



THH02 Hospitality Training Package

Volume 5 of 5



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THH02 Hospitality Training Package

Volume 5 of 5 Hospitality Training Package (Volume 5 - E-business Competency Standards for Tourism and Hospitality)

Skills for the Future - Competency Standards for E-Business and Innovation

This is the fifth of five volumes which comprise the endorsed components of the THT02 Tourism and THH02 Hospitality Training Packages. This volume must be used in conjunction with other relevant volumes, as follows:

Volume 1 Qualifications, Assessment Guidelines & Supporting Information

Volume 2 General Competency Standards for Tourism and Hospitality

Volume 3 Competency Standards for Tourism

Volume 4 Competency Standards for Hospitality

Note: For ease of use, the common components of the two industry Training Packages have been combined. Volume 1 contains the Qualifications, Assessment Guidelines and Supporting Information for both the THT02 Tourism and THH02 Hospitality Training Packages. Volumes 2 and 5 contain general competency standards which are applicable to both Tourism and Hospitality.

THH02 - Hospitality Training Package

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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
2.1	9/03/2005	Category One changes: Correct grammatical and typographical errors. Update the Diploma of Event Management to THT50203. Update THTLANO1_A with four new languages and their respective codes. Include the Innovation Standards from the Caravan Industries Training Package in Volume 5.
2.00	31/10/2002	Category One changes: Correct grammatical and typographical errors. Update the Diploma of Event Management to THT50203. Update THTLANO1_A with four new languages and their respective codes. Include the Innovation Standards from the Caravan Industries Training Package in Volume 5.
1.00	20/03/2002	Primary Release revised versions.

Primary Release revised versions.

Qualifications Framework

The Australian Qualifications Framework

What is the Australian Qualifications Framework?

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

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

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

Qualifications

Training Packages can incorporate the following eight AQF qualifications.

- Certificate I in ...
- Certificate II in ...
- Certificate III in ...
- Certificate IV in ...
- Diploma of ...
- Advanced Diploma of ...
- Vocational Graduate Certificate of ...
- Vocational Graduate Diploma of ...

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

Statement of Attainment

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

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

AQF Guidelines and Learning Outcomes

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

Certificate I

Characteristics of Learning Outcomes

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

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

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

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

Certificate II

Characteristics of Learning Outcomes

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

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

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

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

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

Certificate III

Characteristics of Learning Outcomes

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

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

and within known time constraints.

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

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

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

Certificate IV

Characteristics of Learning Outcomes

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

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

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

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

Diploma

Characteristics of Learning Outcomes

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

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

Applications involve participation in development of strategic initiatives as well as personal

responsibility and autonomy in performing complex technical operations or organising others. It may include participation in teams including teams concerned with planning and evaluation functions. Group or team co-ordination may be involved.

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

Distinguishing Features of Learning Outcomes

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

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

Advanced Diploma

Characteristics of Learning Outcomes

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

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

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

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

Distinguishing Features of Learning Outcomes

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

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

Vocational Graduate Certificate

Characteristics of competencies or learning outcomes

- The self-directed development and achievement of broad and specialised areas of knowledge and skills, building on prior knowledge and skills.

- Substantial breadth and complexity involving the initiation, analysis, design, planning, execution and evaluation of technical and management functions in highly varied and highly specialised contexts.
- Applications involve making significant, high-level, independent judgements in major broad or planning, design, operational, technical and management functions in highly varied and specialised contexts. They may include responsibility and broad ranging accountability for the structure, management and output of the work or functions of others.
- The degree of emphasis on breadth, as opposed to depth, of knowledge and skills may vary between qualifications granted at this level.

Distinguishing features of learning outcomes

- Demonstrate the self-directed development and achievement of broad and specialised areas of knowledge and skills, building on prior knowledge and skills.
- Initiate, analyse, design, plan, execute and evaluate major broad or technical and management functions in highly varied and highly specialised contexts.
- Generate and evaluate ideas through the analysis of information and concepts at an abstract level.
- Demonstrate a command of wide-ranging, highly specialised technical, creative or conceptual skills in complex contexts.
- Demonstrate responsibility and broad-ranging accountability for the structure, management and output of the work or functions of others.

Vocational Graduate Diploma

Characteristics of competencies or learning outcomes

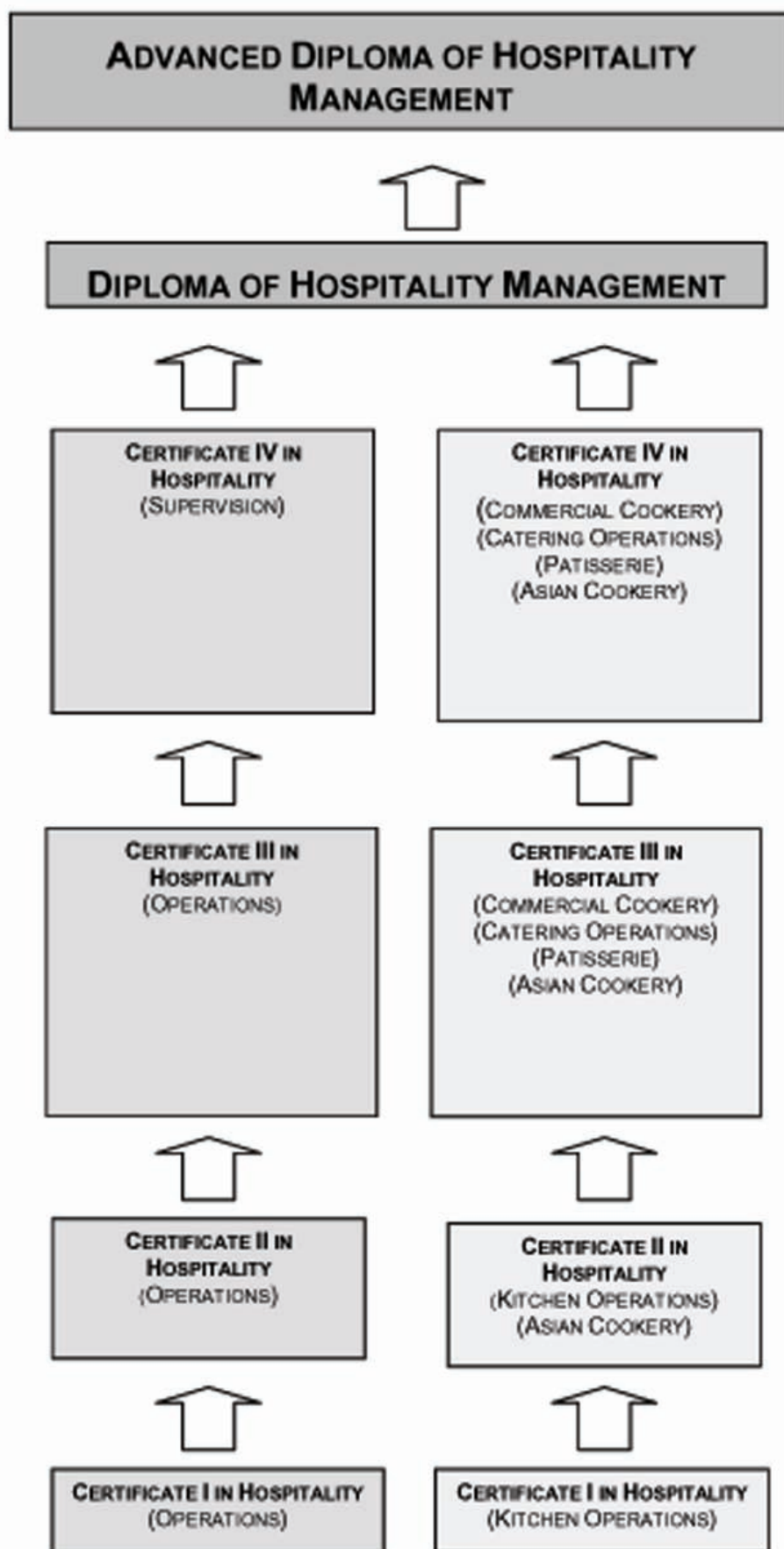
- The self-directed development and achievement of broad and specialised areas of knowledge and skills, building on prior knowledge and skills.
- Substantial breadth, depth and complexity involving the initiation, analysis, design, planning, execution and evaluation of major functions, both broad and highly specialised, in highly varied and highly specialised contexts.
- Further specialisation within a systematic and coherent body of knowledge.
- Applications involve making high-level, fully independent, complex judgements in broad planning, design, operational, technical and management functions in highly varied and highly specialised contexts. They may include full responsibility and accountability for all aspects of work and functions of others, including planning, budgeting and strategy development.
- The degree of emphasis on breadth, as opposed to depth, of knowledge and skills may vary between qualifications granted at this level.

Distinguishing features of learning outcomes

- Demonstrate the self-directed development and achievement of broad and highly specialised areas of knowledge and skills, building on prior knowledge and skills.
- Initiate, analyse, design, plan, execute and evaluate major functions, both broad and within highly varied and highly specialised contexts.
- Generate and evaluate complex ideas through the analysis of information and concepts at an abstract level.
- Demonstrate an expert command of wide-ranging, highly specialised, technical, creative or conceptual skills in complex and highly specialised or varied contexts.
- Demonstrate full responsibility and accountability for personal outputs.
- Demonstrate full responsibility and accountability for all aspects of the work or functions of others, including planning, budgeting and strategy.

Qualification Pathways

HOSPITALITY QUALIFICATIONS AT A GLANCE



Qualification Titles

Each qualification has a title which meets the required format of the Australian Qualifications Framework. The titles have been determined by industry to ensure that they describe meaningful and easily-recognised industry outcomes.

These titles must be used by RTOs responsible for issuing qualifications. These are listed in this document and include the words:

- Certificate I, II, III, IV, Diploma or Advanced Diploma to reflect the level of the qualification
- industry descriptor (Hospitality)
- main functional area or specialist stream (eg Kitchen Operations)

Within this Training Package, use of the word 'operations' in some qualifications reflects the industry need for broadly-based flexible qualifications which can apply across many functional areas.

Some examples are:

- Certificate III in Hospitality (Operations)
- Certificate IV in Hospitality (Commercial Cookery)
- Diploma of Hospitality Management

The qualifications issued by an RTO must list all the units of competency achieved, as detailed in the Assessment Guidelines document for this training package (refer to 'Reporting Assessment Outcomes').

Format of Qualifications

Each qualification clearly lists all the units of competence required for that particular qualification. This means, for example, that the core units of competence required for a Certificate II in Hospitality (Operations) still appear as core units of competence for a Diploma of Hospitality Management.

