allow speed control and be designed for target audience
Interdependent assessment of units	This unit may be assessed with any of the following: ICAITAD042B, ICAITAD043B, ICAITB059B, ICAITT077B, ICAITB074B, ICAITAD048B, ICAITAD050A, ICAITB059B, ICAITB069A, ICAITT079B. The interdependence of units of competency for assessment will vary with the particular project or scenario.
Underpinning skills and knowledge	**Underpinning knowledge** • Broad knowledge base of current industry accepted hardware and software products with broad knowledge of general features and capabilities, for example when preparing design • Broad knowledge base of current industry accepted user interfaces with broad knowledge of general features and capabilities, for example when preparing design • Detailed knowledge base of GUI, for example when preparing design • Detailed knowledge base of module functionality, for example when preparing design and designing and documenting the system user interface • A broad knowledge base incorporating some theoretical concepts of current industry design principles, for example when preparing design and designing and documenting the system user interface • Detailed knowledge base of front-end systems, for example when designing and documenting the system user interface • A broad knowledge base of ergonomics, for example when preparing design and designing and documenting the system user interface	**Underpinning skills** • Problem solving skills for a defined range of predictable problems, for example when environment to be used for system is considered and the impact that may place on user interface design is considered, eg. Windows based, Web based, specialised equipment like ATMs, etc • Plain English literacy and communication skills in relation to analysis, evaluation and presentation of information, for example when approval for the proposed interfaces to be used is obtained from the client • Report writing skills for business requiring depth in analysis and evaluation of information in a defined range of areas, for example when approval for the proposed interfaces to be used is obtained from the client • Group facilitation and presentation skills in relation to transferring and collecting information and gaining consensus on concepts, for example when requirements and other documentation are reviewed to identify processes involving the interaction of the user with the application

UNIT	ICAITAD051B Develop client user interface

Resources   To demonstrate this unit of competence the candidate will require access to usability tools and documents detailing:

- Design specifications,

- Organisational standards for documentation and version control,

- Project management process and hierarchy,

- Usability test plan,

- Agreed usability metrics.

Questions related to the performance criteria and directed to the candidate, peers and business client will assist in assessing competence. Observation of skills may assist in the collection of evidence

Consistency   Competence in this unit needs to be assessed using formative assessment to ensure consistency of performance in a range of contexts

Simulated activities must closely reflect the workplace and may need to take place over a period of time to allow the candidate to address the design requirements and prototyping aspects of this unit.

Context   **Assessment of this unit of competence will usually include observation of real or simulated work processes and procedures; quality projects, questioning on underpinning knowledge and skills. The questioning of team members will provide valuable input to the assessment.**

This competency can be assessed in the workplace or in a simulated environment. The purpose of this unit of competence is to define the standard of performance to be achieved in the workplace.

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 requirements 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.

Key Competencies

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. (Mayer definition)

There are seven key competencies that have been formally identified. The Key Competencies are generic in that they apply to work generally, rather than being specific to work in particular occupations or industries.

Collect, Analyse & Organise Info.	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	3	2	2	1	2	2

ICAITB073B   Pilot the developed system

UNIT	ICAITB073B Pilot the developed system

FIELD	Build Information Technology Solutions

DESCRIPTION	This unit describes the competency required to test and evaluate the developed system amongst a subset of clients to gauge reaction and gather feedback. The purpose of a system pilot is to test and evaluate the readiness of the system and organisation to progress to a full implementation of the system. It also marks the commencement of knowledge/skills transfer from the development team to the system users.

RELATED COMPETENCY STANDARDS	The project lifecycle and the IT methodology employed will determine which particular units of competency are relevant to this unit. Some include ICAITT077B, ICAITT083B, ICAITAD041B, ICAITAD042B, ICAITB059B, ICAITAD050A

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for pilot system	1. Executive support for the pilot is confirmed and sponsor/s are reminded of responsibilities 2. Target group for pilot is confirmed 3. Training and user participants exposure to JAD is facilitated 4. Objectives, success criteria and acceptance criteria for pilot project are matched against acceptance criteria 5. Technical and organisational resources required for pilot implementation are identified and secured 6. Project plan for pilot is completed and authorisation obtained from higher authorities
2. Install pilot system	1. Pilot system is installed and configured, according to project plan 2. Technical readiness of system for pilot is validated against project plan 3. Data loadup is completed and verified for accuracy by sponsor/s

RANGE OF VARIABLES	
VARIABLE	SCOPE

The Range of Variables section contextualises the unit of competence and provides a focus for assessment. The information provided is intended to define the scope of assessment and to assist assessors define the performance to be achieved by an individual in the workplace.

Pilot	Details of pilot will vary according to organisational requirements and nature of system. All system pilots will • take an iterative approach; and • involve users in the process

UNIT	ICAITB073B Pilot the developed system

Next step/s	Could include but are not restricted to: • return to development team or supplier for modification, • proceed to next phase in master development plan, • reconsider business needs and expectations, • determining where design/build stops and implementation begins.
Organisational resources	Will vary, subject to nature of pilot. Staffing resources would be expected from user community, technical operations/support, technical development, supplier, project manager and executive sponsor. Financial resources will need to be secured to fund the pilot. • Systems developers/ IT technicians; • representative experts from relevant business areas (eg functional managers or operational staff); • representative users; and • personnel with an understanding of corporate governance (eg legal, audit and data security specialists). Supplementary questioning may be used during the summative assessment phase, where necessary, to gauge whether issues related to working with and monitoring the above group were considered and appropriate decisions about gathering feedback were made.
Master Development Plan	Details will vary across organisations and projects. In essence, this is the master plan covering the overall development of the system - this pilot is a phase within the master plan.
Technical Support	The nature of technical support will vary according to the project. It is anticipated that the development and/or supplier personnel will be available and provide technical knowledge and skills to facilitate the implementation of the pilot and to facilitate the knowledge transfer to first line support and users.
Documentation and Reporting	Audit trails, naming standards, version control, project management templates and report writing styles will vary according to organisational approach. Information gathering processes may have associated templates
Organisational Procedures	As per project requirements. It would be expected that technical and user procedures would be defined and documented.
Project Plan	Written agreement which defines a number of project variables including parties and their responsibilities, project scope, project objectives, schedule, project budget etc.
Client User	May be a department within an organisation, a business requiring an e-commerce solution or a third party and so the relationship and ease of access will vary. Supplementary questioning of the client may be used during the assessment phase, where necessary, to ensure that all issues relating to the client users understanding the system and using it as it is intended to be used have been resolved.
Training	Training in this context refers to the candidate ensuring that training for users is available and does not mean that training needs to be delivered by the candidate

UNIT	ICAITB073B Pilot the developed system

EVIDENCE GUIDE

Critical aspects of evidence	Assessment must confirm the ability to plan and evaluate the pilot and to transfer knowledge to users and front line support personnel.
	The candidate will need to consider:
	• system functionality (does the system do what it is required to do?);
	• if necessary, system integration (how well do the different components work together?);
	• user interfaces (are menus, forms and templates understandable and usable?);
	• validation of inputs and outputs (does the system produce or allow the entry of erroneous data?);
	• system response and recovery times (how quickly does the system perform tasks; how long does it take to recover from crashes or interrupts?); and
	• whether the system meets the acceptance criteria.
Interdependent assessment of units	This unit may be assessed with any of the following: ICAITT077B, ICAITT083B, ICAITAD041B, ICAITAD042B, ICAITB059B, ICAITAD050A. The interdependence of units of competency for assessment will vary with the particular project or scenario

Underpinning skills and knowledge	**Underpinning knowledge**	**Underpinning skills**
	• A broad knowledge base incorporating current industry accepted system piloting methodologies with knowledge of general features and capabilities	• Problem solving skills for a defined range of unpredictable problems involving participation in the development of strategic initiatives, for example when technical and organisational resources required for pilot implementation are identified and secured
	• A broad knowledge base incorporating some theoretical concepts of current industry system development and design methodologies, for example when preparing for pilot	• Plain English literacy and communication skills in relation to analysis, evaluation and presentation of information, for example when training and user participants' exposure to JAD is facilitated
	• A broad knowledge base incorporating current industry accepted hardware and software products with broad knowledge of general features and capabilities and detailed knowledge in some areas, for example when installing pilot system	• Teamwork skills involve the contribution to solutions and goals of a non-routine or contingency nature, for example when pilot system is installed and configured, according to project plan
	• Overall project objectives and client requirements, for example when preparing for pilot	• Group facilitation and presentation skills in relation to transferring and collecting information and gaining consensus on concepts, for example when training and user participants' exposure to JAD is facilitated
	• Broad general knowledge of the client business domain	
	• Broad knowledge base incorporating theoretical concepts of three or more current industry information gathering methodologies, for example when preparing for pilot	• Project planning skills in relation to scope, time, cost, quality, communications and risk management, for example when project plan for pilot is completed and authorisation obtained from higher authorities
	• Broad knowledge base of the role of stakeholders and the degree of stakeholder involvement	• Research skills for identifying, analysing and evaluating broad features of a particular business domain and best practice in system piloting, for example when technical and organisational resources required for pilot implementation are identified and secured
	• Detailed knowledge of the system current functionality, for example when installing pilot system	
	• Broad knowledge base of quality assurance practices	

UNIT	ICAITB073B Pilot the developed system

Resources

During the pilot, the candidate will need to document any changes to the design or the requirements, indicating clearly reasons for the change.

To demonstrate this unit of competence the candidate will require access to:

- the acceptance criteria
- the pilot plan

Assessment of this competency requires access to:

- a pilot system,
- project plan,
- technical materials and people to be involved in the pilot.

Consistency

Competence in this unit needs to be assessed using formative assessment to ensure consistency of performance in a range of contexts

Simulated activities must closely reflect the workplace and may need to take place over a period of time to allow the candidate to address the pilot implementation, configuration and data uploading aspects of this unit.

Context

Assessment of this unit of competence will usually include observation of real or simulated work processes and procedures; quality projects, questioning on underpinning knowledge and skills. The questioning of team members will provide valuable input to the assessment.

This competency can be assessed in the workplace or in a simulated environment. The purpose of this unit of competence is to define the standard of performance to be achieved in the workplace.

Breath, depth and complexity involving analysis, diagnosis, design, planning, execution and evaluation across a broad 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.

An individual demonstrating these competencies would be able 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;
- demonstrate a command of wide ranging, highly specialised technical, creative or conceptual skills
- generate ideas through the analysis of information and concepts at an abstract level;
- demonstrate accountability for personal outputs within broad parameters; and
- demonstrate accountability for group outcomes within broad parameters.

UNIT	ICAITB073B Pilot the developed system

Key Competencies

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. (Mayer definition)

There are seven key competencies that have been formally identified. The Key Competencies are generic in that they apply to work generally, rather than being specific to work in particular occupations or industries.

Collect, Analyse & Organise Info.	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	2	2	2	2

ICAITB074B   Monitor the system pilot

UNIT	ICAITB074B Monitor the system pilot

FIELD	Build Information Technology Solutions

DESCRIPTION	This unit describes the competency required to evaluate the performance of the developed system amongst a subset of clients

RELATED COMPETENCY STANDARDS	The project lifecycle and the IT methodology employed will determine which particular units of competency are relevant to this unit. Some include ICAITT077B, ICAITT083B, ICAITAD041B, ICAITAD042B, ICAITB059B, ICAITAD050A

ELEMENT	PERFORMANCE CRITERIA
1. Monitor implementation of pilot system	1. Organisational procedures used for the pilot are documented in clear and coherent language 2. Functionality and integrity of system is tested by client user groups and all findings documented 3. Appropriate technical support for the pilot is provided in a timely manner 4. On-going operation of pilot is reviewed according to pilot project plan
2. Evaluate pilot system	1. Pilot objectives and success criteria are formally reviewed against pilot operation 2. Client user and executive feedback on pilot are reviewed against acceptance criteria 3. Areas of success and improvement are identified and prioritised 4. Impact on master development plan and schedule is assessed against pilot outcomes

RANGE OF VARIABLES

VARIABLE	SCOPE

The Range of Variables section contextualises the unit of competence and provides a focus for assessment. The information provided is intended to define the scope of assessment and to assist assessors define the performance to be achieved by an individual in the workplace.

Pilot   Details of pilot will vary according to organisational requirements and nature of system. All system pilots will

- take an iterative approach; and
- involve users in the process.

UNIT	ICAITB074B Monitor the system pilot

Next step/s	Could include but are not restricted to: • return to development team or supplier for modification, • proceed to next phase in master development plan, • reconsider business needs and expectations, • determining where design/build stops and implementation begins.
Organisational resources	Will vary, subject to nature of pilot. Staffing resources would be expected from user community, technical operations/support, technical development, supplier, project manager and executive sponsor. Financial resources will need to be secured to fund the pilot. • Systems developers/ IT technicians; • representative experts from relevant business areas (eg functional managers or operational staff); • representative users; and • personnel with an understanding of corporate governance (eg legal, audit and data security specialists). Supplementary questioning may be used during the summative assessment phase, where necessary, to gauge whether issues related to working with and monitoring the above group were considered and appropriate decisions about gathering feedback were made.
Master Development Plan	Details will vary across organisations and projects. In essence, this is the master plan covering the overall development of the system - this pilot is a phase within the master plan.
Technical Support	The nature of technical support will vary according to the project. It is anticipated that the development and/or supplier personnel will be available and provide technical knowledge and skills to facilitate the implementation of the pilot and to facilitate the knowledge transfer to first line support and users.
Documentation and Reporting	Audit trails, naming standards, version control, project management templates and report writing styles will vary according to organisational approach. Information gathering processes may have associated templates
Organisational Procedures	As per project requirements. It would be expected that technical and user procedures would be defined and documented.
Project Plan	Written agreement which defines a number of project variables including parties and their responsibilities, project scope, project objectives, schedule, project budget etc.
Client User	May be a department within an organisation, a business requiring an e-commerce solution or a third party and so the relationship and ease of access will vary. Supplementary questioning of the client may be used during the assessment phase, where necessary, to ensure that all issues relating to the client users understanding the system and using it as it is intended to be used have been resolved.
Training	Training is this context refers to the candidate ensuring that training for users is available and does not mean that training needs to be delivered by the candidate

UNIT	ICAITB074B Monitor the system pilot

	EVIDENCE GUIDE

Critical aspects of evidence	Assessment must confirm the ability to observe and evaluate the pilot by monitoring performance and analysing performance issues from a systems and a client user perspective
	The candidate will need to consider:
	• system functionality (does the system do what it is required to do?);
	• if necessary, system integration (how well do the different components work together?);
	• user interfaces (are menus, forms and templates understandable and usable?);
	• validation of inputs and outputs (does the system produce or allow the entry of erroneous data?);
	• system response and recovery times (how quickly does the system perform tasks; how long does it take to recover from crashes or interrupts?); and
	• whether the system meets the acceptance criteria.
Interdependent assessment of units	This unit may be assessed with any of the following: ICAITT077B, ICAITT083B, ICAITAD041B, ICAITAD042B, ICAITB059B, ICAITAD050A. The interdependence of units of competency for assessment will vary with the particular project or scenario
Underpinning skills and knowledge	**Underpinning knowledge**

Underpinning knowledge	**Underpinning skills**
• A broad knowledge base incorporating current industry accepted system piloting methodologies with knowledge of general features and capabilities, for example when evaluating pilot	• Problem solving skills for a defined range of unpredictable problems involving participation in the development of strategic initiatives, for example when appropriate technical support for the pilot is provided in a timely manner
• A broad knowledge base incorporating some theoretical concepts of current industry system development and design methodologies	• Plain English literacy and communication skills in relation to analysis, evaluation and presentation of information, for example when functionality and integrity of system is tested by client user groups and all findings documented
• A broad knowledge base incorporating current industry accepted hardware and software products with broad knowledge of general features and capabilities and detailed knowledge in some areas	• Teamwork skills involve the contribution to solutions and goals of a non-routine or contingency nature, for example when client user and executive feedback on pilot are reviewed against acceptance criteria
• Overall project objectives and client requirements, for example when monitoring implementation of pilot	• Group facilitation and presentation skills in relation to transferring and collecting information and gaining consensus on concepts
• Broad general knowledge of the client business domain, for example when evaluating pilot	• Project planning skills in relation to scope, time, cost, quality, communications and risk management, for example when on-going operation of pilot is reviewed according to pilot project plan
• Broad knowledge base incorporating theoretical concepts of three or more current industry information gathering methodologies	• Research skills for identifying, analysing and evaluating broad features of a particular business domain and best practice in system piloting, for example when organisational procedures used for the pilot are documented in clear and coherent language
• Broad knowledge base of the role of stakeholders and the degree of stakeholder involvement, for example when monitoring implementation of pilot	
• Detailed knowledge of the system current functionality	
• Broad knowledge base of quality assurance practices	

UNIT	ICAITB074B Monitor the system pilot

Resources

Assessment of this competency requires access to a pilot system, project plan, technical materials and people to be involved in the pilot. Questions may be directed to peers and supervisors for obtaining information on the extent and quality of the contribution made.

During the pilot, the candidate will need to document any changes to the design or the requirements, indicating clearly reasons for the change.

To demonstrate this unit of competence the candidate will require access to:

- the acceptance criteria
- the pilot plan

Consistency

Competence in this unit needs to be assessed using formative assessment to ensure consistency of performance in a range of contexts

Simulated activities must closely reflect the workplace and may need to take place over a period of time to allow the candidate to address the ongoing implementation and monitoring aspects of this unit.

Context

Assessment of this unit of competence will usually include observation of real or simulated work processes and procedures; quality projects, questioning on underpinning knowledge and skills. The questioning of team members will provide valuable input to the assessment.

This competency can be assessed in the workplace or in a simulated environment. The purpose of this unit of competence is to define the standard of performance to be achieved in the workplace.

Breath, depth and complexity involving analysis, diagnosis, design, planning, execution and evaluation across a broad 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.

An individual demonstrating these competencies would be able 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;
- demonstrate a command of wide ranging, highly specialised technical, creative or conceptual skills
- generate ideas through the analysis of information and concepts at an abstract level;
- demonstrate accountability for personal outputs within broad parameters; and
- demonstrate accountability for group outcomes within broad parameters.

Key Competencies

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. (Mayer definition)

There are seven key competencies that have been formally identified. The Key Competencies are generic in that they apply to work generally, rather than being specific to work in particular occupations or industries.

Collect, Analyse & Organise Info.	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	2	3	2	2	3	2

ICAITAD156A Review and plan for risk to e-commerce solution providers

UNIT	ICAITAD156A Review and plan for risk to e-business solution providers

FIELD	**Analyse and Design**

DESCRIPTION	This unit defines the competency required to identify and plan for the financial and technological risks facing e-business solution providers adopting new technologies.