This "embedding" or "nesting" has been done for two reasons:

- to articulate the complete range of skills required to achieve each qualification rather than relying on references to pre-requisites or entry requirements for each successive qualification,
- to ensure that higher level qualifications focussing on management or supervisory skills also contain the required "hands-on" or practical skills.

The inclusion of lower level units has meant that the Diplomas and Advanced Diplomas in Hospitality and some of the Tourism Diplomas therefore, require achievement of substantial numbers of units of competence. For school leavers or new entrants to the industry, this is beneficial in that it provides them with a wide range of skills as well the opportunity to multi-skill and gain experience across the various strands of the industry. For existing employees who already have experience in the industry, however, this can mean unnecessary training and assessment of many units, unless there is effective RPL. Many enrol to undertake a higher level qualification to enhance existing skills and acquire leadership or management skills. For these candidates, direct entry into a Diploma or Advanced Diploma can be achieved with effective RPL of many of the lower level or generic skills.

Pathways To Qualifications

There are many different ways in which a person may gain a national qualification. Existing

employees, trainees, apprentices, or pre-employment students may obtain qualifications. The achievement of competence is what matters, not the way in which it is achieved.

For example, a young person entering the industry may benefit most from a mixture of on-the-job and off-the-job learning while an experienced worker may choose an assessment-only pathway.

Possible pathways are as follows:

- Assessment-only pathway
- Combination of on-the-job training and institution based training
- Institution-based training programs
- On-the-job training

The hospitality industry favours training which maximises workplace experience. RTOs are strongly encouraged to form close links with industry to increase learning benefits and employment outcomes for pre-employment students.

Customisation of Qualifications

Hospitality Industry national qualifications may be customised by including elective units of competency from a range of areas, including other relevant training packages.

Within the Training Package, it is possible to achieve a general or a specialist outcome by selecting either units focussed on a particular specialist area or units covering a wider range of skills. The packaging maximises choice, giving individuals and enterprises the opportunity to combine competencies in ways that suit them. For example, the Hospitality (Operations) qualifications are specifically designed for those seeking maximum choice and flexibility. A qualification like the Certificate III in Hospitality (Commercial Cookery) on the other hand, is quite prescriptive in nature to reflect the very specific skills required in that area of the industry.

In addition to Hospitality Industry competency standards, the Training Package allows for the selection of relevant units of competence from other industry packages. For example:

- Tourism
- Food Processing (wine sector)
- Transport
- Sport and Recreation
- Retail
- Business Services
- Assessment and Workplace Training.

When units are selected from other packages the assessment requirements of those packages must be met.

Some units from the National Assessment and Workplace Training Package should be achieved in holistic clusters which will count as one elective within a qualification. This encourages the acquisition of training and assessment skills within qualifications without inhibiting the selection of sufficient industry-specific units. The following clusters apply:

- BSZ405A plus BSZ407A plus BSZ408A (= one elective)
- BSZ401A plus BSZ402A plus BSZ403 (= one elective).

A full list of standards in both the Tourism and Hospitality Training Packages is found in this Volume. Standards from other industries not published in this package may be obtained from the relevant national ITAB, the National Training Information Service website or from Australian Training Products.

Linkages To Other Units and Pre-Requisites

The requirement to achieve some competency standards prior to or in conjunction with other units is identified in the evidence guides for individual units of competence. However, these 'pre-requisites' have been kept to a minimum to give RTOs flexibility in packaging the qualifications and to ensure that the requirements for each qualification can be understood easily. Where there is a pre-requisite requirement, this is reflected in the National Qualifications, so that all required units are explicitly stated in the core of each qualification. When RTOs select electives, they should carefully check for any pre-requisite requirements when structuring a course.

In determining how they will implement the training package, RTOs will select appropriate learning strategies, identify the sequence in which units of competence will be achieved and identify any pre-requisites.

The evidence guides for each unit also identify other units that are closely linked and may be assessed concurrently. The recommended linkages are provided as a non-prescriptive guide to assessors.

New Apprenticeships

The term 'new apprenticeships' incorporates both apprenticeships and traineeships. Trainees or apprentices may be employed full time or part time. Generally, they will undergo a combination of training and assessment at work and at a training institution, or undertake all their training in the workplace. Trainees and apprentices are employed by an enterprise under a training contract which sets out the training to be provided. Alternatively, the employer can be a group training company, which employs trainees and rotates them between a number of employers.

Training can be provided at set times (such as one day a week), in negotiated blocks of time or through other arrangements agreed by the enterprise and the training organisation.

This industry training package offers traineeships and apprenticeships at any qualification level. While the package does not preclude any of the qualifications being achieved via this pathway, it is unlikely that the industry will offer apprenticeships and traineeships at the higher levels of Diploma and Advanced Diploma in the foreseeable future. All Certificate II and III and IV level qualifications listed in this training framework would be appropriate for apprenticeships and traineeship delivery.

A training and assessment pathway combining on and off-the-job components is defined by the industry as the most suitable pathway for those undertaking formal traineeships or apprenticeships. In cases, where training is provided on-the-job followed by assessment off-the-job, it may be appropriate for assessment to be supported by a portfolio of evidence which demonstrates workplace performance. Supporting evidence of competency from the employer would also be appropriate.

Development of apprenticeships and traineeships should take account of the characteristics of the industries at local level. Estimation of the time taken to complete an apprenticeship or traineeship pathway to a qualification should be negotiated at State/Territory level and, more meaningfully, on a case by case basis. Local and enterprise consultation will ensure that apprenticeships and traineeships are linked to local industry needs, to particular job functions for which specific units can be chosen and to specified training and assessment pathways.

Relationship to International Qualifications

There is now mutual recognition of hospitality qualifications between Australia and New Zealand.

Skill Sets

Definition

Skill sets are defined as single units of competency, or combinations of units of competency from an endorsed Training Package, which link to a licence or regulatory requirement, or defined industry need.

Wording on Statements of Attainment

Skill sets are a way of publicly identifying logical groupings of units of competency which meet an identified need or industry outcome. Skill sets are not qualifications.

Where skill sets are identified in a Training Package, the Statement of Attainment can set out the competencies a person has achieved in a way that is consistent and clear for employers and others. This is done by including the wording 'these competencies meet [the relevant skill set title or industry need is included]' on the Statement of Attainment. This wording applies only to skill sets that are formally identified as such in the endorsed Training Package.

All Statements of Attainment must include the wording 'A Statement of Attainment is issued by a Registered Training Organisation when an individual has completed one or more units of competency from a nationally recognised qualification'. The following may also be used 'these competencies form part of the [the relevant qualification(s) code and title are inserted]'.

This section below provides information on skill sets within this Training Package, with the following important disclaimer: **Readers should ensure that they have also read the part of the Training Package that outlines licensing and regulatory requirements.**

Skill Sets in this Training Package

Where this section is blank, nationally recognised skill sets have yet to be identified in this industry.

Assessment Guidelines

Introduction

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

Assessment System Overview

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

Benchmarks for Assessment

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

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

Australian Quality Training Framework Assessment Requirements

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

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

Registration of Training Organisations

Assessment must be conducted by, or on behalf of, an RTO formally registered by a State or Territory Registering/Course Accrediting Body in accordance with the *Standards for Registered Training Organisations*. The RTO must have the specific units of competency and/or AQF qualifications on its scope of registration. See Section 1 of the *Standards for Registered Training Organisations*.

Quality Training and Assessment

Each RTO must have systems in place to plan for and provide quality training and assessment across all its operations. See Standard 1 of the *Standards for Registered Training Organisations*.

Assessor Competency Requirements

Each person involved in training, assessment or client service must be competent for the functions they perform. See Standard 7 of the *Standards for Registered Training Organisations* for assessor competency requirements. Standard 7 also specifies the competencies that must be held by trainers.

Assessment Requirements

The RTOs assessments must meet the requirements of the endorsed components of Training Packages within its scope of registration. See Standard 8 of the *Standards for Registered Training Organisations*.

Assessment Strategies

Each RTO must identify, negotiate, plan and implement appropriate learning and assessment strategies to meet the needs of each of its clients. See Standard 9 of the *Standards for Registered Training Organisations*.

Mutual Recognition

Each RTO must recognise the AQF qualifications and Statements of Attainment issued by any other RTO. See Standard 5 of the *Standards for Registered Training Organisations*.

Access and Equity and Client Services

Each RTO must apply access and equity principles, provide timely and appropriate information, advice and support services that assist clients to identify and achieve desired outcomes. This may include reasonable adjustment in assessment. See Standard 6 of the *Standards for Registered Training Organisations*.

Partnership Arrangements

RTOs must have, and comply with, written agreements with each organisation providing training and/or assessment on its behalf. See Standard 1.6 of *Standards for Registered Training Organisations*.

Recording Assessment Outcomes

Each RTO must have effective administration and records management procedures in place, and must record AQF qualifications and Statements of Attainment issued. See Standards 4 and 10.2 of the *Standards for Registered Training*.

Issuing AQF Qualifications and Statement of Attainment

Each RTO must issue AQF qualifications and Statements of Attainment that meet the requirements of the *AQF Implementation Handbook* and the endorsed Training Packages within the scope of its registration. An AQF qualification is issued once the full requirements for a qualification, as specified in the nationally endorsed Training Package are met. A Statement of Attainment is issued where the individual is assessed as competent against fewer units of competency than required for an AQF qualification. See Standard 10 and Section 2 of the *Standards for Registered Training Organisations*.

Licensing/Registration Requirements

There are no specific licensing or registration issues that impact on assessment practices within the Hospitality Training Package

Requirements for Assessors

Assessor Qualifications

There are mandatory requirements that must be met by individual assessors or collectively by the members of an assessment team or panel conducting assessments against this Training Package. Assessors must have the following assessment Units of Competency from the Training Package for Assessment and Workplace Training, or must have demonstrated equivalent competencies:

- BSZ401A Plan assessment;
- BSZ402A Conduct assessment;
- BSZ403A Review assessment;
- plus the relevant vocational competencies, at least to the level being assessed.

In the tourism and hospitality industries, competence in the relevant standards should ideally be complemented by 3 years recent and relevant industry experience, including work experience in more than one enterprise. Supervisory and/or management experience may also be of benefit.

In addition to the above, it is recommended that assessors have comprehensive current knowledge of the industry and the job or role against which performance is being assessed.

They should also have appropriate interpersonal and communication skills and knowledge of language, literacy and numeracy issues in the context of assessment. These skills, knowledge and attributes may be developed and demonstrated through:

- participation in professional development;
- relevant work experience;
- participation in professional/industry networks;
- recent planning and review of assessment activities;
- participation in assessment validation processes;
- recent assessment and/or workplace training activities.

All assessors who are engaged in assessing against this Training Package must be:

- employed by an RTO, or
- acting under the registration of an RTO (for example, an assessor working in an enterprise that has a partnership arrangement with the RTO).

This Training Package provides a range of options for meeting these assessor requirements. Assessments can be undertaken in a variety of workplace and institutional contexts by individual assessors, partnerships involving assessors and technical experts, and teams of assessors.

The options listed below show how the requirement to use qualified assessors can be met.

OPTIONS	ASSESSORS, TECHNICAL EXPERTS AND WORKPLACE SUPERVISORS (Includes mandated requirements and recommended attributes)
Single assessor An individual assessor conducts the assessment	An assessor is required to: • hold formal recognition of competence in the relevant units in the Training Package for Assessment and Workplace Training; • be deemed competent and, where possible, hold formal recognition of competence in the specific Units of Competency in this Training Package, at least to the level being assessed. In addition, it is recommended that the assessor is able to: • demonstrate current knowledge of the industry, industry practices, and the job or role against which performance is being assessed; • demonstrate current knowledge and skill in assessing against this Training Package in a range of contexts; • demonstrate the necessary interpersonal and communication

	skills required in the assessment process.
Partnership arrangement An assessor works with a technical expert to conduct the assessment	Assessor is required to hold formal recognition of competence in the relevant units in the Training Package for Assessment and Workplace Training. In addition, it is recommended that the assessor is able to: • demonstrate current knowledge and skill in assessing against this Training Package in a range of contexts; • demonstrate the interpersonal and communication skills required in the assessment process. A technical expert is required to be deemed competent and, where possible, hold formal recognition of competence in the specific Units of Competency from this Training Package, at least to the level being assessed. In addition, it is recommended that the Technical Expert is able to: • demonstrate current knowledge of the industry, industry practices, and the job or role against which performance is being assessed; • communicate and liaise with the assessor throughout the assessment process.
Partnership arrangement An assessor works with workplace supervisor in collecting evidence for valid assessment	An assessor is required to: • hold formal recognition of competence in Assessment and Workplace Training in the relevant units in the Training Package; • make the assessment decision. In addition, it is recommended that the assessor is able to: • demonstrate current knowledge and skill in assessing against this Training Package in a range of contexts; • demonstrate the interpersonal and communication skills required in the assessment process; • communicate and liaise, where appropriate, with the workplace supervisor throughout the assessment process. A workplace supervisor is required to be deemed competent and, where possible, is to hold formal recognition of competence in the specific Units of Competency from this Training Package, at least to the level being assessed. In addition, it is recommended that the Workplace supervisor is able to: • demonstrate current knowledge of the industry, industry practices, and the job or role against which performance is being assessed; • communicate and liaise, where appropriate, with the assessor throughout the assessment process; • use agreed practices to gather and record evidence for the assessor to use in making a valid judgement on competency.

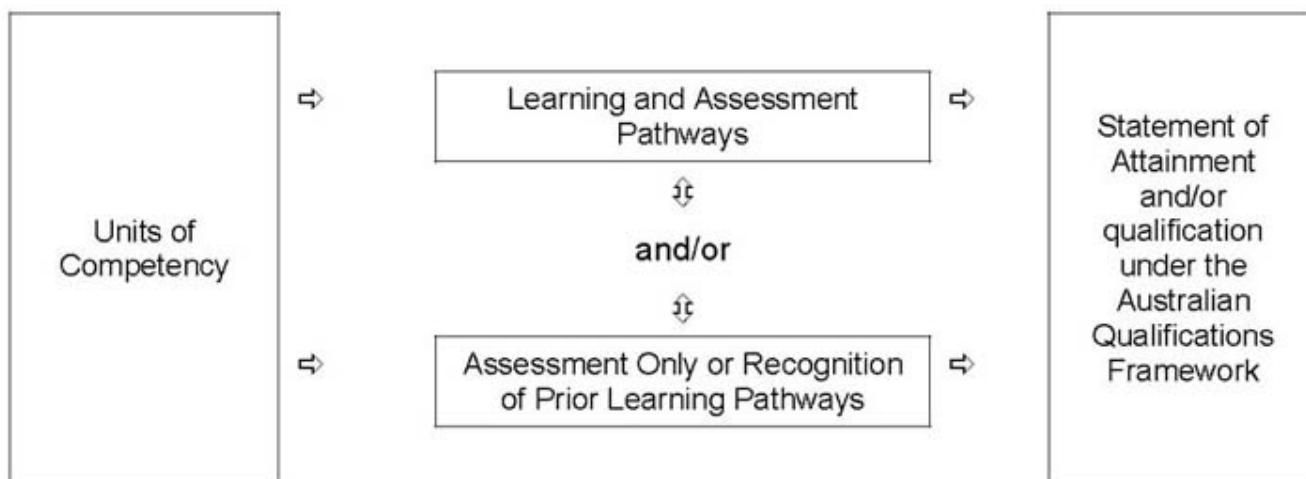
Partnership arrangement Assessment team/panel A team working together to conduct the assessment	Members of an assessment team or panel that comprises assessment and industry experience and expertise works together in the collection of evidence and in making judgements about competency. The members of the team must include at least one person who: • holds formal recognition of competence in Assessment and Workplace Training in the relevant units in the Training Package; • is deemed competent and, where possible, holds formal recognition of competence in the specific Units of Competency from this Training Package, at least to the level being assessed. In addition, it is recommended that members of the team/panel involved in the assessment are able to: • demonstrate current knowledge of the industry, industry practices, and the job or role against which performance is being assessed; • demonstrate current knowledge and skill in assessing against this Training Package in a range of contexts; • demonstrate the interpersonal and communication skills required in the assessment process and liaise with other team/panel members throughout the assessment process.
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Pathways

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

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

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



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

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

Learning and Assessment Pathways

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

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

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

Assessment-Only or Recognition of Prior Learning Pathway

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

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

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

- authentic (the candidates own work)
- valid (directly related to the current version of the relevant endorsed unit of competency)
- reliable (shows that the candidate consistently meets the endorsed unit of competency)
- current (reflects the candidates current capacity to perform the aspect of the work covered by the endorsed unit of competency), and
- sufficient (covers the full range of elements in the relevant unit of competency and addresses the four dimensions of competency, namely task skills, task management skills, contingency management skills, and job/role environment skills).

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

- candidates enrolling in qualifications who want recognition for prior learning or current competencies
- existing workers
- individuals with overseas qualifications
- recent migrants with established work histories

- people returning to the workplace, and
- people with disabilities or injuries requiring a change in career.

Combination of Pathways

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

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

Assessor Requirements

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

Assessor Competencies

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

7.3	a	The RTO must ensure that assessments are conducted by a person who has:
		• the following competencies* from the Training Package for Assessment and Workplace Training, or demonstrated equivalent competencies: • TAAASS401A Plan and organise assessment; • TAAASS402A Assess competence; • TAAASS404A Participate in assessment validation; • relevant vocational competencies, at least to the level being assessed.
	b	However, if a person does not have all of the competencies in Standards 7.3 a (i) and the vocational competencies as defined in 7.3 a (ii), one person with the competencies listed in Standard 7.3 a (i), and one or more persons who have the competencies listed in Standard 7.3 a (ii) may work together to conduct assessments.
		* A person who holds the competencies BSZ401A Plan assessment, BSZ402A Conduct assessment, and BSZ403A Review assessment from the Training Package for Assessment and Workplace Training will be accepted for the purposes of this standard. A person who has demonstrated equivalent competencies to BSZ401A and BSZ402A and BSZ403A in the period up to 12 months following publication of the Training and Assessment Training Package will also be accepted for the purposes of this standard.

Designing Assessment Tools

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

Use of Assessment Tools

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

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

Using Prepared Assessment Tools

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

Developing Assessment Tools

When developing assessment tools, assessors must ensure that they:

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

A key reference for assessors developing assessment tools is TAA04 Training and Assessment Training Package and the unit of competency TAAASS403A *Develop assessment tools*. There is no set format or process for the design, production or development of assessment materials.

Conducting Assessment

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

Mandatory Assessment Requirements

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

8		RTO Assessments
		The RTOs assessments meet the requirements of the endorsed components of Training Packages and the outcomes specified in accredited courses within the scope of its registration.
8.1		The RTO must ensure that assessments (including RPL):
	i.	comply with the assessment guidelines included in the applicable nationally endorsed Training Packages or the assessment requirements specified in accredited courses;
	ii.	lead to the issuing of a statement of attainment or qualification under the AQF when a person is assessed as competent against nationally endorsed unit(s) of competency in the applicable Training Package or modules specified in the applicable accredited course;
	iii.	are valid, reliable, fair and flexible;
	iv.	provide for applicants to be informed of the context and purpose of the assessment

		and the assessment process;
	v.	where relevant, focus on the application of knowledge and skill to standard of performance required in the workplace and cover all aspects workplace performance, including task skills, task management skills, contingency management skills and job role environment skills;
	vi.	involve the evaluation of sufficient evidence to enable judgements to be made about whether competency has been attained;
	vii.	provide for feedback to the applicant about the outcomes of the assessment process and guidance on future options in relation to those outcomes;
	viii.	are equitable for all persons, taking account of individual needs relevant to the assessment; and
	ix.	provide for reassessment on appeal.
8.2	a	The RTO must ensure that RPL is offered to all applicants on enrolment
	b	The RTO must have an RPL process that:
		i. is structured to minimise the time and cost to applicants; and ii. provides adequate information, support and opportunities for participants to engage in the RPL process.

Access and Equity

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

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

Explanation of Terms Used in the Competency Standards

The section in the competency standards titled Context of Assessment describes the required conditions for assessing particular skills. For example:

- Where? How many times? How quickly?
- Does it need to be done in more than one place or industry context?
- Does it have to be undertaken over a period of time?
- Do you have to actually do it, just know about it or plan it?
- What equipment, materials and documentation do you have to use?
- What other people should be involved?
- How many customers do you need to serve?
- What are the special industry conditions and restraints?