RELATED COMPETENCY STANDARDS	The project lifecycle and the IT methodology employed will determine which particular units of competency are relevant to this unit, some include the Project Management, Implementation, Support, the teamwork functional areas and documentation.

ELEMENT	PERFORMANCE CRITERIA
1. Establish the risk context	1. Organisational and technical environment are defined and documented 2. Risk boundaries are established and documented based on the proposed e-business solution 3. Generic risk is identified and insured against. This may involve transferring risk to external technicians or ensuring that indemnity insurance is valid as appropriate to the situation 4. Unacceptable risk consequences are established, based on business critical functions
2. Identify risk factors	1. Project risks, driven by scale, importance, complexity and time are identified and documented 2. Technological risks based on proposed e-business solution are identified 3. Business impact of change is identified and documented based on the current business environment
3. Conduct risk analysis	1. Possible causes of risk are identified based on both internal and external business and technology factors 2. The likelihood of the risk is determined against possible phased project rollout 3. The impact of the risk is identified and documented
4. Evaluate risk factors	1. Risk factors are ranked and documented according to impact and likelihood 2. Level of risk acceptability is determined and documented 3. Risk profile is developed and documented to identify prevalent risks that must be managed 4. Risks are documented against management treatment according to business processes
5. Develop and implement risk management plans	1. Plans to treat each risk factor according to its classification in 4.4 and priority documented in 4.1 are developed 2. Measurable benchmarks to track the treatment of risk are developed and documented, eg number of files unable to be read after migration to new system 3. Risk management intervention points according benchmarked performance tolerances are identified and documented

	4.	Risk contingency plans to provide redundancy to mitigate unacceptable risks are developed based on business critical functions
	5.	Risk factors to avoid risk being amplified throughout a system are compartmentalised, this can be achieved by phased implementation, piloting etc.
	6.	Each plan is implemented and risk management awareness training is conducted
	7.	Risk warning feedback channels to warn of unforeseen risk are established
6. Monitor, update and report risk profile	1.	Routine regular risk updates are conducted to add new risks and remove old risks
	2.	Pre-programmed risk reviews are conducted at major project milestones
	3.	Feedback channels are established to provide warning of potential new risks

RANGE OF VARIABLES

VARIABLE	SCOPE

The Range of Variables section contextualises the unit of competence and provides a focus for assessment. The information provided is intended to define the scope of assessment and to assist assessors define the performance to be achieved by an individual in the workplace.

Documentation	Design specification documentation that has detailed the purpose, strategy and maintenance of the web has been provided to candidates. Analysis has been completed to ensure that the candidate understands the potential risk faced by the solution providers.
Effective management procedures	Effective management procedures include preventative considerations such as establishing warning systems and conducting risk awareness training and establishing an on going process, which includes regular or programmed reviews to the risk profile.
Unacceptable risk exposure	Eg no exposure to a risk that might cause a breakdown in the main server is acceptable.
Technological risk	These relate to whether the technology is proven or emerging, if technology is customised or off the shelf, whether data conversion and transfer is simple or complex, whether a single technology is applied or multiple technologies are integrated
Typical business risks	Typical business risks relate to how important the processes affected by change are to the business or customer, whether processes or technology will change, whether other projects or technologies are affected, whether structural changes are caused by new technology and whether third party businesses – such as suppliers or contractors – are affected by the new technology.
Risk management factors	These include, likelihood reduction to minimise frequency of risk, consequence reduction to limit the impact of risk, risk avoidance by not proceeding or adopting an alternate technological solution, transfer risk to another party such as a supplier, and accept risk where the consequences are limited and the cost of mitigation high.
Intervention points	eg if 10 % of files are unable to be read after migration of 25 % of files to the new system the migration is to stop.
Contingency options	For example use copied files to transfer to new technology ensuring that the old technology remains on line until the new system is developed and proven.
Routine risk updates	eg once a part of a system has been migrated migration ceases being a risk but implementation becomes a new risk
Hardware	Can include IT equipment of all types; • Work stations, PCs • Networks • Remote sites • Servers • And updates or replacements to any of the equipment types
Operating System	Win 95/98/2000, Sun Solaris/SunOS, HP-UX, AIX, Digital Unix, Silicon Graphics IRIX, DOS, DEC, VMS, Mac OSX, Linux, Netware and updates and replacements or to any of the above
E-commerce models	Includes any kind of business-related transaction conducted with the assistance of electronic tools across and within organisations or with individual customers. May include Brochure Site, Customer Service Site, Real Time

	Site, Quote Aggregator, Insurance Mall, Direct Channel, Virtual Carrier, Quote Mall, Agent Mall, Consumer Auction, Carrier Auction, Time Limited Information, Investor Relations, Technical Support, Pre Sales Support and Corporate Awareness, Proprietary Standard Promotion. E-commerce models are changing all the time and the above are just an example of possible models
E-Business	Encompasses how organisations structure themselves and capture information, manage their workers, relate and partner with other organisations and groups to achieve effective functioning, efficient operations and cultural shifts
Knowledge Economy	Involves all individuals participating on-line for professional or personal research and learning, communicating with friends or associates and the pursuit of leisure activities. The knowledge economy is broader than on-line participation and includes knowledge workers and organisations and recognises the value of life long learning and the need to capture knowledge within organisations to ensure effective functioning.
Risk management tools and techniques	Risk management tools and techniques may involve: calling upon personal experience and/or subject matter experts; conducting or directing qualitative and/or quantitative risk analysis, such as schedule simulation, decision analysis, contingency planning, alternative strategy development; collating and using the products of specialist risk analysis to make project-wide risk management decisions; assessing and reporting the potential impact of project risk on the organisation
Risk management plans	Risk management plans may include: potential risk events, preferred and alternative risk management strategies and actions, formal arrangements, responsibility assignment, contingency plans and assigned risk responsibilities.

EVIDENCE GUIDE

Critical aspects of evidence	Assessment must confirm the ability to develop procedures that identify where risk occurs and what measures need to be taken to treat the risk.
	Risk management must include managing those factors that may have an adverse effect on an external party such as an e-business web site user or supplier.
	Consequently risk management may need to be a collaborative process that involves users and other members of a businesses e-supply chain.
Interdependent assessment of units	The interdependence of units of competency for assessment will vary with the particular project or scenario. This unit has importance to a range of IT services and should therefore be assessed in a holistic manner with the technical/ support units.

Underpinning skills and knowledge

Underpinning knowledge:

- Technology updating guidelines
- Business process design; maintaining and administering a site; understanding how e-business sites fit into corporate strategy
- Policy writing and dissemination
- Documenting technical specifications
- Understanding the business supply chain
- Understanding user analysis and the CRM
- Copy write and intellectual property
- National Privacy Principle Guidelines (to be published in October 2001)
- The Commonwealth Privacy Act 1988 as amended by the Privacy Amendment (Private Sector) Act 2000.
- The National Privacy Principles
- Australian Computer Society Code Of Ethics

Underpinning skills:

- File transfer
- Technology transfer
- Information architecture
- Use site design software and hardware
- Project management

Resources

This competency can be assessed in the workplace or in a simulated environment. Assessment of this unit of competence will usually include observation of real or simulated work processes and procedures, quality projects, questioning on underpinning knowledge and skills

To demonstrate competence in this unit the candidate will need access to some of the equipment identified below:

- Webservers
- E-business website

- Site server

- Site servers software

- Analysis software

- Requirements documentation

- Customer Relationship Model

- User analysis

- Updated or new technology to be applied to any of the above

Questions related to the performance criteria and directed to the candidate, peers and business client will assist in assessing competence. Observation of skills may assist in the collection of evidence.

Consistency	Competence in this unit needs to be assessed using formative assessment to ensure consistency of performance in a range of contexts
	Simulated activities must closely reflect the workplace and may need to take place over a period of time to allow the candidate to fully demonstrate competence in all facets of managing risk. Candidates must be able to manage the risks involved in changing software, hardware and technical processes and procedures.
Context	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.

An individual demonstrating these competencies would be able 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;

- and take limited responsibility for the achievement of group outcomes.

Key Competencies						
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. (Mayer definition)						
There are seven key competencies that have been formally identified. The Key Competencies are generic in that they apply to work generally, rather than being specific to work in particular occupations or industries.						
Collect, Analyse & Organise Info.	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	3	3	3	3

ICAITAD148A Identify new technology models for e-business

UNIT	ICAITAD148A Identify new technology models for e-business

FIELD	**Analyse and design**

DESCRIPTION	This unit defines the competency required to identify new approaches to using technology or new technology to enable efficient models of e-business.

RELATED COMPETENCY STANDARDS	The project lifecycle and the IT methodology employed will determine which particular units of competency are relevant to this unit, some include the Project Management, Implementation, Support, the teamwork functional areas and documentation.

ELEMENT	PERFORMANCE CRITERIA
1. Identify processes to be improved by the application of a new model	1. Existing process flow is mapped, documented and benchmarked against relevant performance standards, including competitors and best practice organisations, in order to identify areas that may need improvement.
	2. Document results to clearly outline emerging models and processes.
	3. Changes in the technological, customer and supply chain environment are identified and documented in order to determine changes that will necessitate an improvement within the business's existing model.
	4. Environmental scanning is conducted to identify where technology is being applied to deliver improved effectiveness, efficiency or competitiveness that consequently establishes new expectations and performance benchmarks amongst customers, in the supply chain or internally by the business's stakeholders.
	5. Changing customer expectations are identified and documented.
	6. Expectations at every stage in the transaction process are identified.
2. Identify existing models	1. Existing e-business models in use by the business are detailed
	2. Existing e-business models in use in other similar businesses are identified. This may include scanning for sectoral, occupational geographic and structural similarities.
	3. E-business models in use and development in other industry sectors are identified and examined for relevance.
	4. Existing models in other parts of the businesses supply chain are mapped.
3. Identify new e-business models for business opportunities	1. Business to business e-business models focused on deriving efficiencies in the supply chain to reduce production cost are identified
	2. Business to business or business to customer models focused on better serving customers or businesses further down the supply and or value chain to improve value adding are explored
	3. Business to business or business to customer models focussed on developing new channels to international customers to improve international or domestic competitiveness are identified
	4. Business to business or business to customer model focussed on improving the relationship with existing and potential customers in order to compete against new international competition to improved international competitiveness are researched
	5. Business to business or business to customer model focussed on changing service or

			product offering to better meet market expectations and introduce new products are explored
4.	Process improvement is selected and matched to appropriate e-business model	1.	Business to business model focussed on better integrating existing business processes in the supply and or value chains to create new or improved business processes is identified
		2.	Key areas of improvement such as, simplifying processes, improving tracking and benchmarking, shortening time cycles, improving staff productivity or competitiveness, accelerating feedback and better matching technology to processes are identified
		3.	Business to business or business to customer models focused on building relationships with new customers and protecting relationships with existing customers by developing new or improved channels and value in the market offering improved customer relationships are documented
5.	Select the appropriate model	1.	A model or models that improve the process to be addressed is selected and documented.
		2.	Performance benchmarks are developed to measure different approach thereby providing empirical decision support.
		3.	Modelling of the new process and/ or e-business model is conducted and documented.
		4.	Collaboration with other businesses, especially within the supply chain, is considered and where appropriate modelling is extended to their organisation.
		5.	Market research or testing is conducted where appropriate.
6.	Document and sign off the proposal	1.	The model proposal is documented according to the business requirements.
		2.	Performance benchmarks are developed for the new model based on business requirements.
		3.	Decision and benchmarks are signed off as accepted by the business.

RANGE OF VARIABLES

VARIABLE	SCOPE

The Range of Variables section contextualises the unit of competence and provides a focus for assessment. The information provided is intended to define the scope of assessment and to assist assessors define the performance to be achieved by an individual in the workplace.

Process improvements	• Reduce production cost • Improve value adding • Improved international or domestic competitiveness • Improved international competitiveness • New products • New or improved business processes • Improve customer relationships
Software	All software required to measure existing performance, determine future performance and to model proposals is available. This may include a variety of commercially available or specifically produced software
Products and Equipment	May include a wide range of hardware including but not limited to routers, bridges, servers, PCs, drives, switches, printers, hubs, modems, personal organisers, firewalls, peripherals etc May include a wide range of software including but not limited to network operating systems, payment software, PC operating systems, database software, encryption protocols, accounting software, web browser software, website building software, spreadsheet software etc
Hardware	Can include IT equipment of all types; • Work stations, PCs • Networks • Remote sites • Servers

E-commerce models	Includes any kind of business-related transaction conducted with the assistance of electronic tools across and within organisations or with individual customers. May include Brochure Site, Customer Service Site, Real Time Site, Quote Aggregator, Insurance Mall, Direct Channel, Virtual Carrier, Quote Mall, Agent Mall, Consumer Auction, Carrier Auction, Time Limited Information, Investor Relations, Technical Support, Pre Sales Support and Corporate Awareness, Proprietary Standard Promotion. E-commerce models are changing all the time and the above are just an example of possible models
E-Business	Encompasses how organisations structure themselves and capture information, manage their workers, relate and partner with other organisations and groups to achieve effective functioning, efficient operations and cultural shifts
Knowledge Economy	Involves all individuals participating on-line for professional or personal research and learning, communicating with friends or associates and the pursuit of leisure activities. The knowledge economy is broader than on-line participation and includes knowledge workers and organisations and recognises the value of life long learning and the need to capture knowledge within organisations to ensure effective functioning.
Operating system	Win 95/98/2000, Sun Solaris/SunOS, HP-UX, AIX, Digital Unix, Silicon Graphics IRIX, DOS, DEC, VMS, Mac OSX, Linux, Netware
Small business	In a small business, there may not be e-business developers or separate clients and so the identification of new e-business models will be based on overall business needs and maybe identified by one individual or in conjunction with hired in expertise. Procedures for business sign off will vary

EVIDENCE GUIDE

Critical aspects of evidence	Assessment must confirm the ability to identify new approaches to using technology or new technology to enable efficient models of e-business Candidates must be able determine the appropriate focus of the selected e-business model in order to achieve the desired performance improvement.
Interdependent assessment of units	The interdependence of units of competency for assessment will vary with the particular project or scenario. This unit has importance to a range of IT services and should therefore be assessed in a holistic manner with the technical/ support units.
Underpinning skills and knowledge	**Underpinning knowledge:** • Website architecture • Technical environment characteristics • Read and interpret design specifications • Environmental scanning • Determining the impact of technological change • Business process design • Benchmark selection and development • Modelling • Value and supply chain management • Business to business and business to customer interface and liaison • Copy write and intellectual property • National Privacy Principle Guidelines (to be published in October 2001) • The Commonwealth Privacy Act 1988 as amended by the Privacy Amendment (Private Sector) Act 2000. • The National Privacy Principles • Australian Computer Society Code Of Ethics • Electronic Commerce Modelling Language	**Underpinning skills:** • Technical model design • Prototyping • Model evaluation • Documenting benchmarking standards • Using data obtained from modelling to support decision making • Data gathering and analysis techniques
Resources	This competency can be assessed in the workplace or in a simulated environment. Assessment of this unit of competence will usually include observation of real or simulated work processes and procedures, quality projects, questioning on underpinning knowledge and skills

To demonstrate competence in this unit the candidate will need access to:

- E-business websites
- Analysis software
- Modelling software
- Business requirements
- Current industry news, forums, lists, chat rooms etc.
- User analysis
- Supply and value chain analysis

Questions related to the performance criteria and directed to the candidate, peers and business client will assist in assessing competence. Observation of skills may assist in the collection of evidence.

Consistency

Competence in this unit needs to be assessed using formative assessment to ensure consistency of performance in a range of contexts

Simulated activities must closely reflect the workplace and may need to take place over a period of time to allow the candidate to fully demonstrate competence in determining which processes are to have a new e-business model applied to it and identifying a model that will produce business improvements. This competence is supported by the ability to model, conduct environmental scanning and using modelling data to support decision making.

Context

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.

An individual demonstrating these competencies would be able 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;
- and take limited responsibility for the achievement of group outcomes.

Key Competencies						
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. (Mayer definition) There are seven key competencies that have been formally identified. The Key Competencies are generic in that they apply to work generally, rather than being specific to work in particular occupations or industries.						
Collect, Analyse & Organise Info.	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	3	3	3	3

ICAITAD149A Implement quality assurance process for e-commerce solutions

UNIT	ICAITAD149A Implement quality assurance process for e-business solutions

FIELD	**Analyse and Design**

DESCRIPTION	This unit defines the competency required to define and implement the processes and procedures that need to be followed to ensure that there is confidence that an e-business solution achieves quality performance expectations this does not supersede ISO9000 certification.

RELATED COMPETENCY STANDARDS	The project lifecycle and the IT methodology employed will determine which particular units of competency are relevant to this unit, some include the Project Management, Implementation, Support, the teamwork functional areas and documentation.

ELEMENT	PERFORMANCE CRITERIA
1. Plan quality	1. Quality performance expectations are enumerated as a set of measurable benchmarks and agreed by the business.
	2. Standards and guidelines for achieving each benchmark are developed and documented according to business requirements
	3. Key quality responsibilities for meeting the standards and guidelines are allocated according to business procedures
	4. Quality achievement mechanisms to be adopted are communicated to appropriate stakeholders according to communication plan
	5. All of the above is documented into a single project wide quality plan based on business documentation standards
2. Implement quality	1. The plan is disseminated and feedback on the appropriateness of the measures and the understanding of key role players is obtained.
	2. Corrective action that can be taken immediately and at the lowest level are developed, documented and disseminated.
	3. Ensure that allocation of key quality tasks and functions has been effectively conducted.
	4. A quality reporting and monitoring regime is established which clearly articulates what quality measures are to be monitored and reported.
	5. Skills of the staff are checked and documented to ensure that they are able to meet the quality standards required.
3. Control Quality	1. Implement quality performance guidelines, procedures and processes as per the quality plan.
	2. Stakeholder feedback is obtained, including customer satisfaction to monitor implementation
	3. Quality performance is monitored and reported as per the quality plan.
	4. Immediate corrective action is taken where necessary and possible.
	5. When immediate corrective action cannot take place, or problems occur frequently, corrective action is initiated to improve quality.

4. Improve quality	1.	Quality performance results are collected, analysed and measured against benchmarks to determine quality standard.
	2.	Frequency of quality shortfalls are determined in order to identify whether defects are isolated incidents or require a wider analysis to determine corrective action.
	3.	Corrective measures to be taken are determined and responsibility for taking the action is assigned where appropriate.
	4.	Corrective action solutions are implemented and performance is measured.
	5.	Benchmark standards are reviewed and adjusted periodically in order to improve quality performance.
	6.	Quality performance results are documented and disseminated as appropriate.