Below are some explanations of terms used in this section of the competency standards.

industry-realistic timeframes / typical workplace time constraints / work conditions,

ratios of staff to customers

- Tasks must be completed within a timeframe that would be acceptable in a real workplace and with the presence of daily work realities such as interruptions. For example, how long should it take to issue a single coach ticket in a busy workplace?
- Staff to customer ratios must reflect those generally used by a commercially viable business on an average day. For example, how many customers would a waiter be reasonably expected to serve, or how many meals would a cook generally prepare during a lunch period?

project or work activities conducted over a period of time

- The competency requires the application of monitoring skills, ongoing supervision or implementation of a plan or policy, so an activity that extends over a length of time is required. For example, the development and management of an event, function or tour would be appropriate (eg running an end of term excursion for a class).

involvement of customers or suppliers, interaction with others

- Involvement of other people such as customers, team members and passengers is required to allow the candidate to demonstrate the interactive or customer service aspects of the competency. For example, working with other members of a kitchen brigade, or role-playing answering of customer questions.
- In units dealing with project-based or management skills, consultation with or leadership of others may be a key unit requirement, and this must be reflected in assessment. For example, developing a proposal for an event would require consultation with suppliers.

on more than on occasion

- This statement has been used sparingly and is only included when a totally separate performance occasion is considered essential. For example, the preparation of specialised food items may require demonstration on different occasions to ensure an appropriate range.

across a full service period

- Demonstration of skills across a normal food and beverage service period will enable the candidate to demonstrate ability to respond to a range of typical service issues and problems, handle different customer requests and so forth. For example, a candidate would may provide service during a breakfast, lunch or dinner period in a restaurant.

fully-equipped operational commercial kitchen /dining room, industry-current equipment

- The equipment required for a commercial operation, particularly for a kitchen or restaurant will vary depending on the size and style of operation, but it is vastly different to that required in a domestic setting. To demonstrate competence, candidates must have access to a range of suitable equipment which is currently used in the industry. Lists of suggested equipment are found in the Appendices.
- An operational environment is one which is actually in operation under commercial conditions ie. is producing and serving food and beverage for customers.

to address differing....., to address a range.....

- It is impossible to define range precisely as the standards are relevant to so many different contexts. However, adherence to general business norms should apply. For

example, many different reservations from different types of customer and for varying services would need to be processed, as no business would be viable without reservations staff able to do this.

which reflects local industry practice

- Activities should be tailored to local industry needs. For example, in a tour guiding situation, the numbers of people involved as customers and the type of environment in which the assessment is conducted should reflect the relevant style of products and services offered. For a National Parks guide this may mean assessment in a natural area with a small group whereas a guide in the city might be assessed on a coach during an urban tour.

commercially-realistic environment

- The environment must be one in which the activity would take place in the real world of work. For example, a guide might run an activity or deliver a commentary at a tourist site, on a coach or on a beach.

Customising Units of Competence

Competency standards are packaged and aligned to qualifications in the Australian Qualifications Framework. Individual units of competence, however, do not specify levels since it is the combination of a group of standards that forms a qualification at a particular level. The qualification and job outcome will indicate the level at which a unit is assessed.

The national competency standards apply industry-wide. They have been written so that they can be applied and adapted to a broad range of enterprise types and industry contexts. Trainers and assessors therefore need to customise the content and training/assessment activities to suit particular workplaces or training situations. The Range Statement includes statements about the required scope of performance, but also includes guidance and examples which can be adjusted to suit local industry, sector and enterprise needs.

For example, an organisation may wish to customise the standards to ensure that assessment is undertaken on equipment, and according to organisational procedures, unique to that particular workplace.

However, the Evidence Guide of each unit, plus the content of all elements and performance criteria, stipulate the requirements for achievement of competency. Therefore all of these requirements must be met.

Further Sources of Information

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

Contacts

Contacts

Service Industry Skills Council

Level 10, 171 Clarence Street

SYDNEY NSW 2000

PO Box 4194

SYDNEY NSW 2001

Telephone: 02 8243 1200

Fax: 02 8243 1215

Web:www.serviceskills.com.au

Email:info@serviceskills.com.au

Australian Training Products Ltd

Level 25, 150 Lonsdale Street

MELBOURNE VIC 3000

PO Box 12211

A'Beckett Street Post Office

MELBOURNE VIC 8006

Telephone: (03) 9655 0600

Fax: (03) 9639 4684

Web: www.atpl.net.au

Email: sales@atpl.net.au

Innovation and Business Industry Skills Council

Building B, Level 2

192 Burwood Road

Telephone: (03) 9815 7000

Fax: (03) 9815 7001

Email: virtual@ibsa.org.au

General Resources

Refer to <http://antapubs.dest.gov.au/publications/search.asp> to locate the following ANTA publications.

AQF Implementation Handbook, third Edition. Australian Qualifications Framework Advisory Board, 2002, aqf.edu.au

Australian Quality Training Framework (AQTF) - for general information go to:
www.dest.gov.au/sectors

Australian Quality Training Framework (AQTF) - for resources and information go to:
www.dest.gov.au

Australian Quality Training Framework *Standards for Registered Training Organisations*, Australian National Training Authority, Melbourne, 2005. Available in hard copy from State and Territory Training Authorities or can be downloaded from www.dest.gov.au

TAA04 Training and Assessment Training Package. This is available from the Innovation and Business Skills Australia (IBSA) Industry Skills Council and can be viewed, and components downloaded, from the National Training Information Service (NTIS). National Training Information Service, an electronic database providing comprehensive information about RTOs, Training Packages and accredited courses - www.ntis.gov.au *Style Guide for Training Package Support Materials*, Australian National Training Authority, Melbourne, 2003. Can be downloaded from the ANTA page at www.dest.gov.au

Assessment Resources

Training Package Assessment Guides - a range of resources to assist RTOs in developing Training Package assessment materials developed by DEST with funding from the Department of Education, Training and Youth Affairs. It is made up of 10 separate titles, as described at the ANTA publications page of www.dest.gov.au. Go to www.resourcegenerator.gov.au/loadpage.asp?TPAG.htm

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

- Training Package Assessment Materials Kit
- Assessing Competencies in Higher Qualifications
- Recognition Resource
- Kit to Support Assessor Training
- Candidates Kit: Guide to Assessment in New Apprenticeships
- Assessment Approaches for Small Workplaces
- Assessment Using Partnership Arrangements
- Strategies for ensuring Consistency in Assessment
- Networking for Assessors
- Quality Assurance Guide for Assessment

An additional guide "Delivery and Assessment Strategies" has been developed to complement these resources.

Assessment Tool Design and Conducting Assessment

VETASSESS AND; Western Australian Department of Training and Employment 2000, *Designing Tests - Guidelines for designing knowledge based tests for Training Packages*. Vocational Education and Assessment Centre 1997, *Designing Workplace Assessment Tools, A self-directed learning program*, NSW TAFE.

Manufacturing Learning Australia 2000, *Assessment Solutions*, Australian Training Products, Melbourne.

Rumsey, David 1994, *Assessment practical guide*, Australian Government Publishing Service, Canberra.

Assessor Training

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

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

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

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

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

Assessment System Design and Management

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

Toop, L., Gibb, J. and; Worsnop, P. *Assessment system designs*, Australian Government Publishing Service, Canberra.

Western Australia Department of Training and VETASSESS 1998, *Kit for Skills Recognition Organisations*, WADOT, Perth.

THHGCT04A**Participate in co-operative online marketing initiatives for the tourism industry****Unit Descriptor**

This unit deals with the skills and knowledge required to evaluate online co-operative tourism marketing initiatives, to provide appropriate website content and to update this content using remote authoring skills. As such it requires a general knowledge of online marketing initiatives in the tourism industry, and the basic technical skills which allow business operators to participate effectively in these initiatives. Technical protocols for participation will vary, and this unit must therefore be tailored to meet the needs of local industry when training is developed.

Unit Sector

No sector assigned

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|---|--|
| 1. Evaluate online co-operative marketing initiatives | 1.1 Source and evaluate relevant information about the range of current online co-operative tourism marketing initiatives in terms of potential value to the business.
1.2 Evaluate additional skills, equipment or other resources that may be required to participate in the initiative.
1.3 Assess the value of participation through consideration of overall marketing direction and any budgetary constraints. |
| 2. Provide online content in appropriate format and style | 2.1 Review and accurately interpret content requirements as set down by the administrator of the co-operative initiative.
2.2 Use appropriate and customer-focussed writing techniques to develop content that is suited to an online environment and to the requirements of specific co-operative initiatives
2.3 Identify appropriate images for inclusion in online content.
2.4 Capture and manipulate digital images using appropriate techniques to enhance images.
2.5 Upload content in accordance with relevant guidelines and protocols. |
| 3. Use remote authoring to update content | 3.1 Develop protocols to ensure regular and timely updating of content within co-operative sites.
3.2 Update content accurately using remote authoring techniques in accordance with the requirements of the co-operative site. |

KEY COMPETENCIES

Key competencies are built into all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform

Level 2 = Administer and Manage

Level 3 = Design and Evaluate

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Writing content for website inclusion	2
Collecting analysing and organising information	Assessing opportunities for online co-operative marketing	2
Planning and organising activities	Scheduling regular content updates	2
Working with others and in teams	Liaising with site administrators on content requirements	2
Using mathematical ideas and techniques	Calculating costs of participation in online co-operative marketing	1
Solving problems	Adjusting content to make it more suitable for online delivery	2
Using technology	Using software to capture and manipulate digital images	2

RANGE STATEMENT

This unit applies to all tourism, hospitality and caravan enterprises that seek to market products and services in a co-operative online environment. The following explanations identify how this unit may be applied in different workplaces and circumstances.

Co-operative marketing initiatives may be established and run by

- national tourism organisations
- state tourism organisations
- regional tourism organisations
- local tourism organisations
- industry associations
- private organisations

Co-operative marketing initiatives and sites may relate to

- information only
- bookings and reservations
- referral services
- destination based sites
- product based sites (eg bed and breakfasts)

Relevant information about the range of current online co-operative tourism marketing initiatives may be sourced from

- national, state, regional or local tourism organisations
- private organisations
- promotional materials provided to the business
- Internet

Content requirements for co-operative sites may include

- number of words
- number and size of digital images / multimedia
- order of information
- links to other sites and e-mail links
- conformity with style guides
- proximity to data / geo-coding
- pricing by room / package.

Protocols to ensure regular and timely updating of content may include

- timetable for updating of words and images
- allocation of updating responsibility to specific staff member
- changes in pricing and release of special offers
- monitoring of system-generated emails

Remote authoring techniques may include

- those set down by a particular site administrator
- use of specific software programs as defined by site administrator, for example, those which assist in the development of digital images

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for the Training Package.

Essential Knowledge and Skills to be Assessed

The following skills and knowledge must be assessed as part of this unit:

- the range of online co-operative marketing opportunities available to the tourism industry in Australia
- current national, state and regional frameworks for online co-operative marketing (eg Australian Tourism Data Warehouse, other government initiatives)
- specific online co-operative marketing initiatives for particular industry sectors
- guidelines and requirements for the format and style of typical online copy
- equipment and software requirements and techniques for the capturing, manipulation and uploading of digital images to co-operative+ sites including saving and storage of images
- remote authoring processes and techniques as appropriate to one or more co-operative initiatives as defined by the site administrator.

Linkages to Other Units

This unit has strong linkages to a range of marketing and e-business units and combined training and assessment may be appropriate.

Critical Aspects of Assessment

Evidence of the following is critical:

- knowledge of current developments and initiatives in relation to online co-operative marketing in the Australian tourism industry.
- awareness of and ability to use basic technical skills to create, upload and update content including both words and images.

Context of Assessment and Resource Implications

Assessment must ensure:

- demonstration of skills using industry current equipment to develop and update online content in a co-operative marketing context.

Assessment Methods

Assessment methods must be chosen to ensure that the skills required to participate in online co-operative marketing initiatives can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:

- evaluation of content developed by the candidate
- oral or written questions to assess knowledge and awareness of potential online co-operative marketing initiatives for tourism operators within Australia
- evaluation of reports prepared by the candidate to compare different online co-operative marketing initiatives
- review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.

THHGCT05A**Build and launch a website for a small business****Unit Descriptor**

This unit deals with the skills and knowledge required to build a basic website to meet business needs, including selecting a hosting service and appropriate web development software, planning the structure and undertaking the actual construction of the site. As such it requires the technical skills and knowledge typically needed by a business which elects to develop its own site rather than access the services of IT professionals. This unit satisfies the requirements of unit BSBEBUS506A Plan and develop a business website in the Business Services Training Package. The unit has been customised to more clearly articulate the technical skills required for building a website and to define the scope of skills and knowledge required.

Unit Sector

Website Development and Mangement

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|----------------------------|--|
| 1. Plan website structure | 1.1 Develop website style and structure to suit the business purpose and intended target audience in accordance with the business website strategy.
1.2 Identify and include appropriate features and capabilities within the website structure.
1.3 Determine layout and navigation requirements in relation to appearance, readability, links, and ease of operation.
1.4 Document structure clearly and accurately to facilitate an efficient development process.
1.5 Develop and integrate appropriate interactive forms into the website structure to capture customer data.
1.6 Select authoring tools and software based on website requirements.
1.7 Identify and integrate website security requirements into the development process. |
| 2. Develop website content | 2.1 Select and use business information to create website content in accordance with the business website strategy.
2.2 Define appropriate information for inclusion in interactive forms based on the purpose of the form.
2.3 Adapt information for inclusion on the web to ensure site clarity, scanability and readability.
2.4 Use language style and tone which are suited to the business image to be conveyed and to the intended target audience.
2.5 Integrate content features into the website in accordance with the website structure and plan.
2.6 Check content for accuracy, currency and relevance in accordance with website plan and purpose. |

- | | |
|---|--|
| 3. Create website pages | <ul style="list-style-type: none">3.1 Create a plan for website pages and active links to meet layout and ease of navigation requirements.3.2 Select page titles and key words to reflect the business purpose and content of the website and to assist access via search engines.3.3 Improve page presentation by adding features which will enhance web pages including use of frames, colour, photographic images, graphics and text enhancement.3.4 Develop linked web pages in accordance with the website plan, ensuring links are clearly named and unambiguous.3.5 Use appropriate techniques to create interactive forms within website pages.3.6 Create all pages to be consistent with site design specifications. |
| 4. Select and use a web hosting service | <ul style="list-style-type: none">4.1 Identify relevant sources of information on web hosting options.4.2 Evaluate different web hosting services and select in accordance with business and technical requirements.4.3 Upload files to selected web hosting service in accordance with technical requirements and business agreements. |
| 5. Test and critically evaluate website | <ul style="list-style-type: none">5.1 Test website functions, processes and navigation to confirm its operational status, appearance, accuracy and ease of operation.5.2 Evaluate the effectiveness of interactive forms to ensure that required sales data is collected for the business.5.3 Evaluate the website to ensure it projects a business image suited to the e-business model in accordance with the business website strategy. |

KEY COMPETENCIES

Key competencies are built into all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform

Level 2 = Administer and Manage

Level 3 = Design and Evaluate

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Using linked web pages and a language style and tone suitable for the business and by the development of customer feedback mechanisms and procedures	3
Collecting analysing and organising information	Identifying website structure suitable for the business and determining content and features of the website	3
Planning and organising activities	Designing the website including layout and links to complement the business aims and objectives	3
Working with others and in teams	Determining the purpose and features of the website, and to determine customer feedback and meet customer requirements	3
Using mathematical ideas and techniques	Creating layouts for web pages	2
Solving problems	Developing 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	3
Using technology	Developing a website	3

RANGE STATEMENT

The following explanations identify how this unit may be applied in different workplaces and circumstances.

Legislation, codes and national standard 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

Relevant sources of information on web hosting options may include

- Internet Service Providers (ISPs)
- industry associations
- IT media reviews and articles
- Internet

Website purpose may include

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

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

Authoring tools and software may include a wide range of text editors / commercial applications such as

- Wordpad
- Notepad
- Frontpage
- Dreamweaver
- Adobe Photoshop

Security requirements may include	• password protection • limited viewing of rates • limited downloading of images / image encoding • payment mechanism.
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.
Linked pages 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	• animated sequences • sound • movie sequence • plug ins • downloadable files • use of bold, italics, subscript, superscript, strikethrough • different fonts and font sizes • colour • images eg photographs, graphics • bulleted or numbered lists • tables • interactive forms for bookings or enquiries.
Ease of operation may include	• homepage download time • time to download files • difficulty in navigation.

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for the Training Package.

Essential Knowledge and Skills to be Assessed

The following skills and knowledge must be assessed as part of this unit:

- general knowledge of the Internet and World Wide Web and its application and relevance to individual businesses
- knowledge of the current e-business environment for a particular business context
- general knowledge of different services and operating systems used by Internet Service Providers (ISPs)
- general principles of website architecture and design
- the role of a website in the marketing mix and ways in which the marketing effectiveness of a website can be enhanced and key features of a marketing-oriented website
- general features of browsers, search engines and web crawlers including how these impact on website design decisions and meta-tags
- the relationships between content and site design
- function and features of micro-content elements such as headings, highlighted words and link text
- knowledge of the underlying impact of HTML and cascading style sheets on site design
- features and uses of frames, forms and tables within a website
- techniques for using colour and enhancing text within a website
- techniques for capture and manipulation of digital images and graphics including insertion into a website
- privacy issues and legislative requirements in relation to the development of a website.

Critical Aspects of Assessment

Evidence of the following is critical:

- ability to build a website to meet a specific business need through the integration and application of appropriate business and technical skills
- knowledge of the key features and functions to be incorporated into a business website.

Context of Assessment and Resource Implications

Assessment must ensure:

- demonstration of skills using current equipment, software and authoring tools to develop a business website to meet a particular business need

Assessment Methods

Assessment methods must be chosen to ensure that the skills required to plan and develop a website can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:

- evaluation of a website developed by the candidate through testing of the site against key criteria
- oral or written questioning to assess knowledge of functions, features, security requirements, ISP services and website design requirements
- review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.

BSBEBUS302A**Unit Descriptor****Use and maintain electronic mail system**

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 <i>Suspicious or potentially dangerous electronic mail</i> 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 <i>Returned email is dealt with</i> in accordance with organisational policy and procedures |
| 2. Initiate and respond to electronic mail | 2.1 Messages are prepared in accordance with <i>organisational protocols</i> for language, tone and format
2.2 Content, structure and recipient address/es for electronic mail are checked for <i>accuracy</i> and any attachments identified and <i>prepared</i> in accordance with organisational and service provider requirements
2.3 Electronic mail is <i>dispatched</i> in accordance with organisational requirements within required timeframes |
| 3. Maintain housekeeping system | 3.1 Electronic mail and/or attachments are copied or <i>stored</i> in accordance with organisational requirements
3.2 Electronic <i>mailing lists</i> 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 |

KEY COMPETENCIES

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.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	when initiating and responding to incoming mail and when composing and sending electronic mail	2
Collecting analysing and organising information	to receive and administer incoming mail and to dispatch outgoing electronic mail	2
Planning and organising activities	when dividing or compressing email attachments and for the administration and dispatch of electronic mail	2
Working with others and in teams	to deal with suspicious or potentially dangerous email and to administer the electronic mail system	1
Using mathematical ideas and techniques	to sort and record electronic mail	1
Solving problems	in the administration of the system especially in dealing with returned mail and in dealing with suspicious or potentially dangerous email	2
Using technology	to administer the electronic mail system and to send and receive email	1

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

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

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

Underpinning Knowledge

- Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- 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

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

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

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

BSBEBUS401A**Unit Descriptor****Conduct online research**

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 <i>communicated</i> 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 <i>expert personnel</i>
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 <i>Key words and phrases</i> 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 <i>legal and ethical requirements</i> |
| 3. Locate and retrieve information | 3.1 Information is located and assessed against <i>set criteria</i> 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 | <p>4.1 A <i>report or presentation</i> of the outcomes of online research is prepared in accordance with organisational requirements</p> <p>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</p> <p>4.3 Information is organised in a format suitable for use in accordance with organisational requirements</p> <p>4.4 Legal requirements relating to copyright and protection of intellectual property are met</p> |
|-----------------------------------|---|

KEY COMPETENCIES

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.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	to clarify purpose and scope of research brief and to report/present research outcomes	2
Collecting analysing and organising information	to research business websites and to analyse, prepare and present the results of online research	2
Planning and organising activities	to prepare for and conduct online research and to analyse and evaluate research and report on results	2
Working with others and in teams	to clarify key elements of research brief, identify information sources and report on results	1
Using mathematical ideas and techniques	to determine search criteria / key words using logic theory and other tools	2
Solving problems	to identify sufficiency of results, evaluate results and conduct further research	2
Using technology	to conduct online research	2

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

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

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

Underpinning Knowledge

- Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- 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

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

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

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

BSBEBUS403A**Unit Descriptor****Communicate electronically**

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

- 3. Implement electronic conferencing procedures
 - 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

KEY COMPETENCIES

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.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	by collaboration in online conferences and through text	2
Collecting analysing and organising information	to investigate 'netiquette' requirements and to implement recordkeeping and electronic conferencing procedures	2
Planning and organising activities	to participate in electronic conferencing, to keep records and to implement procedures and protocols for online conferencing	2
Working with others and in teams	implement procedures and protocols and to collaborate online	2
Using mathematical ideas and techniques	to connect to online conferences	1
Solving problems	to implement procedures and protocols and to negotiate collaboration parameters	2
Using technology	to communicate online	2

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

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

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)

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

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

- 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

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

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

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

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 <i>sources/suppliers</i> for required <i>products</i> in accordance with requirements for quality, budget and timeframes
1.2 Potential suppliers are assessed for authenticity, reliability and financial stability
1.3 <i>Payment</i> and <i>fulfilment options</i> 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 |
| 3. Use an electronic shopping agent | 3.1 Purchasing specifications are determined and documented in accordance with organisational requirements
3.2 Specifications include <i>vendor options</i> 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 <i>Products</i> 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 |

KEY COMPETENCIES

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.