RANGE OF VARIABLES

VARIABLE	SCOPE
	The Range of Variables section contextualises the unit of competence and provides a focus for assessment. The information provided is intended to define the scope of assessment and to assist assessors define the performance to be achieved by an individual in the workplace.
E-business solutions	A variety of e-business solutions are available. The range of customers and on line processes is documented and disseminated prior to assessment.
Quality reports	Will contain what is to be measured, who is to do the monitoring and reporting, who they are reported to, in what format monitoring and reporting occurs, and how frequently monitoring and reporting activities are to occur
Information	Information to be drawn on may include: organisation policy and guidance; the project management body of knowledge; Australian and international quality standards; legislation affecting quality management; other legislation related to particular occupations and industries; international conventions in project management best practice
Quality Management Systems	Quality Management Systems may be based on ISO 9000 Series or they may be designed to meet the specific needs of the project
Quality Management Plans	Quality Management Plans may include processes, authorisations and responsibilities for quality control, quality assurance, continuous improvement, communications and responsibilities. They may also contain quality policies, critical success factors, measurement criteria, QM documentation requirements, and inspection, audit, report and review procedures.
Documentation Requirements	User and business expectations documentation will need to be made available to candidates. These will vary widely depending on the type of e-business solution being implemented
Hardware	Can include IT equipment of all types: • Work stations, PCs • Networks • Remote sites • Servers
Operating system	Win 95/98/2000, Sun Solaris/SunOS, HP-UX, AIX, Digital Unix, Silicon Graphics IRIX, DOS, DEC, VMS, Mac OSX, Linux, Netware
E-commerce models	Includes any kind of business-related transaction conducted with the assistance of electronic tools across and within organisations or with individual customers. May include Brochure Site, Customer Service Site, Real Time Site, Quote Aggregator, Insurance Mall, Direct Channel, Virtual Carrier, Quote Mall, Agent Mall, Consumer Auction, Carrier Auction, Time Limited Information, Investor Relations, Technical Support, Pre Sales Support and Corporate Awareness, Proprietary Standard Promotion. E-commerce models are changing all the time and the above are just an example of possible models
E-Business	Encompasses how organisations structure themselves and capture information, manage their workers, relate and partner with other organisations and groups to achieve effective functioning, efficient operations and cultural shifts
Knowledge Economy	Involves all individuals participating on-line for professional or personal research and learning, communicating with friends or associates and the pursuit of leisure activities. The knowledge economy is broader than on-line participation and includes knowledge workers and organisations and recognises the value of life long learning and the need to capture knowledge within organisations to ensure effective functioning.
Standards	Standards are being introduced on a regular basis it is worthwhile monitoring the following organisations in relation to XML standards Organization for the Advancement of Structured Information Standards, ISO and IEEE to web-oriented groups like IETF and W3C, IEEE Std. 2001-1999 Web Page Engineering, The Internet

Commerce Standards 1.0

EVIDENCE GUIDE

Critical aspects of evidence	Assessment must confirm the competence to plan and implement appropriate processes and procedures that ensure that quality expectations are met. Standards should be quantitative and applied universally wherever possible. Quality assurance standards should be well documented and disseminated. A quality master plan should be developed as a part of the project management plan.
Interdependent assessment of units	The interdependence of units of competency for assessment will vary with the particular project or scenario. This unit has importance to a range of IT services and should therefore be assessed in a holistic manner with the technical/ support units.

Underpinning skills and knowledge

Underpinning knowledge:	Underpinning skills:
• Website architecture	• Website development
• Website security	• Website analysis
• Work Load Metrics	• Technical test design
• Technical Performance Measurement	• Test implementation
• Business process design	• Test evaluation
• Customer and business liaison	• Evaluation feedback
• Website privacy, accessibility and equity legislation	• Evaluation analysis
• Electronic Commerce Modelling Language	
• Australian Computer Society Code Of Ethics	
• ISO9000 qualifications and accreditation processes	
• Copy write and intellectual property	
• National Privacy Principle Guidelines (to be published in October 2001)	
• The Commonwealth Privacy Act 1988 as amended by the Privacy Amendment (Private Sector) Act 2000.	
• The National Privacy Principles	
• Quality concepts	

Resources	This competency can be assessed in the workplace or in a simulated environment. Assessment of this unit of competence will usually include observation of real or simulated work processes and procedures, quality projects, questioning on underpinning knowledge and skills To demonstrate competence in this unit the candidate will need access to: • Quality guidelines Questions related to the performance criteria and directed to the candidate, peers and business client will assist in assessing competence. Observation of skills may assist in the collection of evidence.
Consistency	Competence in this unit needs to be assessed using formative assessment to ensure consistency of performance in a range of contexts Simulated activities must closely reflect the workplace and may need to take place over a period of time to allow the candidate to fully demonstrate competency in controlling quality by developing and implementing a plan that includes clear procedures for improving the quality standard over time. Continuous improvement is built into the process through regular reviews of standards and analysis of performance results.

UNIT	ICAITAD149A Implement quality assurance process for e-business solutions

Context

Breadth, depth and complexity involving analysis, documentation and design across a broad range of technical and/or managerial functions including identifying the technical and human computer interface requirements, which drive design. 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, evaluation, technical or leadership/guidance and communications functions related to products, services, operations, processes and procedures.

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

An individual demonstrating these competencies would be able to:

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

Key Competencies

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. (Mayer definition)

There are seven key competencies that have been formally identified. The Key Competencies are generic in that they apply to work generally, rather than being specific to work in particular occupations or industries.

Collect, Analyse & Organise Info.	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	3	3	3	3

ICAITAD152A Implement risk management processes

UNIT	ICAITAD152A Implement risk management processes

FIELD	**Analyse and Design**

DESCRIPTION	This unit defines the competency required to implement procedures that provide guidelines to identify, analyse, evaluate, mitigate and monitor risks involved in technological change.

RELATED COMPETENCY STANDARDS	The project lifecycle and the IT methodology employed will determine which particular units of competency are relevant to this unit, some include the Project Management, Implementation, Support, the teamwork functional areas and documentation.

ELEMENT	PERFORMANCE CRITERIA
1. Establish the risk context	1. Organisational and technical environment are defined and documented 2. Risk boundaries are established and documented according to business operating and strategic environment
2. Identify risk factors	1. Project risks, driven by scale, importance, complexity and time are identified and documented according to documentation standards 2. Technological risks are identified and documented according to business strategy. 3. Business impact of change is identified and documented according to current and future business directions.
3. Implement risk management plans	1. Plans for treating each risk factor according to its classification are reviewed and monitored 2. Measurable benchmarks to track the treatment of risk are identified, eg number of files unable to be read after migration to new system are monitored. 3. Risk management intervention points according benchmarked performance tolerances are adhered to. 4. Risk contingency plans that provide redundancy to mitigate unacceptable risks are implemented according to business needs. 5. Phased implementation and piloting are implemented to compartmentalise risk factors
6. Monitor, update and report risk profile	1. Routine regular risk updates to add new risks and remove old risks are conducted, eg once a part of a system has been migrated migration ceases being a risk but implementation becomes a new risk. 2. Pre-programmed risk reviews are conducted at major project milestones 3. Feedback channels are established to provide warning of potential new risks according to business needs

RANGE OF VARIABLES	
VARIABLE	**SCOPE**

The Range of Variables section contextualises the unit of competence and provides a focus for assessment. The information provided is intended to define the scope of assessment and to assist assessors define the performance to be achieved by an individual in the workplace.

Documentation	Design specification documentation that has detailed the purpose, strategy and maintenance of the web has been provided to candidates. User analysis has been provided to ensure that the candidate understands the potential risk faced by users.
Technological risk	These relate to whether the technology is proven or emerging, if technology is customised or off the shelf, whether data conversion and transfer is simple or complex, whether a single technology is applied or multiple technologies are integrated.
	Typical business risks relate to how important the processes affected by change are to the business or customer, whether processes or technology will change, whether other projects or technologies are affected, whether structural changes are caused by new technology and whether third party businesses – such as suppliers or contractors – are affected by the new technology.
Hardware	Can include IT equipment of all types;
	• Work stations, PCs
	• Networks
	• Remote sites
	• Servers
	• And updates or replacements to any of the equipment types
Operating System	Win 95/98/2000, Sun Solaris/SunOS, HP-UX, AIX, Digital Unix, Silicon Graphics IRIX, DOS, DEC, VMS, Mac OSX, Linux, Netware and updates and replacements or to any of the above
Risk contingency plans	For example use copied files to transfer to new technology ensuring that the old technology remains on line until the new system is developed and proven.
E-commerce models	Includes any kind of business-related transaction conducted with the assistance of electronic tools across and within organisations or with individual customers. May include Brochure Site, Customer Service Site, Real Time Site, Quote Aggregator, Insurance Mall, Direct Channel, Virtual Carrier, Quote Mall, Agent Mall, Consumer Auction, Carrier Auction, Time Limited Information, Investor Relations, Technical Support, Pre Sales Support and Corporate Awareness, Proprietary Standard Promotion. E-commerce models are changing all the time and the above are just an example of possible models
E-Business	Encompasses how organisations structure themselves and capture information, manage their workers, relate and partner with other organisations and groups to achieve effective functioning, efficient operations and cultural shifts
Knowledge Economy	Involves all individuals participating on-line for professional or personal research and learning, communicating with friends or associates and the pursuit of leisure activities. The knowledge economy is broader than on-line participation and includes knowledge workers and organisations and recognises the value of life long learning and the need to capture knowledge within organisations to ensure effective functioning.
Risk factors and evaluation	The risk analysis, identification of risk factors and the evaluation of risk factors are not covered in this unit. These areas are covered in the unit of competence: ICAITAD156A Review and plan for risk to e-business solution providers
Risk management tools and techniques	Risk management tools and techniques may involve: calling upon personal experience and/or subject matter experts; conducting or directing qualitative and/or quantitative risk analysis, such as schedule simulation, decision analysis, contingency planning, alternative strategy development; collating and using the products of specialist risk analysis to make project-wide risk management decisions; assessing and reporting the potential impact of project risk on the organisation
Risk management plans	Risk management plans may include: potential risk events, preferred and alternative risk management strategies and actions, formal arrangements, responsibility assignment, contingency plans and assigned risk responsibilities.

EVIDENCE GUIDE	
Critical aspects of evidence	Assessment must confirm the ability to implement procedures that identify where risk occurs and what measures need to be taken to treat the risk. Effective implementation procedures include preventative considerations such as establishing warning systems and establishing an on going process, which includes regular or programmed reviews to the risk profile. Risk management must include managing those factors that may have an adverse effect on an external party such as an e-business web site customer or supplier. Consequently, risk management may need to be a collaborative process that involves users and other members of a businesses e-supply chain.
Interdependent assessment of units	The interdependence of units of competency for assessment will vary with the particular project or scenario. This unit has importance to a range of IT services and should therefore be assessed in a holistic manner with the technical/ support units.
Underpinning skills and knowledge	**Underpinning knowledge:** • Technology updating guidelines • Business process design • Maintaining and administering a site • Understanding how e-business sites fit into corporate strategy • Policy writing and dissemination • Documenting technical specifications • Understanding the business supply chain • Understanding user analysis and the CRM • Copy write and intellectual property • National Privacy Principle Guidelines (to be published in October 2001) • The Commonwealth Privacy Act 1988 as amended by the Privacy Amendment (Private Sector) Act 2000. • The National Privacy Principles • Australian Computer Society Code Of Ethics	**Underpinning skills:** • Capacity planning • Technology transfer • Information architecture • Use site design software and hardware • Project management
Resources	This competency can be assessed in the workplace or in a simulated environment. Assessment of this unit of competence will usually include observation of real or simulated work processes and procedures, quality projects, questioning on underpinning knowledge and skills To demonstrate competence in this unit the candidate will need access to: • Webservers • E-business website • Site server • Site servers software • Analysis software • Requirements documentation • The risk management plan • User analysis • Updated or new technology to be applied to any of the above Questions related to the performance criteria and directed to the candidate, peers and business client will assist in assessing competence. Observation of skills may assist in the collection of evidence.
Consistency	Competence in this unit needs to be assessed using formative assessment to ensure consistency of performance in a range of contexts Simulated activities must closely reflect the workplace and may need to take place over a period of time to

allow the candidate to fully demonstrate competence in all facets of managing risk. Candidates must be able to manage the risks involved in changing software, hardware and technical processes and procedures.

Context

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 requirements 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.

An individual demonstrating these competencies would be able 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 ones own outputs in relation to specified quality standards;

- and take limited responsibility for the quantity and quality of the output of others.

Key Competencies						
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. (Mayer definition)						
There are seven key competencies that have been formally identified. The Key Competencies are generic in that they apply to work generally, rather than being specific to work in particular occupations or industries.						
Collect, Analyse & Organise Info.	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	3	3	3	3

ICAITS203A   Choose a web hosting service

UNIT	ICAITS203A Choose a web hosting service

FIELD	**Support**

DESCRIPTION	This unit defines the competency required to evaluate and then choose the best hosting service for the current and future business needs

RELATED COMPETENCY STANDARDS	The project lifecycle and the IT methodology employed will determine which particular units of competency are relevant to this unit, some include the Project Management, Implementation, Support, the teamwork functional areas and documentation.

ELEMENT	PERFORMANCE CRITERIA
1. Determine adequate speed and robustness of internet connection	1. Web hosting service has several links to backbone networks and are physically redundant 2. Web hosting services has plenty of pipe capacity to cover partial outages 3. The tier level of web hosting service is considered against criticality of 7 by 24
2. Ensure guarantee of permanent on-line presence	1. Web hosting service has systems in place to monitor server performance and availability 2. Escalation procedures and performance standards are negotiated and clearly articulated 3. Security and backup procedures are articulated and meet business needs
3. Web host meets technical requirements	1. Operating system supports the preferred business development software, applications, extensions and databases 2. Web host servers support dynamic websites using the preferred business technologies 3. Web host provides current and future disk space requirements 4. Site analysis reports are available and flexible enough to meet business needs 5. Security systems and payment technologies meet business and customers expectations and requirements
4. Web host service meets business requirements	1. Pricing plans for web hosting, data transfer, level of service and functionality meet business needs 2. Email and mailing list services are flexible enough to meet current and future business needs 3. Additional design development services are available if required by the business 4. Support services standards meet the needs of the business

UNIT	
	ICAITS203A Choose a web hosting service

RANGE OF VARIABLES	
VARIABLE	**SCOPE**

The Range of Variables section contextualises the unit of competence and provides a focus for assessment. The information provided is intended to define the scope of assessment and to assist assessors define the performance to be achieved by an individual in the workplace.

Backbone Networks	Backbone means the high-traffic-density connectivity portion of any communications network. Backbone networks include Telstra, Optus, OzEmail, AAPT
Servers	Servers depending on size and functionality may include:
	• BEA Weblogic Servers,
	• Apache HTTP Server,
	• IBM VisualAge and WebSphere,
	• Microsoft-Internet-Information-Server, Microsoft-IIS, Microsoft-IIS-W, Microsoft-PWS-95, & Microsoft-PWS
	• Windows 2000 Server,
	• NetDynamics,
	• Lotus Domino
	• Netscape Enterprise Server, Netscape-FastTrack, Netscape-Commerce
	• Sun Micro Systems iPlanet Web Server,
	• iPlanet-Enterprise
	• Sun Micro Systems Java Web Server
	• Email Servers;
	• FTP Servers
Operating systems	Solaris
	NT
	FreeBSD
	Linux
	Windows 2000
	HP Unix
	AIX
	AS400
	OS/2
	CompacTru64
	Netware
	IRIX
Databases	• may include but are not limited to
	• Oracle,
	• Sybase,
	• Microsoft SQL Server,
	• Ingres,
	• DB2,
	• Informix
Scripting	Pearl, VBscript, Javascript
Security technologies	Secure Socket Layer (SSL), PKI, Payment Gateways

UNIT	ICAITS203A Choose a web hosting service

Website analysis tools	Log file analysis tools for example, Hitlist, cjlstat and wwwstat
	Dynamic analysis tools for example, Aria and Insight
	Advertising analysis tools for example, NetGravity and Accipiter
	Website analysis tools should be able to provide; realtime report access, datadrill down, flexible formats, scalability and ease of use. Eventually data synthesis will be able available
Basic E-business software packages	E-Merchant, INETstore, Intershop, Store Creator
E-commerce models	Includes any kind of business-related transaction conducted with the assistance of electronic tools across and within organisations or with individual customers. May include Brochure Site, Customer Service Site, Real Time Site, Quote Aggregator, Insurance Mall, Direct Channel, Virtual Carrier, Quote Mall, Agent Mall, Consumer Auction, Carrier Auction, Time Limited Information, Investor Relations, Technical Support, Pre Sales Support and Corporate Awareness, Proprietary Standard Promotion. E-commerce models are changing all the time and the above are just an example of possible models
E-Business	Encompasses how organisations structure themselves and capture information, manage their workers, relate and partner with other organisations and groups to achieve effective functioning, efficient operations and cultural shifts
Knowledge Economy	Involves all individuals participating on-line for professional or personal research and learning, communicating with friends or associates and the pursuit of leisure activities. The knowledge economy is broader than on-line participation and includes knowledge workers and organisations and recognises the value of life long learning and the need to capture knowledge within organisations to ensure effective functioning.
Hosting Plans	Hosting plans offer many different options: various amounts of disk storage for your site, and extra features such as CGI access, scripts, POP accounts, dedicated servers, E-Business hosting, co-location of servers

EVIDENCE GUIDE

| **Critical aspects of evidence** | Assessment must confirm the ability to choose a web hosting service that meets the current and future needs of the business |
| **Interdependent assessment of units** | The interdependence of units of competency for assessment will vary with the particular project or scenario. This unit has importance to a range of IT services and should therefore be assessed in a holistic manner with the technical/ support units. |

Underpinning skills and knowledge

Underpinning knowledge:
- Understanding of security internet issues
- Understanding of server technologies
- Understanding of operating systems used by ISPs
- Customer and business liaison
- User and business performance expectations
- Applying performance benchmarks
- Australian Computer Society Code Of Ethics

Underpinning skills:
- Negotiation skills
- Analytical skills in relation to determining the best pricing plan for the business
- Forecasting skills in relation to identifying future business needs

UNIT	
	ICAITS203A Choose a web hosting service

Resources

This competency can be assessed in the workplace or in a simulated environment. Assessment of this unit of competence will usually include observation of real or simulated work processes and procedures, quality projects, questioning on underpinning knowledge and skills

To demonstrate competence in this unit the candidate will need access to:

- A number of different pricing/ hosting plans and service agreements
- Technology profiles of ISPs
- A business plan outlining future directions for the business

Questions related to the performance criteria and directed to the candidate, peers and business client will assist in assessing competence. Observation of skills may assist in the collection of evidence.

Consistency

Competence in this unit needs to be assessed using formative assessment to ensure consistency of performance in a range of contexts

Simulated activities must closely reflect the workplace and may need to take place over a period of time to allow the candidate to fully demonstrate competence

Context

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 requirements 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.

An individual demonstrating these competencies would be able 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 ones own outputs in relation to specified quality standards;
- and take limited responsibility for the quantity and quality of the output of others.

Key Competencies

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. (Mayer definition)

There are seven key competencies that have been formally identified. The Key Competencies are generic in that they apply to work generally, rather than being specific to work in particular occupations or industries.

Collect, Analyse & Organise Info.	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	3	3	3	3

ICAITSP039B Match the IT needs with the strategic direction of the enterprise

UNIT	ICAITSP039B Match the IT needs with the strategic direction of the enterprise

FIELD	**Strategy Planning**

DESCRIPTION	This unit defines the competency required to ensure client support services meet current and future internal operational enterprise requirements as part of an integrated Information Technology plan

RELATED COMPETENCY STANDARDS	The project lifecycle and the IT methodology employed will determine which particular units of competency are relevant to this unit. Some include ICAITSP37B, ICAITTW026B, ICAITS035B, BSX154L501 or 601A, BSX154L507 or 607A

ELEMENT	PERFORMANCE CRITERIA
1. Evaluate current Information Technology against organisation's strategic direction	1. Relevant, reliable information is regularly obtained from a variety of sources and is analysed with regard to organisational Information Technology requirements 2. Information regarding the impact of Information Technology developments on client support is accurately reported to appropriate personnel 3. Information related to current operational practices is used to determine possible Information Technology client support gaps 4. Operations are continually monitored and evaluated and action is taken to improve client support service where required 5. Evaluation of previous Information Technology relevant to the organisation is used to determine improvement opportunities in client support
2. Evaluate changes	1. Information on relevant Information Technology systems supported by the organisation is accurate and accessible 2. Advantages and disadvantages of current and proposed Information Technology systems are accurately compared 3. Implications of introducing changes using appropriate analysis measures are accurately assessed 4. Proposed changes are designed to take account of previous evaluations
3. Develop action plans for future client support services	1. Action plans are developed, evaluated and implemented according to organisational policies and procedures 2. Client requirements are taken into account when planning for client support service delivery within quality, time and cost parameters 3. Action plans contain, clear, comprehensive and concise details 4. Action plans take account of appropriate operational, financial, legal, human relations, internal and external operating environments and other relevant considerations 5. Targets, standards and implementation methods are determined in proposals

UNIT	ICAITSP039B Match the IT needs with the strategic direction of the enterprise

4. Match the Information Technology needs with the strategic directions of the enterprise	1. External and internal operating environment are reviewed
	2. Trends and developments are forecast
	3. A profit/productivity focus is maintained in planning for managing service provision
	4. Improvements are recommended and implemented
	5. Recommendations are reviewed and evaluated and adjusted to enterprise requirements

RANGE OF VARIABLES

VARIABLE	SCOPE

The Range of Variables statement contextualises the unit of competence and provides a focus for assessment. The information provided is intended to define the scope of assessment and to assist assessors define the performance to be achieved by an individual in the workplace.

Organisation	Variables may include but are not limited to:
	• contracting arrangements relating to Information Technology purchasing;
	• budgeting and strategic plans;
	• time lines and budgetary constraints;
	• size, type and location of organisation;
	• core business and service range;
	• internal and external operating environments;
	• client support policies and procedures;
	• formal and informal support resources to assist in development of strategic plan
Values and policies	may include: ethical work practices; client relationships; supplier relationships; legal requirements
Workplace environment	Benchmarks and benefits will vary from environment to environment.
	The business objectives will vary the extent of the change process – systems only, Business Process Re-engineering (BPR), organisational.
	May or may not include the evaluation of systems development methodologies.
Documentation and Reporting	Audit trails, naming standards, version control, project management templates and report writing styles will vary according to organisational approach
Team	Level of autonomy of individual team members will vary. Teams may include:
	• solution developers and business clients working together
	• a number of third party solution developers working together, or
	• a number of different businesses working in partnership
Project methodology	Will vary according to the solutions developer's preferred approach. The project methodology may include a number of templates. Analysis and system development processes may be highly documented and formalised
Planning Procedures	Procedures are those based on client organisational requirements and will vary from business to business
Strategic Plan	The overall organisational strategic plan may take different forms. The IT strategic plan may form part of the overall strategic plan or may be in depth enough to be a stand alone document.
Small business	In a small business there may not be a higher authority and so the requirements will be based on client requirements, approval and sign off. Procedures for top management approval and sign off will vary. In a small

business this unit of competence might occur as part of the overall business planning process rather than as a separate process

| **Values and policies** | May include:
• organisational values and ethical work practices;
• client relationships;
• supplier relationships,
• legal requirements,
• escalation procedures,
• change management strategies |

EVIDENCE GUIDE

Critical aspects of evidence	Competency is demonstrated by: accessing and analysing relevant information on changes to technology and resources; analysing strategic plans to determine future technology needs; monitoring resource utilisation and cost efficiency and effectiveness of technology.
Interdependent assessment of units	This unit may be assessed with ICAITSP37B, ICAITTW026B, ICAITS035C, BSX154L501 or 601A, BSX154L507 or 607A. The interdependence of units of competency for assessment will vary with the particular project or scenario.

| **Underpinning skills and knowledge** | **Underpinning knowledge:**
• A broad knowledge base of technology and product directions for evaluating and forecasting vendor and technology trends
• Analysis and planning approaches to technical problems or management requirements taking into account organisational values and purpose in relation to ensuring client support services meet current and future internal operational enterprise requirements
• A broad knowledge base for evaluating current system functionality to forecast for planning
• A broad knowledge base for evaluating internal and external operating environments in relation to IT practices and industry standards to forecast for planning
• Analysis and planning approaches to technical problems or management requirements taking into account the hardware platform used by organisation
• Analysis and planning approaches to technical problems or management requirements taking into account network and security guidelines of the organisation in relation to IT & T
• A broad knowledge base for evaluating the operating systems supported by the organisation to forecast for planning | **Underpinning skills:**
• Negotiation skills in relation to planning and selecting appropriate equipment and services for self and others, such as when planning for client support service delivery within quality, time and cost parameters
• Evaluation and report writing skills involving analysis for evaluating IT changes, documenting recommendations and developing action plans
• Evaluation skills to determine possible Information Technology client support gaps
• Broad strategic planning skills in relation to current operational practices and future requirements and the implications of introducing IT changes
• Planning and analysis skills for reviewing objectives and performance measures
• Time management skills in relation to planning the management of client support services
• Organising and presenting information in relation to business report writing requirements |

| **Resources** | To demonstrate this unit of competence the candidate will require access to:
• detailed information relating to the business strategic plan,
• budget constraints,
• a timeframe for the strategic plan,
• the business's objectives,
• information on a range of IT business solutions.

The candidate will need access to the outcomes of the business analysis process (separate to this unit of competence) to demonstrate competence in this unit

Questions related to the performance criteria and directed to the candidate, peers and business client will assist in assessing competence. Observation of skills may assist in the collection of evidence |

Consistency	Competence in this unit needs to be assessed using formative assessment to ensure consistency of performance in a range of contexts.
	Simulated activities must closely reflect the workplace and may need to take place over a period of time to allow the candidate to address the ongoing implementation and monitoring aspects of this unit.
Context	**Assessment of this unit of competence will usually include observation of real or simulated work processes and procedures; quality projects, questioning on underpinning knowledge and skills. The questioning of team members will provide valuable input to the assessment.**
	This competency can be assessed in the workplace or in a simulated environment. The purpose of this unit of competence is to define the standard of performance to be achieved in the workplace.
	Work involves the self directed application of knowledge and the work of others may be supervised or teams guided. An individual demonstrating these competencies would be able to: demonstrate an 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 output in relation to broad quantity and quality parameters; and take limited responsibility for the achievement of group outcomes.

KEY COMPETENCIES

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. (Mayer definition)

There are seven key competencies that have been formally identified. The Key Competencies are generic in that they apply to work generally, rather than being specific to work in particular occupations or industries.

Collect, Analyse & Organise Info.	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	3	3	2	3

ICAITS116B   Undertake capacity planning

UNIT	ICAITS116B Undertake capacity planning

FIELD	**Support**

DESCRIPTION	This unit describes the competency required to assess current and future capacity requirements of system

RELATED COMPETENCY STANDARDS	The project lifecycle and the IT methodology employed will determine which particular units of competency are relevant to this unit. Some include ICAITS104B, ICAITS105B, ICAITS111B, ICAITS118B, ICAITAD042B, ICAITI089A, ICAITI090A, ICAITAD056B, ICAITT066A

ELEMENT	PERFORMANCE CRITERIA
1. Analyse existing system capacity	1. Existing system configuration (Hardware/Software) information is reviewed to determine capacity issues.
	2. Relationship between current workload/s, capacity and performance is identified and recognised
	3. Current Service Level Agreement is reviewed to determine capacity standards to be adhered to
	4. Fault logs caused by capacity problems are examined and perceived and actual capacity issues are reviewed with users
2. Determine future capacity requirements	1. Discussion with users about future requirements and forecasted workload is completed
	2. Actual workloads are compared with predictions for the period to determine capacity problem areas
	3. Resource requirements and actual equipment and resources required are estimated
	4. A financial analysis of the capacity requirements is undertaken, to determine an effective strategy for enhancement
	5. Recommendations are documented and presented to management
3. Develop plan for capacity enhancements	1. Impact of changes on operations is recognised and implementation plan minimises the impact of change
	2. Availability of finances is taken into account when planing enhanced capacity
	3. User requirements and staff availability are taken into consideration when planning the capacity enhancement
	4. Prepared plan is submitted for approval by management and user departments
4. Install capacity enhancements	1. Capacity enhancements are installed in accordance with the plan
	2. Capacity increment due to installed equipment is measurable and provides the additional resources expected
	3. All documentation, asset registers, hardware reports, etc. are updated to reflect the additional capacity enhancements
5. Monitor on-going capacity requirements	1. Development design phases of applications are monitored to assess impact on capacity and performance.
	2. A performance database is implemented, benchmarks are set and performance is regularly

	reviewed
	3. Impact of new technology on capacity and performance is assessed

RANGE OF VARIABLES

VARIABLE	SCOPE

The Range of Variables section contextualises the unit of competence and provides a focus for assessment. The information provided is intended to define the scope of assessment and to assist assessors define the performance to be achieved by an individual in the workplace.

Existing Capacity	Documentation and information available to determine existing capacity will depend upon whether monitoring is undertaken. Slow performance may not be considered a fault in some organisations depending on business requirements.
Workload forecasts	Can include but not restricted to: • trends in existing workload, • corporate business plans, • user interviews, • user questionnaires, • application development personnel, • outside influences eg. legal requirements, • competitive pressures, • economic trends
Plan and Financial analysis	Large expenditures may not be able to be incurred in one go. Enhancements may have to be staged over a period of time based upon the availability of cash flow.
Service Level Agreements	Service Level Agreements (SLA) exist for many different infrastructure services including communications carriers, ISPs, ASPs and SLAs for vendor products. SLAs should consider business processes and requirements, clearly specify and quantify service levels, identify evaluation or audit of service levels. Can include: workload and performance considerations, expectations regarding servicing, penalties, charge back to business units
Client	May be: • a department within an organisation, • a business requiring an e-commerce solution • or a third party and so the relationship and ease of access will vary.
Maintenance options	Maintenance options can include: • on-site response, • remote diagnostics, • return to depot, • on-line realtime support, • web based support, • business hours only support, • 24x7 hours support, • telephone support, • second level support.
Software and Applications	Can include packaged software, in-house development or out-sourced development. The amount of maintenance, change and tailoring that can be undertaken will vary.

Reporting procedures	Help desk and maintenance structures will vary.
	Some may be a call centre or a general contact point which then calls a supplier or other technician.
	Others may be staffed by technicians capable of solving the problem. Thus documentation and other procedures will vary. Systems to monitor change request may be manual or computerised.
Documentation and Reporting	Documentation for version control may follow ISO standards. Audit trails, naming standards, version control, project management templates and report writing styles will vary according to organisational approach. Information gathering processes may have associated templates
Standards and procedures	May include formal procedures that must be adhered to with check points and sign offs with documented procedures and templates, implementation of financial control mechanisms, communication with stakeholders, dispute resolution and modification procedures, processes for determining size and cost
Culture	Each organisation has a defined culture that can vary from encouraging open communication between all staff to a strict following of protocol.
Operating systems	Win 95/98/NT/2000, Sun Solaris/SunOS, HP-UX, AIX, Digital Unix, Silicon Graphics IRIX, DOS, DEC VMS, Mac OSX, Linux, NetWare
Hardware	Can include IT equipment of all types:

- Workstations, PCs, IBM, Compaq, Hewlett Packard, Sun, Dell, Gateway 2000, SGI, Sun Microsystems,
- Bridges, 3Com, Compaq, CISCO, IBM
- modems, analog, cable, ISDN, DSL
- servers, Acer, Apple, Compaq, Dell, Gateway 2000, Hewlett-Packard, IBM, Macintosh, NEC, SGI, Sun Microsystems, Unisys
- network cards, Adaptec, ARTIC, Compex, SMC
- switches, 3Com, Accton, Cabletron, CISCO, D-Link, Farallon, Hewlett-Packard, Intel, Network Technologies
- hubs & repeaters, 3Com, Compaq, CISCO, Accton, Asante, D-Link, Farallon, Hewlett-Packard, Intel, Omnitron,
- routers & gateways, 3Com, CISCO, D-Link, Intel,
- File & print servers, AcerAltos, Aerocomm, AlphaServer, Dell, D-Link, Hewlett-Packard, IBM, NEC, Sun Microsystems

Software	Most likely to be packaged software but can be supplied from many varying vendors and can include full suites or individual components

- Intranet Connections
- ColdFusion
- Xpedio
- Samba
- ERoom
- Collabra Share

Groupware/Email/ Office	Possible groupware applications and servers include:

- Novell Groupwise,
- Lotus Notes, Domino,
- MS Exchange,
- Netscape SuiteSpot,
- Teamware Office,
- Email applications,
- Group calendars,
- Collaborative writing systems,
- Shared whiteboards,
- Decision support systems
- Application/web servers; BEA Weblogic Servers, IBM VisualAge and WebSphere, Microsoft Host Integration Server, NetDynamics, Netscape Application Server
- Email Servers;
- File & Print Servers;

	- FTP Servers;
	- Proxy Servers
OH and S Standards	As per company, statutory and vendor requirements. Ergonomic and environmental factors must be considered during the demonstration of this competency

EVIDENCE GUIDE

Critical aspects of evidence	Assessment must confirm the ability to translate business growth into IT capacity requirements with forecasts being realistic and achievable
	Assessment must confirm the ability to accurately assess current and future capacity requirements of system
Interdependent assessment of units	This unit may be assessed with any of the following: ICAITS104B, ICAITS105B, ICAITS111B, ICAITS118B, ICAITAD042B, ICAITI089A, ICAITI090A, ICAITAD056B, ICAITT066A. The interdependence of units of competency for assessment will vary with the particular project or scenario

Underpinning skills and knowledge	**Underpinning knowledge**	**Underpinning skills**
	- Broad knowledge base incorporating theoretical concepts of modelling	- Problem solving skills for a defined range of unpredictable problems involving participation in the development of strategic initiatives
	- Broad knowledge base incorporating theoretical concepts of component performance management	- Plain English literacy and communication skills in relation to analysis, evaluation and presentation of information
	- Broad knowledge base incorporating theoretical concepts of capacity planning tools	- Negotiation skills in relation to other team members and applied to a defined range of predictable problems
	- Broad knowledge base of the role of stakeholders and the degree of stakeholder involvement	- Project planning skills in relation to scope, time, cost, quality, communications, risk management and forecasting skills
	- Detailed knowledge of the system's current functionality	- Report writing skills for business requiring depth in some areas, analysis and evaluation of information in a defined range of areas
	- Broad knowledge base of quality assurance practices	
	- Broad general knowledge of the client business domain	
	- Current industry accepted hardware and software products with broad knowledge of general features and capabilities and detailed knowledge in some areas	

Resources	To demonstrate this unit of competence the candidate will require access to:
	- A live system
	- Service Level Agreements
	- Fault logs
	- Users
	Assessment of this unit of competence could include review of documents developed by the candidate, which incorporate recommendations, the enhancements implementation plan and documentation of updated system.
	Questions related to the performance criteria and directed to the candidate, peers and business client will assist in assessing competence. Observation of skills may assist in the collection of evidence.
Consistency	Competence in this unit needs to be assessed using formative assessment to ensure consistency of performance in a range of contexts
	Simulated activities must closely reflect the workplace and may need to take place over a period of time to allow the candidate to address the financial analysis and monitoring aspects of this unit.
Context	Assessment of this unit of competence will usually include observation of real or simulated work processes and procedures; quality projects; questioning on underpinning knowledge and skills. The questioning of team members will provide valuable input to the assessment.
	This competency can be assessed in the workplace or in a simulated environment. The purpose of this unit of competence is to define the standard of performance to be achieved in the workplace.
	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.

An individual demonstrating these competencies would be able 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; and

- take limited responsibility for the achievement of group outcomes.