Key Competency	Example of Application	Performance Level
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	3
Collecting analysing and organising information	to identify products to purchase, sell or trade and to assess suitability of suppliers	3
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	2
Working with others and in teams	to negotiate and confirm organisational requirements for online trade, and to negotiate the promotion and administration of online transactions	1
Using mathematical ideas and techniques	to price products for sale and to facilitate the transaction process	2
Solving problems	to administrate organisational requirements for online trade, to provide a secure trading environment and to facilitate the transaction process	2
Using technology	to trade online	2

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-mail
- 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

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

- 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

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

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

BSBEBUS405A**Unit Descriptor****Conduct online financial transactions**

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 <i>transactions</i> 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 |

KEY COMPETENCIES

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.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	to negotiate financial arrangements and to compare differences between online and organisational records	2
Collecting analysing and organising information	to compare online financial services, provide a secure trading environment and to maintain, manage and record financial transactions	3
Planning and organising activities	to complete online financial transactions in a secure trading environment	2
Working with others and in teams	to discuss transaction irregularities and to administer financial transactions	2
Using mathematical ideas and techniques	to administer and complete online financial transactions	1
Solving problems	to administer financial transactions in a secure trading environment and to evaluate and choose online financial services	2
Using technology	to complete financial transactions online	2

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 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

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

Underpinning Knowledge

- Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- 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

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

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

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

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 |
| 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 |

KEY COMPETENCIES

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.

Key Competency	Example of Application	Performance Level
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	3
Collecting analysing and organising information	to evaluate and review website content and use, and to update and enhance website content	3
Planning and organising activities	to maintain and monitor the website and to investigate, initiate, evaluate and implement changes and updates	3
Working with others and in teams	to gain feedback on website use and content	2
Using mathematical ideas and techniques	to analyse website data	2
Solving problems	to evaluate and implement changes and updates and to rectify faults and correct inaccuracies	3
Using technology	to maintain a website	3

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

- 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

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

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

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

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 <i>Online services</i> are matched to the skill levels of <i>customers</i> 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 <i>Customer difficulties and complaints</i> 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 |
| 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 <i>Operational areas</i> 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

KEY COMPETENCIES

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.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	to identify customer needs and requirements, to improve customer satisfaction and assisting online customers	3
Collecting analysing and organising information	to gauge customer needs and requirements and to measure customer satisfaction in support of continuous improvement policies	3
Planning and organising activities	to monitor and continuously improve online customer service and integrate online customer services with business operations	2
Working with others and in teams	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	3
Using mathematical ideas and techniques	to analyse feedback data	1
Solving problems	to deliver quality online customer service while resolving customer difficulties and complaints	2
Using technology	to provide online customer service	2

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 E-competent Australia, 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

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

- 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

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

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

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

BSBEBUS501A**Unit Descriptor****Evaluate e-business opportunities**

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 |

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

KEY COMPETENCIES

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.

Key Competency	Example of Application	Performance Level
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	3
Collecting analysing and organising information	to analyse the e-business market and to determine the impact of e-business solutions	3
Planning and organising activities	to analyse the current external environment, to evaluate the business's current capabilities and to identify new business opportunities	3
Working with others and in teams	to provide effective leadership and direction and to facilitate change in order to take advantage of new business opportunities	3
Using mathematical ideas and techniques	to conduct an analysis of current and future business opportunities in relation to the current business position	2
Solving problems	to evaluate current situation and to position the business to take advantage of new business opportunities	3
Using technology	to facilitate analysis and evaluation of current situation and future opportunities	2

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

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

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

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

- 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

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

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

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

BSBEBUS502A**Unit Descriptor****Evaluate e-business models**

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 <i>Business-to-business, business-to-consumer</i> and intra-organisational <i>e-business</i> applications are identified and analysed
1.2 <i>e-business models</i> 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 |

KEY COMPETENCIES

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.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	to assist planning through ranked business models	3
Collecting analysing and organising information	to identify and evaluate e-business models and their relevance for the business	3
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	3
Working with others and in teams	to gather and analyse information on business models	3
Using mathematical ideas and techniques	to rank compatible business models	2
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	3
Using technology	to investigate e-business models	1

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

Underpinning Knowledge

- Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- 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

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

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

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

BSBEBUS504A**Unit Descriptor****Implement an e-business strategy**

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 <i>Policies and procedures</i> 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 <i>Information and development support</i> 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 |
| 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 |

KEY COMPETENCIES

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.

Key Competency	Example of Application	Performance Level
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	3
Collecting analysing and organising information	to re-engineer business processes and to evaluate and produce reports	3
Planning and organising activities	by developing policies and procedures to inform business operations and to implement e-business strategies	3
Working with others and in teams	to provide training and development and to bring about the culture change necessary to manage change and to implement effective e-business strategies	3
Using mathematical ideas and techniques	to meet budgetary requirements	1
Solving problems	to manage change, to deal with contingencies and to develop and adapt processes and procedures to implement e-business strategies	3
Using technology	to provide business services	3

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)

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

Underpinning Knowledge

- Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- 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

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

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

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

BSBEBUS507A**Unit Descriptor****Manage the business aspects of a website**

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 management policy and procedures | 1.1 Standards and procedures for website content management are developed and implemented in 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 <i>maintenance</i> of the website are determined in accordance with business website strategy and budgetary requirements |
| 2. Integrate a website into business operations | 2.1 Responsibility for website maintenance within the 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 <i>operational areas</i> 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 |
| 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 |

KEY COMPETENCIES

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.

Key Competency	Example of Application	Performance Level
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	3
Collecting analysing and organising information	to monitor and review website performance and to gather information for website maintenance and for future development	3
Planning and organising activities	to integrate the website with business operations	3
Working with others and in teams	to gather feedback from website users and customers, to recommend changes, to seek expert advice and to consult with relevant personnel	2
Using mathematical ideas and techniques	for data analysis	2
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	3
Using technology	to manage a website	2

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

- 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

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

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

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

BSBEBUS516A**Unit Descriptor****Manage online purchasing**

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 <i>online purchasing methods</i> 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 <i>Security issues</i> 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 |
| 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, <i>information, learning and development requirements</i> 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 <i>legal and ethical issues</i> 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 |
| 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 |

KEY COMPETENCIES

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.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	to ensure stakeholders are informed through an online purchasing strategy	3
Collecting analysing and organising information	to investigate, evaluate, design and set up procedures for business-to-business online purchasing methods	3
Planning and organising activities	to implement on-line purchasing procedures, particularly in regard to record keeping and security procedures and protocols	3
Working with others and in teams	to provide information to stakeholders and both learning and development opportunities for suppliers and staff	3
Using mathematical ideas and techniques	to compare business data and reports and to estimate cost savings	2
Solving problems	to design and implement the system, and to adjust processes to manage contingencies and change	3
Using technology	to facilitate analysis, evaluation and implementation of current situation and design of future opportunities	1

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)

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

- 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

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

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

BSBEBUS517A**Unit Descriptor****Competency Field****Manage online inventory**

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

ELEMENT	PERFORMANCE CRITERIA
1. Set up online inventory arrangements	1.1 Organisational <i>requirements for inventory</i> are identified in consultation with relevant personnel 1.2 Online <i>inventory management models</i> 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

KEY COMPETENCIES

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.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	to negotiate online inventory management model arrangements with stakeholders and to facilitate training as required	3
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	3
Planning and organising activities	to implement inventory management model for the organisation and to manage contingencies as they occur	3
Working with others and in teams	to negotiate with supplier and to monitor inventory	2
Using mathematical ideas and techniques	to estimate inventory demands	3
Solving problems	to enable perfect order fulfilment	3
Using technology	to manage online inventory	2

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)

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

- 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)

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

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

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

BSBEBUS519A**Unit Descriptor****Manage online sales systems**

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 <i>security risks</i> 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 <i>supply chain</i> 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 <i>online catalogue</i> 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 |
| 2. Implement an online selling strategy | 2.1 Online selling budget is prepared and resources and <i>processes</i> 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

KEY COMPETENCIES

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.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	through an online selling strategy and to identify and encourage business enabled by new capabilities which may become available	3
Collecting analysing and organising information	to identify technology and record keeping requirements of online selling	3
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	3
Working with others and in teams	to develop and train staff and to implement and monitor an online selling strategy	3
Using mathematical ideas and techniques	to set sales targets and monitor performance against them	2
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	3
Using technology	to sell online	2

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)

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

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

- 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

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

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

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

BSBEBUS520A**Unit Descriptor****Manage online payments systems**

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 <i>organisational requirements</i> 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 <i>Security procedures and protocols</i> 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 |
| 3. Monitor and review online payment system/s | 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 |

KEY COMPETENCIES

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.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	to implement security requirements for online payment systems	3
Collecting analysing and organising information	to determine features of online payment systems and set up a system suitable for the business	3
Planning and organising activities	to implement procedures and protocols for online payments	3
Working with others and in teams	to provide information and training on online payment systems	3
Using mathematical ideas and techniques	to comply with accounting requirements of online payment systems	2
Solving problems	to manage contingencies related to online payment systems	3
Using technology	to manage online payment systems	2

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)

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

Underpinning Knowledge

- Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Online payment systems
- Security issues for online financial transactions
- Accounting requirements for online payment systems
- Business processes related to payment systems

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

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

BSBEBUS521A**Unit Descriptor****Plan e-marketing communications**

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 electronic marketing | 1.1 <i>Criteria for segmenting the market</i> are chosen and 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 <i>demographic and/or psychographic descriptors</i> |
| 2. Prepare electronic marketing strategy and plan | 2.1 Electronic marketing purpose and objectives are determined in consultation with <i>relevant personnel</i> 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 <i>effectiveness measures</i> and meets <i>legal and ethical requirements</i> |
| 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 |

KEY COMPETENCIES

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.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	through e-marketing plan	3
Collecting analysing and organising information	to identify and evaluate e-marketing opportunities and target e-marketing to particular audiences	3
Planning and organising activities	to research target markets, to develop and manage an e-marketing plan and strategies	3
Working with others and in teams	to prepare website marketing strategy	3
Using mathematical ideas and techniques	to comply with time and budgetary requirements	1
Solving problems	to determine marketing strategies to suit different target markets	3
Using technology	to prepare planning documents	2

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

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

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

Underpinning Knowledge

- Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- 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