Key Competencies						
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. (Mayer definition)						
There are seven key competencies that have been formally identified. The Key Competencies are generic in that they apply to work generally, rather than being specific to work in particular occupations or industries.						
Collect, Analyse & Organise Info.	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	2	2	3	3

ICAITSP040B Manage and review contracts

UNIT	ICAITSP040B Manage and review contracts

FIELD	Strategy Planning

DESCRIPTION	This unit defines the competency required to negotiate and formulate extensive client support contracts

RELATED COMPETENCY STANDARDS	The project lifecycle and the IT methodology employed will determine which particular units of competency are relevant to this unit. Some include ICAITSP37B, ICAITTW026B, ICAITS035B

ELEMENT	PERFORMANCE CRITERIA
1. Establish, develop and improve relationships	1. People are treated with integrity, respect and empathy 2. The organisation's social, ethical and business standards are used to develop and maintain positive relationships 3. The trust and confidence of colleagues, clients and suppliers are developed and maintained through competent performance 4. Interpersonal styles and methods are adjusted to the social and cultural environment
2. Manage relationships to achieve contracts	1. Negotiations regarding client support services are clearly and accurately communicated 2. Problems and misunderstandings are identified and clarified 3. Boundaries of service provision are clearly and accurately communicated to client 4. Seek client agreement in relation to service expectations
3. Plan resource use to achieve contract obligations	1. Resource requirements are determined, taking into account client requirements and organisational needs 2. Boundaries of service provision are detailed according to organisation policy, budget requirements and time restraints
4. Monitor operational performance against contractual outcomes	1. Progress is monitored to ensure quality standards are being achieved and maintained 2. Performance against contractual outcomes is monitored to assess progress in achieving contractual targets 3. Clients level of satisfaction with contracted performance are determined 4. Budget and financial information are analysed to monitor profit/productivity performance 5. Unsatisfactory performance is identified and prompt action to rectify the situation is taken 6. If necessary, recommendations for a contract variation are negotiated and referred for approval by appropriate personnel

UNIT	ICAITSP040B Manage and review contracts

RANGE OF VARIABLES	
VARIABLE	**SCOPE**

The Range of Variables statement contextualises the unit of competence and provides a focus for assessment. The information provided is intended to define the scope of assessment and to assist assessors define the performance to be achieved by an individual in the workplace.

Organisation	Variables may include but are not limited to: • contracting arrangements relating to Information Technology purchasing; • budgeting and strategic plans; • time lines and budgetary constraints; • size, type and location of organisation; • core business and service range; • internal and external operating environments; • client support policies and procedures; • formal and informal support resources to assist in development of strategic plan
Values and policies	May include: ethical work practices; client relationships; supplier relationships; legal requirements
Workplace environment	Benchmarks and benefits will vary from environment to environment. The business objectives will vary the extent of the change process – systems only, Business Process Re-engineering (BPR), organisational. May or may not include the evaluation of systems development methodologies.
Contractual outcomes	Contracts may be formal legal documents, Memorandums of Understandings, or less formal letters of agreement or emails which outline the scope of service provision
Documentation and Reporting	Audit trails, naming standards, version control, project management templates and report writing styles will vary according to organisational approach
Team	Level of autonomy of individual team members will vary. Teams may include: • solution developers and business clients working together • a number of third party solution developers working together, or • a number of different businesses working in partnership
Project methodology	Will vary according to the solutions developer's preferred approach. The project methodology may include a number of templates. Analysis and system development processes may be highly documented and formalised
Planning Procedures	Procedures are those based on client organisational requirements and will vary from business to business
Strategic Plan	The overall organisational strategic plan may take different forms. The IT strategic plan may form part of the overall strategic plan or may be in depth enough to be a stand alone document.
Small business	In a small business there may not be a higher authority and so the requirements will be based on client requirements, approval and sign off. Procedures for top management approval and sign off will vary. **In a small business appropriate personnel may be the same person who is managing the contract**.

UNIT	ICAITSP040B Manage and review contracts

EVIDENCE GUIDE

Critical aspects of evidence	Competency is demonstrated by negotiating and formulating extensive client support contracts by: • accessing and analysing relevant information on resources and budgets • analysing current and future client support requirements • monitoring resource utilisation and cost efficiency and effectiveness against contractual obligations • reviewing objectives and performance measures Movement in client satisfaction is in line with organisational policy and values Organisational policy and procedures relating to contracting arrangements for Information Technology are employed, monitored and evaluated Satisfying client requirements when negotiating for client support service delivery within quality, time and cost parameters
Interdependent assessment of units	This unit may be assessed with ICAITSP37B, ICAITTW026B, ICAITS035C. The interdependence of units of competency for assessment will vary with the particular project or scenario.
Underpinning skills and knowledge	**Underpinning knowledge:** • A broad knowledge base of methods for evaluating and forecasting vendor and technology trends • Analysis and planning approaches to technical problems or management requirements taking into account organisational values and purpose, such as formulating extensive client support contracts • Contracting requirements in relation to Information Technology purchasing of equipment and services, such as negotiating extensive client support contracts • Industry standards in relation to service and product agreements	**Underpinning skills:** • Negotiation skills in relation to contracting equipment and services, such as negotiating extensive client support contracts • Evaluation and report writing skills involving analysis, such as identifying service expectations and boundaries of service provision • Group facilitation and presentation skills in relation to transferring and collecting information and gaining consensus on concepts and gaining the trust and confidence of colleagues, clients and suppliers • Broad strategic planning skills for planning resource use to achieve contract obligations • Planning and analysis skills for reviewing objectives and performance measures against contract outcomes • Time management skills in relation to planning the management of services and monitoring satisfactory service • Organising and presenting information in relation to business report writing requirements, such as preparing information on client support performance outcomes and agreed quality standards

Resources	To demonstrate this unit of competence the candidate will require access to: • detailed information relating to the business strategic plan, • budget constraints, • a timeframe for the strategic plan, • the business's objectives, • information on a range of IT business solutions. The candidate will need access to the outcomes of the business analysis process (separate to this unit of competence) to demonstrate competence in this unit Questions related to the performance criteria and directed to the candidate, peers and business client will assist in assessing competence. Observation of skills may assist in the collection of evidence

Consistency	Competence in this unit needs to be assessed using formative assessment to ensure consistency of performance in a range of contexts
	Simulated activities must closely reflect the workplace and may need to take place over a period of time to allow the candidate to address the ongoing implementation and monitoring aspects of this unit.
Context	**Assessment of this unit of competence will usually include observation of real or simulated work processes and procedures; quality projects, questioning on underpinning knowledge and skills. The questioning of team members will provide valuable input to the assessment.**
	This competency can be assessed in the workplace or in a simulated environment. The purpose of this unit of competence is to define the standard of performance to be achieved in the workplace.
	Work involves the self directed application of knowledge and the work of others may be supervised or teams guided. An individual demonstrating these competencies would be able to: demonstrate an 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 output in relation to broad quantity and quality parameters; and take limited responsibility for the achievement of group outcomes.

KEY COMPETENCIES

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. (Mayer definition)

There are seven key competencies that have been formally identified. The Key Competencies are generic in that they apply to work generally, rather than being specific to work in particular occupations or industries.

Collect, Analyse & Organise Info.	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	3	3	2	3

ICAITAD043A Develop and present a feasibility report

UNIT	ICAITAD043B Develop and present a feasibility report

FIELD	Analyse and Design

DESCRIPTION	This unit describes the competency required to deliver a document outlining feasible scenarios available to the organisation

RELATED COMPETENCY STANDARDS	The project lifecycle and the IT methodology employed will determine which particular units of competency are relevant to this unit. Some include ICAITAD041B, ICAITAD042B, ICPMM82eA, ICAITTW027B, ICPMM16cA, ICAITAD045B, ICAITAD056B, ICAITAD010, ICAITB059B

ELEMENT	PERFORMANCE CRITERIA
1. Confirm that proposed solution is the best reasonable fit	1. Analysis of client requirements has occurred and is confirmed 2. Solutions most useful to client needs are considered by each key client user 3. Proposed solutions are accepted by key decision makers 4. Analysis and recommendations are reviewed with management according to company requirements
2. Develop high level alternative scenarios	1. Future business process requirements are compared and analysed with current requirements 2. Alternative work scenarios are performed for each work to analyse the principal inputs/outputs; expected improvements/impacts; revenue/cost benefits; risks, negatives, downsides; physical requirements of each system 3. Alternatives are fully examined against budget constraints and are dismissed after careful consideration 4. Model of preferred scenario is prepared
3. Prepare and publish feasibility report	1. Reasons for change are established and scope and function of proposed system are detailed 2. Alternative scenarios are described, assumptions are articulated and 1 (or 2) preferences are presented 3. Project constraints and impact statement eg. personnel/budget are described 4. Cost benefit analysis is prepared in accordance with organisation standards and project requirements 5. Plan is produced that describes project schedule, timeframe and cost constraints 6. Summary is presented to higher authorities and/or client for project approval

UNIT	ICAITAD043B Develop and present a feasibility report

RANGE OF VARIABLES	
VARIABLE	**SCOPE**

The Range of Variables section contextualises the unit of competence and provides a focus for assessment. The information provided is intended to define the scope of assessment and to assist assessors define the performance to be achieved by an individual in the workplace.

Client	• May be a department within an organisation, a business requiring an e-commerce solution or a third party, and so the relationship and ease of access will vary. **Supplementary questioning of the client may be used during the assessment phase, where necessary, to ensure that all issues relating to the client business requirements were considered and appropriate choices made given the client's budget constraints.**
Workplace environment	May involve: • a business involved in a total organisational change, • a systems only change, • a business improvement process, • an e-commerce solution involving the total organisation or part of the organisation
Business Solutions	Business solutions may include: • green field sites, • the integration of new solutions with existing IT infrastructures, • e-commerce solutions **Supplementary questioning may be used during the summative assessment phase, where necessary, to ensure that all issues relating to possible business solutions were considered and appropriate choices made given the business cost constraints.**
Roles	User roles within the project may vary from the user's role within the organisation
Documentation and Reporting	Audit trails, naming standards, version control, project management templates and report writing styles will vary according to organisational approach. Information gathering processes may have associated templates
OH and S Standards	As per company, statutory and vendor requirements. Ergonomic and environmental factors must be considered during the demonstration of this competency
Constraints	Depending on the size of the organisation, project and /or development team the constraints will vary. Time and budget constraints will vary according to project size and length
Project Size	The project size will vary and may be large, small, discrete or integrated
Administration System	Depending on the size of the project, a system is required to maintain order and manage the amount of information being processed by the project member/s
Sources of information	May involve change management plans, project management plans, current systems design plans, business strategic plans
Consulting techniques	May include: interviews, surveys, chat rooms, focus groups, questionnaire, surveys
Analysis Techniques	May include: gap analysis, urgency and impact, statistical and a range of current requirements gathering methodologies
Problem solution techniques	Soft system methodologies, JAD

UNIT	ICAITAD043B Develop and present a feasibility report

EVIDENCE GUIDE	
Critical aspects of evidence	Assessment must confirm sufficient knowledge of the client problem and an ability to present solutions Assessment must confirm the ability to clearly develop coherent and concise information which provides realistic solutions. Competence must include the coherence of all techniques across the elicitation, modelling, analysis and validation stages.
Interdependent assessment of units	This unit may be assessed with any of the following: ICAITAD041B, ICAITAD042B, ICPMM82eA, ICAITTW027B, ICPMM16cA, ICAITAD045B, ICAITAD056B, ICAITB059B. The interdependence of units of competency for assessment will vary with the particular project or scenario.
Underpinning skills and knowledge	**Underpinning knowledge**

Underpinning knowledge

- Broad knowledge of the client business domain, for example when ensuring the proposed solution is the best reasonable fit

- Broad knowledge base incorporating theoretical concepts of three or more current industry systems development methodologies, for example when developing alternative high level scenarios

- Broad knowledge base incorporating theoretical concepts of three or more current industry information gathering methodologies, for example when ensuring the proposed solution is the best reasonable fit

- Current industry accepted hardware and software products with broad knowledge of general features and capabilities and detailed knowledge in some areas, for example when developing alternative high level scenarios

- Broad knowledge base of the role of stakeholders and the degree of stakeholder involvement, for example when considering solutions most useful to client needs by each key client user

- Detailed knowledge of the system's current functionality, for example when comparing and analysing future business process requirements with current requirements

- Broad knowledge base of quality assurance practices, for example when presenting to higher authorities and/or client for project approval

Underpinning skills

- Project planning skills in relation to scope, time, cost, quality, communications and risk management, for example when preparing and/or publishing feasibility report

- Research skills for identifying, analysing and evaluating broad features of a particular business domain and best practice in system development, for example when comparing and analysing future business process requirements with current requirements, and for performing alternative work scenarios for each work to analyse the principal inputs/outputs; expected improvements/impacts; revenue/cost benefits; risks, negatives, downsides; physical requirements of each system, and for examining alternatives fully against budget constraints and dismissing after careful consideration

- Financial modelling skills for identifying, analysing and evaluating a range of different solutions, for example when examining alternatives fully against budget constraints and dismissing after careful consideration

- Plain English literacy and communication skills in relation to analysis, evaluation and presentation of information, for example when describing alternative scenarios, articulating assumptions and presenting 1 (or 2) preferences, and for presenting summary to higher authorities and/or client for project approval

- Group facilitation and presentation skills in relation to transferring and collecting information and gaining consensus on concepts, for example when considering solutions most useful to client needs by each key client user

- Report writing skills for business requiring depth in analysis and evaluation of information in a defined range of areas, for example when preparing and/or publishing feasibility report

- Questioning and active listening skills, for example when establishing reasons for change and detailing scope and function of proposed system

UNIT	ICAITAD043B Develop and present a feasibility report

EVIDENCE GUIDE

Resources	To demonstrate this unit of competence the candidate will require access to documents detailing:
	• the client's requirements,
	• a report writing template,
	• a client expectations brief,
	• information on a range of IT business solutions,
	• future organisational business processes,
	• a budget for the scenarios.
	The candidate will need access to the outcomes of the business analysis process (separate to this unit of competence) to demonstrate competence in this unit
	Assessment of this unit of competence could include review of documents developed by the candidate, which relate to the clear identification of the proposed solution, information gathering processes and results, modelling the solution and analysis of the scope of requirements.
	Questions related to the performance criteria and directed to the candidate, peers and business client will assist in assessing competence. Observation of skills may assist in the collection of evidence
Consistency	Competence in this unit needs to be assessed using formative assessment to ensure consistency of performance in a range of contexts
	Simulated activities must closely reflect the workplace and may need to take place over a period of time to allow the candidate to address the information gathering processes and the analysis of the scope of requirements.
Context	**Assessment of this unit of competence will usually include observation of real or simulated work processes and procedures; quality projects, questioning on underpinning knowledge and skills. The questioning of team members will provide valuable input to the assessment.**
	This competency can be assessed in the workplace or in a simulated environment. The purpose of this unit of competence is to define the standard of performance to be achieved in the workplace.
	An individual performing at this standard will display self-directed application of knowledge and skills, with substantial depth in database design and development where judgement is required in planning and selecting appropriate equipment, services and techniques for self and others.
	The candidate will demonstrate participation in development of strategic initiatives, as well as personal responsibility and autonomy in performing complex technical operations (organising others is less important to this unit of competence). A depth of knowledge and skills (rather than breadth of knowledge) is important for this unit of competence.

Key Competencies

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. (Mayer definition)

There are seven key competencies that have been formally identified. The Key Competencies are generic in that they apply to work generally, rather than being specific to work in particular occupations or industries.

Collect, Analyse & Organise Info.	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	3	3	3	3

ICAITB059B Develop detailed technical design

UNIT	ICAITB059B Develop detailed technical design

FIELD	Build Information Technology Solutions

DESCRIPTION	This unit identifies the competency required to assist in the development of a detailed technical design

RELATED COMPETENCY STANDARDS	The project lifecycle and the IT methodology employed will determine which particular units of competency are relevant to this unit. Some include ICAITT077B, ICAITAD043A, ICAITT083B, ICAITAD042B, ICAITB069B, ICAITAD056A

ELEMENT	PERFORMANCE CRITERIA
1. Contribute to the determination of technical design features	1. The design model is revised based on iteration and design changes 2. Outstanding design points are incorporated according to acceptance criteria 3. Reports are reissued identifying changes and implications for higher authorities to review
2. Contribute to design review	1. Design is compared against requirements model and tuned as necessary 2. Design is confirmed with project team and / or higher authority 3. Design features are compared with client business requirements
3. Contribute to the development of program specifications	1. Modules to be implemented by incremental development techniques (eg. prototyping) are identified and documented 2. User authority and suitably skilled builders for each module are identified 3. Detailed specifications of implementation for each module that will not be incrementally built are prepared and documented according to project requirements

RANGE OF VARIABLES	
VARIABLE	**SCOPE**

The Range of Variables section contextualises the unit of competence and provides a focus for assessment. The information provided is intended to define the scope of assessment and to assist assessors define the performance to be achieved by an individual in the workplace.

Systems environment	The environment is dependent on the size and complexity of the application/system. It should be noted that the development environment should match (as closely as possible) the eventual live environment
Architecture	Describes detail of IT platform on which system will operate. Components of the architecture will vary from project to project and will consist of various types and size of hardware, networks and software
Application under development	Can vary from large system that will impact on thousands of users in a large organisation to one used by a handful of people. Will also vary in complexity, size and operational characteristics.

UNIT	ICAITB059B Develop detailed technical design

Languages used	Will vary from traditional third generation languages to modern object oriented languages. Each will tend to also have standards for the documenting, structuring and testing of the code produced.
	• AS 10179-1998 Information technology - Processing languages - Document style semantics and specification language,
	• AS 1189.15-1987 Data processing - Vocabulary - Programming languages,
	• AS/NZS 14882:1999 Programming languages - C ++ International and Australian
	Standards are updated and changed on a regular basis. It is therefore important to check the Standards Australia website on a regular basis for new standards http://www.standards.com.au/
Environment	The level of separation between development and production is an organisational issue. Assessment can only be carried out within the organisational guidelines, i.e. The project budget may restrict the candidate from implementing the most beneficial environment
Small business	The level of pre build communication will be dependent on the size of the application and the number of team members depending on the size of the company
Design features	The development of the detailed technical design will include evidence of algorithm selection, data structure refinement, detailed design document preparation
	Various methodologies will have different design processes i.e. waterfall, RAD, OO but all should cover:
	• software design principles,
	• structuring and modularisation structure,
	• charts,
	• pseudo-code,
	• coupling and cohesion,
	• strategies/approaches,
	• Functional Decomposition,
	• data flow,
	• data structure
Standards and procedures	May include formal procedures that must be adhered to with check points and sign offs with documented procedures and templates, implementation of financial control mechanisms, communication with stakeholders, dispute resolution and modification procedures, processes for determining size and cost
Development methods/tools	Will vary from the traditional Systems Development life cycle with little or no formalisation to a very well structured CASE tool.
Documentation and Reporting	Includes maintaining standards of definition, standards of format, user access information. Information should be clear and written in such a way that it will be readily understood by the target audience.
	Reports meet the specific output requirements and are presented in a logical and accessible manner.
OH and S Standards	As per company, statutory and vendor requirements. Ergonomic and environmental factors must be considered during the demonstration of this competency

UNIT	ICAITB059B Develop detailed technical design

EVIDENCE GUIDE

Critical aspects of evidence	Assessment must confirm sufficient knowledge of design fundamentals and processes
	Assessment must confirm the ability to prepare a clear and best fit technical design for a set project.
	The plan should adhere to specifications, should be logical and well structured.
	In the technical design consideration should be given to;
	• error handling,
	• module documentation,
	• input assertions,
	• output assertions,
	• use of input parameters,
	• assignment of output parameters,
	• hardware or system dependent features,
	• appropriately designed local data structures
Interdependent assessment of units	This unit may be assessed with any of the following: ICAITT077B, ICAITAD043B, ICAITT083B, ICAITAD042B, ICAITB069B, ICAITAD056B. The interdependence of units of competency for assessment will vary with the particular project or scenario.

Underpinning skills and knowledge	**Underpinning knowledge**	**Underpinning skills**
	• Broad knowledge base incorporating theoretical concepts of design fundamentals and refinement, for example when contributing to the determination of technical design features	• Problem solving skills for a defined range of unpredictable problems involving participation in the development of strategic initiatives, for example when the design model is revised based on iteration and design changes and when design is compared against requirements model and tuned as necessary
	• Broad general knowledge of the client business domain, for example when contributing to design review	
	• Broad general knowledge of the client's business critical functions and processes, for example when contributing to design review	• Facilitation and presentation skills in relation to transferring and collecting information and gaining consensus on concepts
	• A broad knowledge base incorporating some theoretical concepts of current various lifecycle options, for example when contributing to the determination of technical design features	• Problem solving skills in relation to developing algorithms, for example when contributing to the determination of technical design features and when contributing to the development of program specifications
	• A broad knowledge base incorporating some theoretical concepts of design quality metrics (eg. coupling and metrics), for example when contributing to the determination of technical design features and when contributing to the development of program specifications	

Resources	To demonstrate this unit of competence the candidate will require access to documents detailing:
	• the requirements model,
	• business requirements,
	• the project deliverables,
	• the acceptance criteria,
	• current IT blueprint,
	Assessment of this unit of competence could include review of documents developed by the candidate, which incorporate the detailed technical design.
	Questions related to the performance criteria and directed to the candidate, peers and business client will assist in assessing competence. Observation of skills may assist in the collection of evidence

Consistency	Competence in this unit needs to be assessed using formative assessment to ensure consistency of performance in a range of contexts
	Simulated activities must closely reflect the workplace and may need to take place over a period of time to allow the candidate to address the iteration and design changes.
Context	**Assessment of this unit of competence will usually include observation of real or simulated work processes and procedures; quality projects, questioning on underpinning knowledge and skills. The questioning of team members will provide valuable input to the assessment.**
	This competency can be assessed in the workplace or in a simulated environment. The purpose of this unit of competence is to define the standard of performance to be achieved in the workplace.
	An individual performing at this standard will display self-directed application of knowledge and skills, with substantial depth in database design and development where judgement is required in planning and selecting appropriate equipment, services and techniques for self and others.
	The candidate will demonstrate participation in development of strategic initiatives, as well as personal responsibility and autonomy in performing complex technical operations (organising others is less important to this unit of competence). A depth of knowledge and skills (rather than breadth of knowledge) is important for this unit of competence.

Key Competencies						
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. (Mayer definition)						
There are seven key competencies that have been formally identified. The Key Competencies are generic in that they apply to work generally, rather than being specific to work in particular occupations or industries.						
Collect, Analyse & Organise Info.	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	2	2	2	2

UNIT	CUFIMA01A Produce and manipulate digital images

UNIT DESCRIPTOR

This unit describes the skills and knowledge required to produce and manipulate digital images for a multimedia production within the cultural industries.

Element		Performance criteria	
1	Assess digital camera qualities	1.1	Assess camera software compatibility with hardware systems and select appropriate software for the production
		1.2	Match pixel resolution of the camera to the required quality and resolution of outcome
		1.3	Check the RAM capacity of the camera to see that it is appropriate to the number of images required to be captured
		1.4	Assess shutter speed, focal lengths and camera feature modes as suitable to the quality of and use of photographic image required
		1.5	Handle and store lithium batteries in accordance with occupational health and safety requirements
2	Photograph and upload a digital image	2.1	Consider focus and exposure in operation of the digital camera to ensure capture of image meets production requirements
		2.2	Ensure correct use of digital image software including entering and exiting the selected software
		2.3	Save and retrieve digital photographs using designated file formats
		2.4	Load and operate the digital camera in accordance with manufacturer's specifications and appropriate to the quality of image to be photographed
		2.5	Upload the IBM-PC or Macintosh card interface/disk onto the relevant computer and save the image on hard disk
		2.6	Create and store photographic image files of the computer in accordance with software procedures
		2.7	Enhance, crop and alter photographic images electronically to deliver the required image
		2.8	Check photographic images for fitness of purpose to comply with specifications
		2.9	Assess photographic images for the relevant delivery mode (print, CD-ROM, visual appeal and effectiveness) and deliver appropriately
3	Incorporate digital photography into a multimedia sequence	3.1	Create graphics that incorporate the principles of design using the designate software
		3.2	Edit, enhance, amend and save digital images using the designated software
		3.3	Combine digital images into a designated multimedia sequence
		3.4	Integrate digital images into a designated multimedia sequence
		3.5	Evaluate the outcome for visual impact, effectiveness and fitness for purpose

UNIT	CUFIMA01A Produce and manipulate digital images

RANGE OF VARIABLES

Variable	Scope

Variable

Scope

Multimedia productions may include or be included in:

- aspects or sections of film/video production:
    - feature
    - documentary
    - short film and/or video
    - animations
    - commercials
    - live or pre-recorder performances
    - music video
    - television production of any type (eg music, drama, comedy, variety, sport)
    - live or pre-recorded television production
- educational product
- game
- promotional product
- Information product
- training product
- e-commerce
- a range of others

Equipment used:

- appropriate hardware
- software and communication packages
- LANs
- organisation's backup systems

Multimedia components:

- 2D Graphics
- 3D Graphics
- videos
- sound
- text animation
- scanned images

Industry standard software may include:

- a wide range of programs, some current examples of which may be:
    - Photoshop
    - Pagemill
    - Frontpage
    - Dreamweaver
    - Flash
    - Director
    - Hyper Studio
-

NOTE: These programs are constantly being upgraded and replaced, and appropriate up-to-date programs should be selected.

Camera feature modes may include:

- flash
- scrollage
- icon menu
- close-up
- wide angle and telephoto capacity

UNIT	CUFIMA01A Produce and manipulate digital images

EVIDENCE GUIDE

Underpinning skills and knowledge

Assessment must include evidence of essential knowledge of, and skills in:
- basic principles of photography and visual design
- knowledge of selected digital image software
- ability to interpret a brief
- knowledge of the limiting factors of computer hardware
- knowledge of computers and computer operating systems
- interpreting simple scripts (texts), specifications and instructions
- interpreting and communicating production specifications

Linkages to other units

This unit has linkages to the following units and combined training delivery and/or assessment is recommended:
- CUFMEM07A   Apply principles of visual design/
- communication to the development of a
- multimedia project
- CUFMEM10A   Design and create a multimedia interface

Critical aspects of evidence

This unit of competence applies to a range of industry sectors. The focus of assessment will depend on the industry sector. Assessment must be customised to meet the needs of the particular sector in which performance is being assessed. Assessment should only address those variable circumstances, listed in the range of variables statements, which apply to the chosen context.

The following evidence is critical to the judgement of competence in this unit:
- ability to assess the capacity to upload and process digital image s using industry hardware and software, to deliver a designated quality of image outcome

Method and context of assessment

Assessment may take place on the job, off the job or a combination of both of theses. Off the job assessment must be undertaken in a closely simulated workplace environment.

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:
- practical demonstration (direct observation may need to occur on more than one occasion to establish consistency of performance)
- role play
- work samples or simulated workplace activities
- oral questioning/interview aimed at the evaluating the process used in developing and realising the creative concept
- projects/reports/logbooks
- third party reports and authenticated prior achievements
- portfolios of evidence which demonstrate the processes used in developing and realising the creative concept

Resource requirements

Assessment requires access to a range of resources and equipment currently used by the multimedia industry.

Key competencies

	Level
Collecting, organising and analysing information	2
Communicating ideas and information	2
Planning and organising activities	1
Working with others and in teams	1
Solving problems	1
Using mathematical ideas and techniques	1
Using technology	2

UNIT	**CUFIMA04A** **Create 3D digital animation**

UNIT DESCRIPTOR

This unit describes the skills and knowledge required to use digital animation techniques and industry standard software to create 3D digital animation for a range of media applications within the cultural industries.

Element		Performance criteria	
1	Identify animation requirements	1.1	Obtain design brief and storyboard and discuss production requirements with relevant personnel
		1.2	Identify all 3D animation requirements including production and technical specifications and discuss with relevant personnel
		1.3	Identify and soundtrack requirements in discussion with relevant personnel
2	Identify scope of 3D animation software	2.1	Identify the range of industry standard 3D animation software and computer assisted animation techniques
		2.2	Assess software compatibility with production and technical requirements and specifications
		2.3	Select the appropriate software in relation to specified multimedia delivery platform
		2.4	Discuss software with relevant design personnel to ensure selection will meet specified outcomes
3	Produce 3D animation	3.1	Identify and select appropriate computer 3D animation technique to meet creative and technical requirements
		3.2	Construct rigid and non-rigid objects as required by the design brief and storyboard
		3.3	Combine objects into a single animated steam according to creative requirements and technical specifications
		3.4	Create simple and complex animated movements and static or moving backgrounds according to creative and technical requirements
		3.5	Integrate animated objects or characters into static or moving backgrounds, using animation techniques available within software as required, and as appropriate according to the software
		3.6	Apply time stamping techniques to animation frames
		3.7	Incorporate sound where necessary, referring to soundtrack breakdown
		3.8	Save and store 3D animation using appropriate and adequate file formats
4	Evaluate animation	4.1	Present 3D animation sequences to relevant personnel for detailed responses and recommendations
		4.2	Discuss and identify and required design changes that may be needed
		4.3	Incorporate design changes to complete the 3D animations and meet the recommendations
		4.4	Obtain final agreement from relevant personnel for finished 3D animation sequences

UNIT	CUFIMA04A Create 3D digital animation

RANGE OF VARIABLES

Variable	Scope
Relevant details for 3D animations may be found in:	• storyboard • layout drawings • director's instructions • camera sheet • soundtrack breakdown
Production specifications may include:	• timeline • deadline • budget • resources: • hardware • software • personnel • purpose • audience • storyboard • script • computer generated • manually written • budgets • scripts • production schedules • operational/project plan • manufacture schedules • manufacturer's specifications/instructions • contracts • edit decision lists (EDLs) • fault reports • list of sequences with relevant shot numbers • assembly order • marked up scripts • marked up transcripts •
Technical specification may include:	• file format • file size • operating system • hardware specifications including memory size, RAM • delivery platform • media form •
Multimedia productions may include or be included in:	• aspects or sections of film/video production: • feature • documentary • short file and/or video • animations • commercials • live or pre-recorded performances • music video • television production of any type (music, drama, comedy, variety, sport) • live or pre-recorded television productions • educational product • game • promotion product • information product • training product • e-commerce • a range of others

UNIT	CUFIMA04A Create 3D digital animation

Relevant personnel may include:
- 3D graphic production personnel
- 3D animation production personnel
- project manager
- navigation designers
- video producer
- editing personnel
- sound/music personnel
- director
- producer
- director of photography
- other technical staff
- other specialist staff
- designers
-

Industry standard software may include:
- a wide range of programs, some current examples of which may be:
  - Director
  - Flash
  - Soft Image

NOTE: These programs are constantly being upgraded and replaced and appropriate up-to-date programs should be selected.
-

Delivery platforms may include:
- world wide web
- CD-ROM
- DVD
- Beta-cam
- video
- film

EVIDENCE GUIDE

Underpinning skills and knowledge

Assessment must include evidence of essential knowledge of, and skills in, the following areas:
- 3D animation and graphic design conventions, techniques/methods and equipment
- appropriate software design to create 3D animation and graphic design
- application of different animation and graphic design methods
- principles and techniques of animation production
- computers and computer operating systems
- the limiting factors of computer hardware
- the strategies to test media sequences and products
- screen principles
- basic editing principles, eg composition, framing, pacing, timing
- collecting and interpreting creative information, scripts and images, specifications and instructions
- visualisation of creative concepts
- understanding the capabilities of other collaborative personnel
- understanding the creative elements of a production
- design and drawing skills
- maintaining design integrity
- effective communication skills
- information sources and management
- copyright laws, regulations and clearance procedures

Linkages to other units

This unit has linkages to the following units and combined training delivery and/or assessment is recommended:
- CUFIMA01A   Produce and manipulate digital images
- CUFMEM14A   Create, manipulate digital images
- CUFMEM07A   Apply principles of visual design/
-           communication to the development of a multimedia product

UNIT	CUFIMA04A Create 3D digital animation

Critical aspects of evidence

This unit of competence applies to a range of industry sectors. The focus of assessment will depend on the industry sector. Assessment must be customised to meet the needs of the particular sector in which performance is being assessed. Assessment should only address those variable circumstances, listed in the range of variables statements, which apply to the chosen context.

The following evidence is critical to the judgement of competence in this unit:

- production of multimedia sequences incorporating 3D animation according to job specifications and the listed performance criteria
- finding and using information relevant to the task from a variety of information sources
- the development of creative 3D images which meet practical requirements including type of production and resource constraints, in particular budgetary constraints
- effective verbal and written communication with a range of individuals/organisations
- knowledge and application of a range of 3D animation and graphic production methods and equipment

Method and context of assessment

Assessment may take place on the job, off the job or a combination of both of these. Off the job assessment must be undertaken in a closely simulated workplace environment.

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- role play
- case studies
- work samples or simulated workplace activities
- oral questioning/interview aimed at evaluating the processes used in developing and realising the creative concept
- projects/reports/logbooks
- third party reports and authenticated prior achievements
- portfolios and realising the creative concept

Resource requirements

Assessment requires access to a range of resources and equipment currently used by the multimedia industry.

Key competencies

	Level
Collecting, organising and analysing information	2
Communicating ideas and information	2
Planning and organising activities	2
Working with others and in teams	3
Solving problems	2
Using mathematical ideas and techniques	-
Using technology	3

UNIT	CUFIMA05A Create 3D digital models and images

UNIT DESCRIPTOR

This unit describes the skills and knowledge required to create 3D digital models and images for a range of media applications within the cultural industries.

Element		Performance criteria	
1	Identify requirements for 3D digital models and images	1.1	Obtain design brief and storyboard and discuss creative requirements with relevant personnel
		1.2	Identify all 3D model and image requirements including production and technical specifications and discuss with relevant personnel
		1.3	Identify any soundtrack requirements in discussion with relevant personnel
2	Identify and select modelling and imaging software	2.1	Identify the range of industry standard 3D modelling and imaging software and computer assisted animation techniques, and examine distinguishing features
		2.2	Examine the creative and technical parameters of the identified range of computer hardware and software, assessing limitations and compatibility with creative, production and technical requirements and specifications
		2.3	Select the appropriate software in relation to specified multimedia delivery platform.
		2.4	Discuss 3D modelling and imaging software with relevant design personnel to ensure selection will meet specified outcomes.
3	Create digital 3D models and images	3.1	Identify and apply appropriate tools and features of the selected program to meet creative and technical requirements
		3.2	Create 3D virtual model space using software commands to enhance model and virtual space
		3.3	Create Boolean operations and Vector based drawings as appropriate to the required 3D model
		3.4	Apply pre-defined textures using texture mapping parameters as required
		3.5	Define, apply and manipulate camera control options and appropriate rendering parameters to achieve the required creative outcome.
		3.6	Use object motion hierarchies to achieve the required motion effect
		3.7	Apply appropriate output and presentation form and save 3D model according to specified file compression technology
		3.8	Use agreed industry practices for file naming and file management and backup procedures
4	Test and evaluate 3D models	4.1	Test 3D model motion and combine with other media to create required multimedia sequence as required
		4.2	Ensure cross platform file transfers, digitised time coding and interface calibration meet requirements of technical and creative specifications
		4.3	Present 3D models and relevant multimedia sequence to relevant personnel for detailed responses and recommendations
		4.4	Discuss and identify and required design changes that may be needed
		4.5	Incorporate design changes to complete the models and meet the recommendations
		4.6	Obtain final agreement from relevant personnel for finished models

UNIT	CUFIMA05A Create 3D digital models and images

RANGE OF VARIABLES

Variable	Scope
Production specifications may include:	- timeline - deadline - budget - resources: - hardware - software - personnel - purpose - audience - storyboard - script - file format - file size - operating system - hardware specifications including memory size, RAM - delivery platform - media form - software tools and parameters
Relevant creative and design specifications for models may be found in:	- storyboard - layout drawings - director's instructions - camera sheet - soundtrack breakdown
Software commands may include:	- colour - tone - texture
Texture mapping parameters may include:	- lighting - shadows
Other media may include:	- digital imaging - sound - animation - video
Documentation may be:	- computer generated - manually written - marked up scripts - marked up transcripts - list of sequences with relevant shot numbers - production schedules - operational/project plan - manufacturer's specifications/instructions - edit decision lists (EDLs) - fault reports - assembly order

UNIT	CUFIMA05A Create 3D digital models and images

Multimedia productions may included or be included in:

- aspects or sections of film/video production:
    - feature
    - documentary
    - short film and/or video
    - animations
    - commercials
    - live or pre-recorded performances
    - music video
    - television production of any type (music, drama, comedy, variety, sport)
    - live or pre-recorded television productions
- educational product
- game
- promotional product
- information product
- training product
- e-commerce
- a range of others

Relevant personnel may include:

- director
- producer
- project manager
- technical director
- navigation designers
- video producer
- editing personnel
- sound/music personnel
- director of photography
- 3D graphic, animation and modelling production personnel
- music composers
- sound effects personnel
- other technical staff
- other specialist staff

Industry standard 3D modelling software may include:

- a wide range of programs, current examples of which may be:
    - Autocad
    - 3d Studio Max
    - Infini-D
    - Bryce 3D
    - Lightwave

NOTE: These programs are constantly being upgraded and replaced and appropriate up-to-date programs should be selected.