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

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

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

BSBEBUS522A**Unit Descriptor****Conduct e-marketing communications**

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 <i>media</i> for <i>electronic advertisements</i> 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 |
| 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 <i>legal and ethical requirements</i> |

- 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

KEY COMPETENCIES

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.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	to stakeholders through e-marketing and to prepare electronic advertisements to meet the target audience	3
Collecting analysing and organising information	to target e-marketing to particular audiences	3
Planning and organising activities	to manage e-marketing strategies and to prepare, place or disseminate advertisements	3
Working with others and in teams	to negotiate with stakeholders and to liaise for media placement	3
Using mathematical ideas and techniques	to comply with time and budgetary requirements	1
Solving problems	to develop and implement strategies, to manage contingencies and to identify and rectify errors or omissions	3
Using technology	to create and disseminate e-advertisements	2

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

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

Underpinning Knowledge

- Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- 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

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

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

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

BSBEBUS601A**Unit Descriptor****Develop an e-business strategy**

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, <i>procedures and relationships</i> 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, <i>opportunities and threats</i> 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 |
| 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 <i>Legal, ethical and security issues</i> 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 <i>international nature of e-business</i> 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
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

KEY COMPETENCIES

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.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	through a clear strategy document	3
Collecting analysing and organising information	to design and develop an e-business strategy	3
Planning and organising activities	to identify critical success factors and key result areas	3
Working with others and in teams	to determine priorities	3
Using mathematical ideas and techniques	to analyse data	2
Solving problems	through risk analysis	3
Using technology	to prepare strategy document	2

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)

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

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

Underpinning Knowledge

- Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- 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

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

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

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

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 <i>e-business</i> 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 <i>Legal, ethical and security issues</i> 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 <i>Tactical objectives</i> 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 |

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

KEY COMPETENCIES

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.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	through reader friendly action plan document	3
Collecting analysing and organising information	to confirm pre-planning information	3
Planning and organising activities	to prepare action plan	3
Working with others and in teams	to determine priorities and responsibilities for activities	3
Using mathematical ideas and techniques	to estimate budgetary requirements	2
Solving problems	to balance infrastructure and process activities against direct income earning activities	3
Using technology	to prepare action plan	1

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

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)

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

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

Underpinning Knowledge

- Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- 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

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

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

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

BSBEBUS603A**Unit Descriptor****Evaluate new technologies for business**

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 <i>Capabilities</i> provided by <i>new technologies</i> 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 <i>level of use</i> in the business is evaluated
2.2 <i>Value chain analysis</i> is completed across the organisation to identify <i>processes and relationships</i> 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 |

KEY COMPETENCIES

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.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	through recommendations on acquisition of new technologies	3
Collecting analysing and organising information	to investigate capabilities provided by new technologies	3
Planning and organising activities	for implementation of new technologies	3
Working with others and in teams	to identify staffing or staff training requirements for implementation of new technology	3
Using mathematical ideas and techniques	to conduct cost/benefit analysis	2
Solving problems	to evaluate new technologies	3
Using technology	to research new technologies	2

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

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

- 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

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

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

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

BSBEBUS604A**Unit Descriptor****Develop a business website strategy**

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 <i>relevant personnel</i> 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 <i>Website features/capabilities</i> 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 <i>business performance strategy</i> is developed for the website incorporating business objectives for products / services |

- 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

KEY COMPETENCIES

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.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	in consultation with relevant personnel regarding the website purpose and capabilities	3
Collecting analysing and organising information	to determine the target audience for the website	3
Planning and organising activities	to integrate the website into business operations	3
Working with others and in teams	to determine the organisation's business image to be projected	3
Using mathematical ideas and techniques	to cost the development, setup and maintenance of the business website	2
Solving problems	to increase the marketing effectiveness of a website	3
Using technology	to prepare a business website strategy	2

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

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

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

- 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

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

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

BSBEBUS613A**Unit Descriptor****Develop online customer service strategies**

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 <i>Customer service requirements</i> are determined through market research and feedback from <i>customers</i> 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 <i>Customer service data</i> 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 <i>customer difficulties and complaints</i> , including refund /replacement policies and guarantees
2.4 The policy integrates online customer service into business processes |
| 3. Develop online customer service strategies | 3.1 A strategy is <i>developed</i> 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 |
|-------------------------------------|---|

KEY COMPETENCIES

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.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	through policies and strategies for online customer service	3
Collecting analysing and organising information	determine customer service requirements	3
Planning and organising activities	to monitor and evaluate online customer service	2
Working with others and in teams	to gather feedback from customers and staff	3
Using mathematical ideas and techniques	to analyse online data	2
Solving problems	to match services to customer skill levels	3
Using technology	to analyse online data	1

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
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

- 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

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

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

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

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 <i>customer loyalty strategies</i>
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 <i>technologies</i> serving online customers
2.3 Customer loyalty strategies include options for <i>cross-selling</i> and <i>up-selling</i>
2.4 Customer loyalty strategies include targets, costs, timeframes and success measures and meet <i>legal and ethical requirements</i>
2.5 Customer relationship management software is assessed for use in determining customer value and building customer loyalty |
| 3. Implement and monitor online customer relationship management | 3.1 Promotional activities are developed and promoted to existing and potential online customers
3.2 <i>Multiple channels</i> 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 <i>information and history</i> are recorded in online database/s for analysis and targeting opportunities in accordance with legal and ethical requirements |

- | | |
|---|---|
| 4. Evaluate online customer relationship management | <p>4.1 Data relating to success measures are analysed to measure the achievement of online customer loyalty objectives</p> <p>4.2 The effectiveness of online customer loyalty strategies is evaluated and the results used to review and improve future strategies</p> |
|---|---|

KEY COMPETENCIES

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.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	to customers via multiple communication channels	3
Collecting analysing and organising information	to gather customer intelligence from multiple sources	3
Planning and organising activities	to segment the online customer market	3
Working with others and in teams	to personalise customer services	3
Using mathematical ideas and techniques	to analyse data	2
Solving problems	to customise products and services	3
Using technology	to manage customer loyalty strategies	2

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)

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
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

- 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

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

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

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

CUFIMA01A

Unit Descriptor

Produce and manipulate digital images

This unit describes the skills and knowledge required to produce and manipulate digital images for a multimedia production within the cultural industries.

Unit Sector

No sector assigned

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

KEY COMPETENCIES

Key Competency	Performance Level
Communicating ideas and information	2
Collecting analysing and organising information	2
Planning and organising activities	1
Working with others and in teams	1
Using mathematical ideas and techniques	1
Solving problems	1
Using technology	2

RANGE STATEMENT

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

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 images 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 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
- 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.

ICAITS017C**Unit Descriptor****Maintain system integrity**

This unit expresses the competency required to protect and secure stand-alone or client server environments

Unit Sector

Support

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|---|--|
| 1. Carry out file maintenance | 1.1 File back-ups are carried out
1.2 Back-ups are determined and stored according to organisational guidelines
1.3 Records of back-up are maintained |
| 2. Carry out virus scanning | 2.1 Virus protection is maintained
2.2 Detected viruses are reported to supervisor and are removed |
| 3. Follow software copyright procedures | 3.1 Software licences are monitored
3.2 Illegal software is determined
3.3 Illegal software is reported to supervisor |
| 4. Record software licences | 4.1 Licensed software is determined
4.2 Records of licence number and location are maintained
4.3 Personal computers and networks are checked for illegal software
4.4 Illegal software is reported to supervisor |
| 5. Restore system back-up | 5.1 Back-ups are restored
5.2 Restore procedures are determined according to the organisational guidelines
5.3 Restore is carried out under supervisor instruction
5.4 Restore carried out is recorded according to the organisational guidelines |

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.

Key Competency	Performance Level
Communicating ideas and information	1
Collecting analysing and organising information	2
Planning and organising activities	2
Working with others and in teams	1
Using mathematical ideas and techniques	1
Solving problems	1
Using technology	2

RANGE STATEMENT

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 may include but are not limited to: • personal computers, • networked systems; • tools to perform back-ups such as tapes, • streamers, • floppy disks
Applications	May include presentation applications contained in: • Microsoft Office, • Lotus Suite, • Claris Works • Star Office or other similar applications
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
Organisational	Variables may include but are not limited to keyboarding and accuracy as per organisation guidelines
Operating Systems	Command line and Graphical User Interface
Storage media/ Disks	May include but are not limited to: diskettes, CDs, zip disks, local HDDs, remote HDDs
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
OH and S Standards	As per company, statutory and vendor requirements. Ergonomic and environmental factors must be considered during the demonstration of this competency
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
Software	Software application/operating system with system security functions

Organisation	Variables may include but are not limited to: • security procedures; • backing-up procedures; • virus removal procedures; • software licence documentation; • reporting of illegal software; • restore procedures
Client User	May be a department within the organisation or a third party and so the relation and ease of access will vary.
Antivirus software	There are various antivirus software applications available. Some include: McAfee, Panda AntiVirus, Protector Plus Antivirus Proland Software, Pelican Software's SafeTNet, Symantec's Norton Antivirus, Command Antivirus, eSafe, Vet

EVIDENCE GUIDE

Related Competency Standard	The project lifecycle and the IT methodology employed will determine which particular units of competency are relevant to this unit. Some include ICAITU019B, ICAITS025B, ICAITS113B, ICAS021B, ICAITS020C, ICAITB060A, ICAITS031B
Critical aspects of evidence	Assessment must confirm the ability to protect and secure stand alone or networked client server environments and operating systems according to system maintenance procedures. Undertaking file back-up, restore, delete and archive are carried out according to back-up and restore procedures
Interdependent assessment of units	This unit may be assessed with any of the following: ICAITU019B, ICAITS025B, ICAITS113B, ICAS021C, ICAITS020C, ICAITB060B, ICAITS031B The interdependence of units of competency for assessment will vary with the particular project or scenario

Underpinning knowledge:

- Software copyright responsibilities
- A broad knowledge base incorporating some theoretical concepts of system performance
- Broad knowledge of maintenance procedures
- A broad knowledge base of inventory procedures
- A broad knowledge base incorporating some theoretical concepts of restore procedures
- A broad knowledge base of storage and retrieval guidelines
- A broad knowledge base incorporating some theoretical concepts of operating systems
- Current industry accepted hardware and software products with broad knowledge of general features and capabilities and detailed knowledge in some areas
- A broad knowledge base incorporating some theoretical concepts of diagnostic tools
- A broad knowledge base of current viruses and protection methods

Underpinning skills:

- Plain English literacy and communication skills in relation to the presentation of information
- Basic diagnostic skills in relation to system integrity
- Questioning and active listening in regard to clarifying instructions
- Basic analytical skills in relation to system integrity
- Problem solving skills for a defined range of predictable problems
- Problem solving in regard to known problems in routine procedures
- Research skills for identifying broad features of current viruses and best practice in virus protection

Resources

To demonstrate this unit of competence the candidate will require access to:

- Back-up guidelines
- Antivirus 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

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 is carried out under routine supervision. An individual demonstrating this Unit would be able to: demonstrate basic operational knowledge in a moderate range of areas; apply a defined range of skills; apply known solutions to a limited range of predictable problems; perform a range of tasks where choice between a limited range of options is required; assess and record information from varied sources; and take limited responsibility for one's own output in work and learning.