Delivery platforms may include:

- world wide web
- CD-ROM
- DVD
- Beta-cam
- video
- film

UNIT	CUFIMA05A Create 3D digital models and images

EVIDENCE GUIDE

Underpinning skills and knowledge

Assessment must include evidence of essential knowledge of, and skills in, the following areas:

- appropriate 3D software to create models
- application of different 3D modelling and digital imaging methods and 3D modelling formats
- the principles of 3D modelling sequencing
- computers and computer operating systems
- the limiting factors of computer hardware
- strategies to test media sequences and products
- interpreting creative information, scripts and images
- understanding the capabilities of other collaborative personnel
- understanding the creative elements of a production
- design and drawing skills
- maintaining design integrity
- screen principles
- basic editing principles, eg composition, framing, pacing, timing
- information sources and management
- effective communication skills
- copyright laws, regulations and clearance procedures

Linkages to other units

This unit has linkages to the following units and combined training delivery and/or assessment is recommended:

- CUFIMA01A   Produce and manipulate digital images
- CUFIMA04A   Create 3D digital animation
- CUFMEM14A   Create, manipulate and incorporate 2D
- graphics
- CUFMEM07A   Apply principles of visual design/
- communication to the development of a multimedia product

Critical aspects of evidence

This unit of competence applies to a range of industry sectors. The focus of assessment will depend on the industry sector. Assessment must be customised to meet the needs of the particular sector in which performance is being assessed. Assessment should only address those variable circumstances, listed in the range of variables statements, which apply to the chosen context.

The following evidence is critical to the judgement of competence in this unit:

- the development and evaluation of creative 3D models and images which meet practical requirements including type of production and resource constraints, in particular budgetary constraints
- effective verbal and written communication with a range of individuals/organisations
- knowledge and application of a range of 3D model and image production methods and equipment

Method and context of assessment

Assessment may take place on the job, off the job or a combination of both of theses. Off the job assessment must be undertaken in a closely simulated workplace environment.

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- practical demonstration (direct observation may need to occur on more than one occasion to establish consistency of performance)
- role play
- case studies
- work samples or simulated workplace activities
- oral questioning/interview aimed at the evaluating the process used in developing and realising the creative concept
- projects/reports/logbooks
- third party reports and authenticated prior achievements
- portfolios of evidence which demonstrate the processes used in developing and realising the creative concept

UNIT	CUFIMA05A Create 3D digital models and images

Resource requirements   Assessment requires access to a range of resources and equipment currently used by the multimedia industry.

Key competencies   Level

Collecting, organising and analysing information	-
Communicating ideas and information	2
Planning and organising activities	2
Working with others and in teams	2
Solving problems	2
Using mathematical ideas and techniques	2
Using technology	3

UNIT	CUFMEM06A Design a multimedia product

UNIT DESCRIPTOR

This unit describes the skills and knowledge required for analysing the requirements and developing the design of a multimedia project within the cultural industries.

Element	Performance criteria
1 Determine the project requirements	1.1 Analyse the product brief and its components to identify the purpose and audience
	1.2 Consult with the client to clarify requirements
	1.3 Identify the audience characteristics to determine how they impact on all aspects of the design
	1.4 Identify the content that is to be covered by the product
	1.5 Confirm the project specifications in terms of the brief
2 Identify possible approaches and select the most appropriate	2.1 Identify possible approaches to the design and benefits of each
	2.2 Conduct the initial analysis including audience, environment for the final product, content and system
	2.3 Consult relevant creative and technical personnel to ensure that all possible approaches are considered
	2.4 Apply principles of visual, instructional and interactive design in selecting the best approach
	2.5 Select a systematic approach that will meet the creative, production and technical requirements specified in the brief outcome
3 Produce a design for the multimedia project design	3.1 Design the structure/architecture in terms of the brief and the proposed content
	3.2 Design the relationship between the multimedia elements required by the project
	3.3 Identify the interactivity elements required by the project and include them in the design
	3.4 Identify each multimedia element, design and specify their individual features within the design as a whole
	3.5 Establish the ease of use and consistency of navigation
	3.6 Develop the storyboard/s in accordance with the needs of the job and the development team
	3.7 Ensure the design is consistent with the project brief
	3.8 Identify deliverables and agree on milestones
4 Review and confirm the design	4.1 Review the design against the required outcomes of the project and clients' and audience needs
	4.2 Review the design to ensure it meets the creative requirements of the brief
	4.3 Review the design to ensure it meets the technical requirements of the brief
	4.4 Adjust the design as necessary after discussions with relevant personnel
	4.5 Clarify any legislative or ownership issues to comply with production and/or organisational requirements
	4.6 Confirm acceptance of the design including deliverables, milestones and timeline

UNIT	CUFMEM06A Design a multimedia product

RANGE OF VARIABLES

Variable	Scope
Appropriate personnel to consult may include:	• art director • technical director • instructional designers • programmers • graphic designers • educators • heads of department • other technical staff • clients • other specialist creative and administrative staff
Project specifications may include:	• budget • time frame • access to facilities and resources • technical issues: ° disc space ° delivery platform ° testing plan ° milestones ° deliverables ° prototyping • personnel: ° number ° availability
Components of the brief may include:	• sound • video • images • text • animation • graphics • budget • time frame • technical issues
Aspects of the project included in the review may be:	• content • interactivity • ease of navigation • instructional design • creativity • interest • client/customer requirements
Development team may include:	• graphic artists • researchers • instructional designers • game designers • sound technicians • animators • technical specialists • programmers

UNIT	**CUFMEM06A Design a multimedia product**

Legislative and ownership issues may be:	- copyright - clearances - intellectual property - ownership of assets - confidentiality - non-disclosure agreements
The design may be confirmed by:	- project manager - technical manager - clients - supervisor - executive producer
Delivery platform may include:	- world wide web - CR-ROM
Multimedia productions may include or be included in:	- aspects or sections of film/video production:<ol start="4"> - feature - documentary - short film and/or video - animations - commercials - live or pre-recorded performances - music video - television production of any type (music, drama, comedy, variety, sport) - live or pre-recorded television productions - educational product - game - promotional product - information product - training product - e-commerce - a range of others

EVIDENCE GUIDE

Underpinning skills and knowledge	Assessment must include evidence of essential knowledge of, and skills in, the following areas: - principles of effective and creative design - principles of visual communication - application of a wide range of media techniques - the theory of human/machine interaction - principles of learning and instructional techniques
Linkages to other units	This unit has linkages to the following units and combined training delivery and/or assessment is recommended: - CUFMEM07A Apply principles of visual design and communication to the development of a multimedia product - CUFRAD01A Originate and develop the concept - CUFGEN01A Develop and apply industry knowledge - CUSRAD01A Collect and organise information - CUSRAD02A Conduct research
Critical aspects of evidence	Assessment must be customised to meet the needs of the particular sector in which performance is being assessed. Assessment should only address those variable circumstances, listed in the range of variables statements, which apply to the chosen context. The following evidence is critical to the judgement of competence in this unit: - the ability to develop a design which satisfies the requirements of the project specifications - the ability to achieve an original, effective and creative product

UNIT	**CUFMEM06A Design a multimedia product**

Method and context of assessment Assessment may take place on the job, off the job or a combination of both of these. Off the job assessment must be undertaken in a closely simulated workplace environment.

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- practical demonstration (direct observation may need to occur on more than one occasion to establish consistency of performance)
- role play
- case studies
- work samples or simulated workplace activities
- oral questioning/interview aimed at evaluating the processes used in developing and realising the creative concept
- projects/reports/logbooks
- third party reports and authenticated prior achievements
- portfolios of evidence which demonstrate the processes used in developing and realising the creative concept

Resource requirements Assessment requires access to a range of resources and equipment listed in the range of variables statement, currently used by the multimedia industry.

Key competencies   Level

Key competencies	Level
Collecting, organising and analysing information	3
Communicating ideas and information	3
Planning and organising activities	3
Working with others and in teams	3
Solving problems	3
Using mathematical ideas and techniques	2
Using technology	3

UNIT	**CUFMEM07A Apply principles of visual design and communication to the development of a multimedia product**

UNIT DESCRIPTOR

This unit describes the skills and knowledge required to incorporate the principles of visual design and communication into the development of multimedia products for use within the cultural industries.

Element		Performance criteria	
1	Receive and interpret the brief	1.1	Liaise with the relevant personnel to interpret and identify the objective and outcomes of the multimedia product, considering the application of visual design and communication techniques to ensure the creative, technical and production requirements can be met
		1.2	Identify all the relevant factors which may determine and affect visual design and communication concepts and application through the breakdown and interpretation of the brief and liaison with relevant personnel
		1.3	Clarify target user/audience to determine the format and delivery platform of the multimedia product through discussion with relevant personnel
2	Generate and assess ideas	2.1	Generate a range of visual design and communication ideas and collaborate, as required with relevant personnel to ensure contribution of a range of ideas and creative solution so the initial concept
		2.2	Discuss visual design and communication ideas which are technically feasible, respond to the brief and provide creative solutions to all design ideas
		2.3	Continuously reflect on and assess the creative ideas and solutions for implications on budget, timeline, technical feasibility and suitability to meet the brief
3	Conduct research	3.1	Research and compare techniques and tools for visual design and communication available for use in the creation of a multimedia product, exploring the characteristics and differences of digital imaging and traditional imaging
		3.2	Research and compare the range of delivery platforms available for multimedia products
		3.3	Explore the range of typographical and visual elements that are appropriate in the development of a multimedia product
		3.4	Identify the relationship between the visual components and the hardware required
		3.5	Organise research media and findings for use by all relevant personnel throughout the design development process, updating as required
		3.6	Evaluate the initial discussions and design brief against the findings and discuss with relevant personnel
4	Select media/materials for use in visual design and communication	4.1	Identify the range of visual design and communication techniques available and present to the relevant personnel for the consideration of their ability to meet the creative, technical and production brief
		4.2	Select the appropriate visual design and communication techniques which fulfil the creative, technical and production requirements of the brief
		4.3	Gather relevant materials and media, ensuring their compatibility to the creative and technical specifications of the multimedia product
		4.4	Consult relevant personnel to ensure that all required media is identified and sourced and ensuring that selection is based on the understanding of the user characteristics and capabilities

UNIT	CUFMEM07A Apply principles of visual design and communication to the development of a multimedia product

5	Apply visual design and communication techniques	5.1	Use selected design techniques to develop the structure of the product, to ensure that all elements are fully documented for future use
		5.2	Consider the relevant multimedia elements required to achieve the desired outcome
		5.3	Discuss technical parameters and planning with relevant personnel to achieve the most appropriate format
		5.4	Determine the range of appropriate design parameters and employ these to fulfil the brief, ensuring the creative, technical and production resources are adequate to achieve the final outcome
6	Evaluate visual and communication design techniques	6.1	Review the visual design and communication techniques to assess creative solutions to design brief, appropriateness to the user/audience and technical feasibility
		6.2	Discuss and confirm additional requirements or modifications to the overall design and undertake any necessary amendments

RANGE OF VARIABLES

Variable	Scope
Appropriate personnel to consult may include:	- art director - technical director - computer graphic designers - programmers - graphic designers - heads of department - other technical staff - user/audience - other specialist creative and technical staff
Design techniques:	- drawing - storyboard - drawing on a table - scanning drawings and photographs - using image and background generation tools - thumbnail sketched - flow charts
Visual design and communication elements may include:	- composition - proportion - balance - framing - colour - line - texture - shape - form - tone - scale - movement - typography: - point - tracking - leading - kerning - typeface - alignment

UNIT	**CUFMEM07A Apply principles of visual design and communication to the development of a multimedia product**

Visual multimedia elements may include:

- screen images:
  - ° graphics
  - ° photographs
  - ° drawings
  - ° video
  - ° film
- buttons
- colours
- text
- content
- style
- icons
- backgrounds
- flow chart

Delivery platform may include:

- world wide wed
- CD-ROM

Multimedia productions may include or be included in:

- aspects or sections of film/video production:
  - ° feature
  - ° documentary
  - ° short film and/or video
  - ° animations
  - ° commercials
  - ° live or pre-recorded performances
  - ° music video
  - ° television production of any type (music, drama, comedy, variety, sport)
  - ° live or pre-recorded television productions
- educational product
- game
- promotional product
- information product
- training product
- e-commerce
- a range of others

UNIT	CUFMEM07A Apply principles of visual design and communication to the development of a multimedia product

EVIDENCE GUIDE

Underpinning skills and knowledge

Assessment must include evidence of essential knowledge of, and skills in, the following areas:

- application of principles of graphic and visual/communication design
- characteristics of digital and traditional graphics
- familiarity with the capability of a range of tools and techniques for producing and manipulating images
- the ability to review decisions in terms of user characteristics and requirements
- principles of learning and instructional approaches
- planning and research
- effective visual communication skills
- knowledge of the scope, technology and components applicable to multimedia products
- knowledge and application of a range of computer design software
- knowledge of the limiting factors of computer hardware and software
- knowledge of strategies to test instructional products
- interpreting creative information, scripts and images
- understanding the capabilities of other collaborative personnel
- understanding the creative elements of a production
- design and drawing skills
- ability to maintain design integrity
- information sources and management
- copyright laws, regulations and copyright clearance procedures

Linkages to other units

This unit has linkages to the following units and combined training delivery and/or assessment is recommended:

- CUFRAD01A   Originate and develop a concept
- CUFMEM06A   Design a multimedia product
- CUFMEM14A   Create, manipulate, and incorporate 2D graphics

Critical aspects of evidence

Assessment must be customised to meet the needs of the particular sector in which performance is being assessed. Assessment should only address those variable circumstances, listed in the range of variables statements, which apply to the chosen context.

The following evidence is critical to the judgement of competence in this unit:

- design/produce an effective and creative design for a multimedia product which demonstrates the application of visual design and communication principles

Method and context of assessment

Assessment may take place on the job, off the job or a combination of both of these. Off the job assessment must be undertaken in a closely simulated workplace environment.

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- practical demonstration (direct observation may need to occur on more than one occasion to establish consistency of performance)
- role play
- case studies
- work samples or simulated workplace activities
- oral questioning/interview aimed at evaluating the processes used in developing and realising the creative concept
- projects/reports/logbooks
- third party reports and authenticated prior achievements
- portfolios of evidence which demonstrate the processes used in developing and realising the creative concept

Resource requirements

Assessment requires access to a range of resources and equipment listed in the range of variables statement, currently used by the multimedia industry.

UNIT	**CUFMEM07A Apply principles of visual design and communication to the development of a multimedia product**

Key competencies **Level**

Collecting, organising and analysing information	3
Communicating ideas and information	3
Planning and organising activities	3
Working with others and in teams	2
Solving problems	2
Using mathematical ideas and techniques	1
Using technology	2

UNIT	**CUFMEM08A Apply principles of instructional design to a multimedia product**

UNIT DESCRIPTOR

This unit describes the skills and knowledge required for incorporating the principles of instructional design in the development of multimedia products for use within the cultural industries.

Element		**Performance criteria**	
1	Receive and interpret the brief for the instructional design	1.1	Liaise with the relevant personnel to interpret and identify the objective and learning outcomes of the instructional product, ensuring the creative, technical and production requirements can be met
		1.2	Identify all the relevant factors which may determine and affect the instructional design and through the breakdown and interpretation of the brief and liaison with relevant personnel
		1.3	Clarify target user/audience to determine the format and delivery platform of the instructional product through discussion with relevant personnel
2	Generate and assess ideas	2.1	Generate a range of ideas for the instructional design which are technically feasible, respond to the brief and provide creative solutions to all design ideas
		2.2	Discuss ideas and collaborate, as required, with relevant personnel to ensure contribution of a range of ideas and creative solutions to the initial concept
		2.3	Continuously reflect on and assess the creative ideas and solutions for implications on budget, timeline, technical feasibility and suitability to meet the brief
3	Conduct research	3.1	Research the range of instructional approaches that reflect the requirements of the brief and may influence the overall design development
		3.2	Organise research media and findings for use by all relevant personnel throughout the design development process, updating as required
		3.3	Evaluate the initial discussions and design brief against the findings and discuss with relevant personnel
4	Select an instructional design model	4.1	Identify a range of instructional design models, considering their characteristics, difference and ability to meet the brief
		4.2	Consult with relevant personnel to ensure that the full range of models have been identified and sourced
		4.3	Select the instructional design model which fulfils the creative, technical and production requirements of the brief
		4.4	Ensure that selection is based on an understanding of the user characteristics and capabilities
5	Plan and compose the instructional product	5.1	Using selected instructional design techniques compose the structure of the product, ensuring that all elements are fully documented for future use
		5.2	Plan content, sequence and interactivity of learning activities to be included according to technical, creative and production requirements
		5.3	Determine the relevant multimedia elements necessary to construct the product
		5.4	Discuss technical parameters and planning with relevant personnel to achieve the most appropriate format
		5.5	Determine the range of appropriate design parameters and employ these to fulfil the brief, ensuring the creative, technical and production resources are adequate to achieve the final outcome
6	Evaluate instructional strategies and materials	6.1	Review instructional product to assess the application of creative solutions to the design brief, the technical feasibility and its appropriateness to the user/audience
		6.2	Discuss and confirm additional requirements or modifications to the instructional design and undertake any necessary amendments

UNIT	**CUFMEM08A Apply principles of instructional design to a multimedia product**

RANGE OF VARIABLES

Variable	**Scope**
Aim of the instructional product may be:	- enhancing the learning environment - extending the educators' ability to educate - boosting the learners capacity - providing experiences not available in the real world - facilitating collaboration across cultural, social and physical boundaries - supporting personal and authentic learning
Relevant factors may include:	- audience - environment - resource requirements - language and developmental stage of the learner
Factors in instructional models may include:	- degree of interactivity - relevance to the audience (based on consultation and research) - accommodation of various learning styles - familiarity of the intended audience with the technology - language and literacy levels - balance between various components (images, text, sound, animation) - ease of use - level of interest and strategies for rewarding the user
Factors to be considered in instructional plan:	- material in logical order, one sequence flowing on from another - in order of increasing difficulty - opportunities for repetition and review of material - the need for interactivity - inclusion of a variety of approaches, techniques of presenting information and activities - structure of the information - what happens if the person makes a mistake - how to get help - techniques for holding the users' attention and making the program interesting
Delivery platform may include:	- world wide wed - CD-ROM
Multimedia productions may include or be included in:	- aspects or sections of film/video production: - feature - documentary - short film and/or video - animations - commercials - live or pre-recorded performances - music video - television production of any type (music, drama, comedy, variety, sport) - live or pre-recorded television productions - educational product - game - promotional product - information product - training product - e-commerce - a range of others

UNIT	**CUFMEM08A Apply principles of instructional design to a multimedia product**

EVIDENCE GUIDE

Underpinning skills and knowledge

Assessment must include evidence of essential knowledge of, and skills in, the following areas:
- principles of learning and instructional approaches
- planning and research
- effective communication
- knowledge of the scope, technology and components applicable to multimedia products
- knowledge and application of a range of instructional software
- knowledge of the limiting factors of computer hardware and software
- knowledge of strategies to test instructional products
- interpreting creative information, scripts and images
- understanding the capabilities of other collaborative personnel
- understanding the creative elements of a production
- design and drawing skills
- ability to maintain design integrity
- information sources and management
- copyright laws, regulations and copyright clearance procedures

Linkages to other units

This unit has linkages to the following units and combined training delivery and/or assessment is recommended:
- CUFRAD01A   Originate and develop a concept
- CUFMEM06A   Design a multimedia product
- CUFGEN01A   Develop and apply industry knowledge
- CUSRAD01A   Collect and organise information
- CUSRAD02A   Conduct research

Critical aspects of evidence

Assessment must be customised to meet the needs of the particular sector in which performance is being assessed. Assessment should only address those variable circumstances, listed in the range of variables statements, which apply to the chosen context.

The following evidence is critical to the judgement of competence in this unit:
- ability to present and organise information for educational and learning purposes
- understanding of a range of software for on-line learning
- developed communication skills

Method and context of assessment

Assessment may take place on the job, off the job or a combination of both of these. Off the job assessment must be undertaken in a closely simulated workplace environment.

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:
- practical demonstration (direct observation may need to occur on more than one occasion to establish consistency of performance)
- role play
- case studies
- work samples or simulated workplace activities
- oral questioning/interview aimed at evaluating the processes used in developing and realising the creative concept
- projects/reports/logbooks
- third party reports and authenticated prior achievements
- portfolios of evidence which demonstrate the processes used in developing and realising the creative concept

Resource requirements

Assessment requires access to a range of resources and equipment listed in the range of variables statement, currently used by the multimedia industry.

Key competencies

	Level
Collecting, organising and analysing information	3
Communicating ideas and information	3
Planning and organising activities	3
Working with others and in teams	3
Solving problems	3
Using mathematical ideas and techniques	1
Using technology	2

UNIT	CUFMEM10A Design and create a multimedia interface

UNIT DESCRIPTOR

This unit describes the skills and knowledge to design and create the graphical user interface (GUI) for a multimedia product within the cultural industries.

Element		Performance criteria	
1	Plan an interface design	1.1	Obtain and study the project brief, navigation plan and technical specifications for a multimedia product
		1.2	Discuss the concept and specifications with relevant personnel to identify the design concept or metaphor
		1.3	Identify the budget, technical and resource constraints to ensure that all requirements are considered during the design phase
		1.4	Clarify the client and user/audience needs in order to identify the format of the interface to be used
2	Develop the interface	2.1	Visualise the concept and develop preliminary sketches
		2.2	Develop and present a series of roughs to relevant personnel and discuss the various merits for selection
		2.3	Continuously evaluate new ideas and incorporate them as appropriate
		2.4	Develop a final detailed sketch taking into consideration all ideas generated
		2.5	Gain approval from relevant personnel to ensure that the interface meets all requirements
3	Create the interface	3.1	Use appropriate industry standard software to create screen design, applying visual design principles to all screen elements
		3.2	Ensure all elements, screens, transitions, sequences, pages and buttons are integrated to conform to the basic design concept or metaphor
		3.3	Ensure all elements conform to the specified technical requirements
		3.4	Develop a prototype version of the interface and experiment to ensure its utility
4	Evaluate the interface	4.1	Present, discuss and evaluate the interface design prototype to relevant personnel, obtaining and noting detailed response, comments and any required changes
		4.2	Incorporate design changes to complete interface design
		4.3	Obtain final agreement from relevant personnel for finished design to ensure that the design brief has been achieved

RANGE OF VARIABLES

Variable	Scope
Factors to be taken into account:	• budget • resources • metaphor • purpose • audience • navigation design • multimedia elements
Technical specifications may include:	• file format • file size • operating system • delivery platform

UNIT	CUFMEM10A Design and create a multimedia interface

Relevant personnel may include:
- project manager
- navigation designers
- sound engineer
- video producer
- animators
- artists
- instructional designers
- programmers
- graphic designers
- technical staff
- other specialist staff

Multimedia product may include:
- educational product
- game
- promotional product
- information product
- training product

Industry standard software may include:
- a wide range of software, some current examples of which may be:
  ° Photoshop
  ° Illustrator
  ° Corel Draw
  ° Fireworks
  ° Studio Max
  ° Bryce
  ° Freehand

NOTE: These programs are constantly being upgraded and replaced and appropriate up to date programs should be selected.

Delivery platform may include:
- world wide web
- CD-ROM

Multimedia productions may include or be included in:
- aspects or sections of film/video production:
  ° feature
  ° documentary
  ° short film and/or video
  ° animations
  ° commercials
  ° live or pre-recorded performances
  ° music video
  ° television production of any type (music, drama, comedy, variety, sport)
  ° live or pre-recorded television productions
- educational product
- game
- promotional product
- information product
- training product
- e-commerce
- a range of others

UNIT	CUFMEM10A Design and create a multimedia interface

EVIDENCE GUIDE

Underpinning skills and knowledge

Assessment must include evidence of essential knowledge of, and skills in, the following areas:

- ability to interpret a brief
- ability to follow a navigation design
- drawing skills
- understanding of visual design principles
- knowledge of appropriate 2D and 3D software to produce interface design
- understanding of cultural context of multimedia product use
- effective communication skills
- knowledge of strategies to test usability

Linkages to other units

This unit has linkages to the following units and combined training delivery and/or assessment is recommended:

- CUSGEN01A — Use and adapt to new technology
- CUFMEM06A — Design a multimedia project
- CUFWRT07A — Write an interactive sequence for multimedia
- CUSRAD02A — Conduct research

Critical aspects of evidence

Assessment must be customised to meet the needs of the context in which performance is being assessed. Assessment should only address those variable circumstances, listed in the range of variables statements, which apply to the chosen context.

The following evidence is critical to the judgement of competence in this unit:

- the development and evaluation of a graphic interface design for a multimedia product. The GUI should be user friendly, efficient, original and creative

Method and context of assessment

Assessment may take place on the job, off the job or a combination of both of these. Off the job assessment must be undertaken in a closely simulated workplace environment.

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- practical demonstration (direct observation may need to occur on more than one occasion to establish consistency of performance)
- role play
- case studies
- work samples or simulated workplace activities
- oral questioning/interview aimed at evaluating the processes used in developing and realising the creative concept
- projects/reports/logbooks
- third party reports and authenticated prior achievements
- portfolios of evidence which demonstrate the processes used in developing and realising the creative concept

Resource requirements

Assessment requires access to a range of resources, equipment and software listed in the range of variables statement, currently used by the multimedia industry.

Key competencies

	Level
Collecting, organising and analysing information	1
Communicating ideas and information	2
Planning and organising activities	3
Working with others and in teams	2
Solving problems	2
Using mathematical ideas and techniques	1
Using technology	3

UNIT	CUFMEM11A Design the navigation for a multimedia product

UNIT DESCRIPTOR

This unit describes the skills and knowledge required to design the navigation for a multimedia product.

Element		Performance criteria	
1	Plan navigation	1.1	Discuss the concept with relevant personnel/client to ensure that the design brief is fully understood
		1.2	Identify technical parameters of the product including its delivery platform
		1.3	Identify the audience/user to ensure that all navigation requirements can be incorporated into the design
		1.4	Identify the multimedia elements to be integrated into the product
		1.5	Conduct necessary research to ensure that the script is fully scoped and contains all necessary contents
2	Develop navigation	2.1	Sketch overall product architecture and ensure that linkages are shown between the multimedia elements which identify all non-linear pathways
		2.2	Ensure that user interactivity functions are clearly shown
		2.3	Experiment with and determine the search functions to ensure that the navigation method is workable
		2.4	Sketch a draft storyboard or flow chart for each sequence
		2.5	Present navigation drafts to relevant personnel for comment to ensure that all appropriate ideas for navigation are generated
		2.6	Review all suggestions against various merits and incorporate suggestions into the final design
3	Construct navigation	3.1	Draw freehand or use appropriate software to present navigation map/plan, storyboard or flow chart
		3.2	Detail all necessary navigation specifications and functions so that documentation can be referred to throughout the development phase
		3.3	Show frames, forms, tables and other structural elements where necessary
		3.4	Show all linkages to multimedia elements activated by buttons and other interactive 'hotspots'
		3.5	Ensure intuitive and logical flow for each non-linear sequence
		3.6	Ensure appropriate and logical exit points
		3.7	Develop templates where necessary for integration of specific text and graphic elements
4	Evaluate navigation	4.1	Present the navigation design to relevant personnel
		4.2	Discuss with relevant personnel strategies to evaluate the navigation design
		4.3	Obtain detailed response and opinions from legitimate sources
		4.4	Incorporate design changes to complete navigation design
		4.5	Obtain final agreement from relevant personnel for finished design

UNIT	CUFMEM11A Design the navigation for a multimedia product

RANGE OF VARIABLES

Variable	Scope
Production specifications may include:	- budget - resources - metaphor - purpose - audience - multimedia elements - script
Technical specification may include:	- file format - file size - operating system - delivery platform
Relevant personnel may include:	- project manager - sound engineer - video producer - animators - artists - instructional designers - programmers - graphic designers - technical staff - other specialist staff
Multimedia product may include:	- educational produce - game - promotional product - information product - training product
Industry standard software may include:	- a wide range of software, some current examples of which may be: - Story Vision - Story Space - Powerpoint NOTE: These programs are constantly being upgraded and replaced and appropriate up to date programs should be selected.
Delivery platform may include:	- world wide web - CD-ROM
Navigation elements may include:	- characters - buttons - labels - environments - props - headings - menus

UNIT	CUFMEM11A Design the navigation for a multimedia product

Multimedia productions may include or be included in:	• aspects or sections of film/video production:

- ° feature
- ° documentary
- ° short film and/or video
- ° animations
- ° commercials
- ° live or pre-recorded performances
- ° music video
- ° television production of any type (music, drama, comedy, variety, sport)
- ° live or pre-recorded television productions

- educational product
- game
- promotional product

- information product
- training product
- e-commerce
- a range of others

EVIDENCE GUIDE

Underpinning skills and knowledge	Assessment must include evidence of essential knowledge of, and skills in, the following areas: • ability to interpret a brief • drawing skills • knowledge of the limitations and capacities of various delivery platforms • knowledge of appropriate software to draw storyboard or flow chart • understanding of cultural context of multimedia product use • effective communication skills • knowledge of strategies to test usability
Linkages to other units	This unit has linkages to the following units and combined training delivery and/or assessment is recommended: • CUFMEM06A Design a multimedia product • CUFWRT07A Write an interactive sequence for multimedia • CUSRAD01A Collect and organise information • CUFMEM08A Apply principles of instructional design to media project
Critical aspects of evidence	This unit of competence applies to a range of outcomes and the focus of assessment will depend on the outcome required. Assessment should only address those variable circumstances, listed in the range of variables statements, which apply to the chosen context. The following evidence is critical to the judgement of competence in this unit: • the development of a navigation design for a multimedia product that is effective and achieves the specified outcome
Method and context of assessment	Assessment may take place on the job, off the job, or a combination of both of these. Off the job assessment must be undertaken in a closely simulated workplace environment. Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include: • practical demonstration (direct observation may need to occur on more than one occasion to establish consistency of performance) • role play • case studies • work samples or simulated workplace activities • oral questioning/interview aimed at evaluating the processes used in developing and realising the creative concept • projects/reports/logbooks • third party reports and authenticated prior achievements • portfolios of evidence which demonstrate the processes used in developing and realising the creative concept

UNIT	CUFMEM11A Design the navigation for a multimedia product

Resource requirements   Assessment requires access to a range of resources and equipment listed in the range of variables statement, currently used by the multimedia industry.

Key competencies   Level

Collecting, organising and analysing information	3
Communicating ideas and information	3
Planning and organising activities	3
Working with others and in teams	2
Solving problems	2
Using mathematical ideas and techniques	1
Using technology	3

UNIT	CULLB412A Undertake cataloguing activities

UNIT DESCRIPTOR

Basic copy or descriptive cataloguing and catalogue maintenance duties requires practitioners to work in accordance with well-established procedures and guidelines.

ELEMENT	PERFORMANCE CRITERIA
1. Undertake cataloguing/classification of material	1.1 Suitable hard copy and electronic sources of ready-made cataloguing records are selected
	1.2 Material is checked accurately against existing catalogue records in accordance with organisational procedures
	1.3 Record is corrected and modified to conform to the organisation's cataloguing/classification system(s), requirements and relevant standards
	1.4 Detection of errors in cataloguing/classification copy or inappropriate subject headings reflects understanding of relevant cataloguing tools and subject matter of the information being catalogued/classified
	1.5 Difficulties or uncertainties are discussed with appropriate person(s) and resolved and referred to appropriate persons for cataloguing/classification or other action
	1.6 Cataloguing practices reflect knowledge of organisation's cataloguing system(s), and use of national network and organisation's computer system, including command languages and procedures
2. Provide cataloguing support	2.1 Material to be catalogued by others is checked against existing records and details added or corrections made to facilitate cataloguing
	2.2 Catalogue maintenance is carried out in accordance with organisational procedures and priorities
	2.3 An accurate and accessible record of the classification and holdings of the organisation is created and/or maintained, in accordance with national and organisational procedures and guidelines
	2.4 Statistics of information catalogued are accurately recorded in accordance with organisational procedures
3. Create item level data	3.1 Item is assigned an appropriate location
	3.2 Relevant access conditions are recorded
	3.3 Item maintenance requirements are recorded

RANGE OF VARIABLES

This unit of competency should be demonstrated in accordance with the organisation's:
- goals, values, objectives, plans, systems and processes
- business and performance plans
- ethical standards
- client service standards
- access and equity principles and practices
- quality and continuous improvement processes and standards
- defined resource parameters

Legislation, codes and national standards relevant to the workplace may include:
- Copyright Act and amendments
- Archives Act
- Equal Opportunity legislation
- various cataloguing standards such as AACR2, DDC etc

UNIT	CULLB412A Undertake cataloguing activities

Information service providers include a range of organisations or agencies that provide information, eg:
- libraries
- museums, galleries and archives
- record management units
- government departments, agencies or shopfronts
- business and financial information units
- information units within a parent organisation
- community advisory organisations or bureaus

Customers and suppliers may be:
- internal or external
- drawn from existing or new sources

Resources may include:
- people
- finance
- information
- equipment
- power/energy
- time
- buildings/facilities
- technology

Cataloguing will be within clear parameters and guidelines and in accordance with well-established procedures. It will include basic copy cataloguing where an existing record is found from onsite or offsite sources.

Cataloguing may include:
- basic descriptive cataloguing
- a record which is flagged as being from a source known to be normally complete and reliable
- an apparently complete existing record found in the national database but from a source which may be less complete or reliable but acceptable to the library

Catalogues will generally be automated, but may be in paper or electronic formats.

Material to be catalogued may include:
- books
- journals
- audio-visual items
- CD-ROMs
- music
- maps
- toys
- games
- material in English or languages other than English
- computer files and software
- electronic documents and journals
- network resources
- microforms

Systems and standards may include:
- AUSMARC
- USMARC
- AACR (latest edition and amendments)
- SCIS Subject Headings
- Dewey Decimal Classification
- Library of Congress/classification
- Local protocols

UNIT	CULLB412A Undertake cataloguing activities

Appropriate person(s) for referral may include more experienced or senior staff in the library or other experts.

Catalogue maintenance includes:
- relocating items
- re-cataloguing items, eg from manual to computerised format
- updating of files
- correcting holdings information

Access conditions includes recording specific conditions which apply to materials such as:
- not for loan
- shelved in specific areas of the organisation
- housed on or off site
- restrictions on loans periods

Item maintenance includes:
- checking disks for viruses on a regular basis
- checking special material to ensure all components are correct, eg pictorial materials, slides

EVIDENCE GUIDE

Critical aspects of evidence

Evidence to demonstrate consistent achievement of this unit's outcomes includes:
- demonstrated accuracy and organisational abilities
- sound knowledge of bibliographic and catalogue record components
- knowledge and understanding of cataloguing conventions

Underpinning knowledge and skills

Skills and knowledge are required in:
- communication and promotion
- working effectively as part of a cooperative network
- information literacy
  - ° checking bibliographic details
  - ° adapting/upgrading bibliographic records to suit client needs
  - ° acquiring and using information appropriate to work responsibilities
  - ° evaluating the quality and relevance of information that can be accessed through the Internet
  - ° searching databases efficiently
- planning and organisation
- using time management strategies and setting priorities
- information management
  - ° library cataloguing policies and procedures
  - ° applying international standards and systems used in Australian libraries, eg AACR, AUSMARC, USMARC, DDC, LCC and SCIS
  - ° applying the principles of bibliographic description and access
  - ° applying the principles of subject heading and classification schemes
  - ° cataloguing levels appropriate to different types of libraries
  - ° applying catalogue maintenance processes
  - ° locating suitable bibliographic records to match items
  - ° preparing basic descriptive cataloguing records
  - ° checking subject headings and classification numbers, using latest editions of suitable tools
  - ° resolving simple cataloguing problems
  - ° maintaining cataloguing records, including authorities

UNIT	CULLB412A Undertake cataloguing activities

- information technology
    - ° operating computer hardware to manage files and disks, print documents and use a keyboard and mouse
    - ° operating computer software to launch applications, retrieve and save files, use the basic functions of applications, back up data, establish and follow procedures, and add simple data and records to information systems
    - ° the potential damage caused by viruses and procedures to prevent them
    - ° following basic information technology security procedures
    - ° maintaining and managing information technology for stand-alone computers
    - ° working within a network and understanding its related information functions
- the work environment
- the role, functions and services of the organisation
- Copyright Act and amendments
- applying principles of best practice to own work

Resource implications

Competency in this unit should be assessed using all the relevant resources commonly provided in the cataloguing unit of an information service provider. Specific assessment tools may include:
- strategic plans and relevant policies and procedures manuals
- relevant cataloguing tools

Method and context of assessment

- Evidence of competence may be obtained through a variety of methods including:
    - ° observation
    - ° oral questioning
    - ° examination of assessee's portfolio/CV
    - ° authenticated examples of assessments and/or assignments from formal education courses
    - ° supporting statement from section manager or equivalent
    - ° position descriptions
    - ° samples of cataloguing and classification work
    - ° discussion of case studies
    - ° procedures manual written by applicant

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

Assessment should occur either off the job, on the job or in a combination of on and off the job.

KEY COMPETENCIES

Collect, analyse & organise information	Communicate ideas & information	Plan & organise activities	Work with others & in teams	Use mathematical ideas & techniques	Solve problems	Use technology
3	2	3	2		2	3