ICAITS193A

Unit Descriptor

Connect a workstation to the internet

This unit defines the competency required to connect a personal computer to the internet

Unit Sector

Support

ELEMENT

PERFORMANCE CRITERIA

- | | |
|---|---|
| 1. Account with an internet service provider (ISP) is created | 1.1 Internet service providers are compared and analysed in relation to cost, connectivity and support.
1.2 ISP is chosen and account is created with appropriate password
1.3 Dial up networking connection shortcut is created on the desktop using relevant software |
| 2. Modem is connected and tested | 2.1 Commercially available modems are compared as required for functionality and cost with reference to PC configuration and connectivity
2.2 Modem is selected based on preferred specifications
2.3 Modem is installed and tested as required in accordance with vendors instructions and PC operating system |
| 3. Browser software is loaded | 3.1 Browser software is selected and loaded as required
3.2 Browser software is configured as required by PC configuration and personal preference |
| 4. Personal computer is connected to the internet | 4.1 PC is connected to the internet through dial up networking shortcut
4.2 Browser is launched to enable access to the internet |

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.

Key Competency	Performance Level
Communicating ideas and information	2
Collecting analysing and organising information	2
Planning and organising activities	2
Working with others and in teams	2
Using mathematical ideas and techniques	2
Solving problems	2
Using technology	2

RANGE STATEMENT

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.

Connectivity	Cable, ADSL, ISDN, fibre optics, twisted pair
Modems	Internal, external, networked
OH and S Standards	As per company, statutory and vendor requirements. Ergonomic and environmental factors must be considered during the demonstration of this competency; Occupational Health and Safety guidelines related to use of screen based equipment, computing equipment and peripherals, and ergonomic work stations; security procedures; customisation requirements
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
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.

Hardware

Can include IT equipment of all types:

- Work stations, PCs
- Networks
- Remote sites
- Servers

EVIDENCE GUIDE**Related Competency Standard**

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.

Critical aspects of evidence

Assessment must confirm the ability to connect a workstation to the internet

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 knowledge:

- The range of internet service providers (ISPs) and the varying plans and services they offer
- Current browser software eg: MS Explorer, Netscape Navigator
- The operation of the world wide web, web pages and directories
- Australian Computer Society Code Of Ethics

Underpinning skills:

- Operating a PC
- Key boarding skills

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 PC
- An internet connection
- A modem

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

An individual demonstrating these competencies would be able to: demonstrate knowledge by recall in a narrow range of areas; demonstrate basic practical skills, such as the use of relevant tools; perform a sequence of routine tasks given clear direction; and receive and pass on messages/ information.

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

THCICS01A

Unit Descriptor

Contribute to workplace improvements

This competency standard covers the skills required to observe details in workplaces throughout the hospitality, tourism and caravan industry and to generate ideas for improvement. This entails being able to identify areas for improvement, generate appropriate ideas or solutions and evaluate their appropriateness. The standard relates to entry-level jobs in hospitality, tourism and caravan establishments and may include jobs such as housekeeping in hotels, food and beverage, and kitchen attending.

Unit Sector No sector assigned

ELEMENT	PERFORMANCE CRITERIA
1. Identify areas for improvement	1.1 Own role and others are clearly identified. 1.2 Opportunities for improvement are identified. 1.3 Area for improvement is carefully checked and clarified.
2. Generate ideas for improvement	2.1 A range of ideas/solutions is generated. 2.2 Information relevant to ideas is gathered. 2.3 Ideas are reviewed for relevance and practicality. 2.4 Suitable ideas are developed further.
3. Discuss ideas with others	3.1 People who can contribute to the ideas for improvement are identified. 3.2 Appropriate communication method is selected. 3.3 Feedback on ideas is sought, discussed and considered. 3.4 Proposed ideas for improvement is reviewed and developed in response to feedback.
4. Develop the idea/s for improvement	4.1 Process for implementing ideas is planned and explored. 4.2 Ideas for improvement are presented to appropriate people.
5. Review the proposed improvement	5.1 Process for development and implementation of idea/s is reviewed.

KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the 7 key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets will indicate the level to which the key competency needs to be demonstrated where

1 = perform the process,

2 = perform and administer the process and

3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	For example, discussing ideas with colleagues, supervisors or managers.	2
Collecting analysing and organising information	For example, collecting relevant information that may check or clarify need for improvement.	2
Planning and organising activities	For example, planning and organising the idea and steps to implement it.	2
Working with others and in teams	For example, Team work will be required in discussing ideas with relevant people	2
Using mathematical ideas and techniques	For example, These may be applied depending on the work context and ideas that are generated.	1
Solving problems	For example, problem solving skills may be applied when working out how to present the idea or to implement it.	2
Using technology	For example, this will depend on the technology needed to implement the idea/improvement.	1

RANGE STATEMENT

The range of variables explains how this competency standard can be used to contribute to workplace improvements. The variables chosen in training and assessment will depend on the work contexts which could be in any part of the tourism, hospitality and caravan industry.

The contexts may include any area of the tourism, hospitality and caravan industry and might include a hotel, a bar, a restaurant, a kitchen, a caravan park, a winery, an attraction and so on.

What does carefully checking the area for improvement involve?

- Innovation is the process of generating new ideas or solutions, or new uses for old ideas and making them useful or a means of improvement.

How can ideas/solutions be generated?

- The user requirements refer to who will be using the end product? Why is it needed? How will it be used? What advantages will it provide? Where it will be used?

How are ideas developed further?	Assumptions can be about any convention in the workplace and might include work process, product, materials, system, tools, working conditions.
Who are people who can contribute?	These might include aesthetic requirements, functionality, information available, OH&S and environmental considerations, budget, client preferences and so on.
What types of communication methods are there?	Creative thinking techniques include brainstorming, visualising, making associations, building on associations, telling stories, creative writing, lateral thinking games, mind mapping, drawings, Six Thinking Hats and using prompts.
How is feedback sought, discussed and considered?	Relevant knowledge refers to technical knowledge, information gained from books, videos, knowledge from different work areas and work colleagues.
How is the process planned?	Stimulation from alternative sources might come from reading books and industry journals, talking with colleagues and friends, visiting library's and going to industry workshops and networks.
What is involved in the review process?	Relevant people might include colleagues, team members, supervisors, managers and clients.

EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Overall competence in this standard requires evidence that individuals can observe problems and develop ideas/suggestions for improvements to processes, procedures or systems in the workplace within the tourism, hospitality and caravan industry. They must show that they understand their own role and the role of others, be able to develop and evaluate their own ideas and consult with relevant others.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this competency standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this competency standard are:

- how to interpret workplace procedures and work instructions
- knowledge of organisational structure
- health and safety procedures
- cultural difference
- communication, interpersonal and customer service skills in a socially diverse context
- evaluation and review procedures
- creative thinking techniques.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complimentary skills are required. These are:

- ability to accept positive and negative feedback
- ability to observe details and changes
- ability to experiment with ideas
- presentation skills
- ability to recognise limitations and ask for help where needed
- ability to listen to ideas and opinion of others in open mind

Are there other competency standards that could be assessed with this one?

This competency standard should be assessed with other standards that make up a specific job function for a specific context within the tourism, hospitality and caravan industry. Standards may include:

- THHBFB00B Clean and tidy bar areas
- THHBFB02B Provide a link between kitchen and service areas
- THHGHS02B Clean premises and equipment
- THHBH03B Prepare rooms for guests
- THTFAT01B Provide on-site information and assistance.

How does this standard work in practice?

Tina has been working for about four months in the housekeeping department of a medium-sized city hotel. Her job involves cleaning rooms, making beds and certain aspects of preparing rooms for guests. She may deal with guest requests for things like extra blankets, rollaway beds and general information about how equipment in the room operates or opening hours of restaurants and so on.

She does the job well and was once nominated as 'Employee of the Month'. For a couple of months now she has been working in rooms at the back of the hotel which are due to be refurbished within the next year so the fittings and furnishings are not as up to date as some of the other rooms in the hotel.

Tina notices that one of the bedside lamps often ends up on the desk, so she has to move it back to the bedside table, which takes time and is quite tricky as it involves moving the desk and fiddling under the bed. After a while she begins to wonder what is going on because there is already a working wall light above the desk.

She asks other housekeeping assistants if they have ever noticed this and many of them said they have and that it is really annoying because of the time it takes to fix but no one has any ideas about why it happens. One day when she is in a room in the evening, she realises that the reason the lamp is being moved is because the wall light is very dim and that guests need the extra light if they are sitting at the desk.

Tina points this out to the others and they try to think what they can do about it. They think that perhaps the bulb can be changed for a higher wattage one or perhaps a lamp can be put on the desk permanently. She changes the bulb but things aren't much better as the problem is really that the lampshade is too thick. On the checklist which she fills in every week, she reports the issue. She then decides to talk to her supervisor about it. The supervisor checks and agrees with her. She thinks the best solution is to add a table lamp and she mentions the issue to her manager so that it will be dealt with in the refurbishment.

THCICS02A

Unit Descriptor

Share ideas in the workplace

This competency standard covers the skills required to share idea/s with others in the workplace throughout the hospitality, tourism and caravan industry. This entails being confident in idea/s, selecting the most appropriate method to communicate it, accepting feedback and identifying areas for improvements.

This competency standard has been designed to encourage employees to discuss and think about ideas they may have in relation to work practices, services or products in the industry. It relates to entry and operative level positions in the hospitality, tourism and caravan industry in areas such as bars, cafes, gaming venues, caravan parks, tour operators, conference organisers, sales functions in attractions, wineries, ticketing services, tourist information centres.

Unit Sector No sector assigned

ELEMENT

PERFORMANCE CRITERIA

- | | |
|-------------------------------------|--|
| 1. Clarify idea/s for communication | 1.1 Advantages and disadvantages of idea/s are identified.
1.2 Information relevant to the idea/s is gathered.
1.3 Effects of the idea/s are identified.
1.4 Other possible options are considered. |
| 2. Prepare for communication | 2.1 Relevant people are identified.
2.2 Suitable communication method is selected.
2.3 Suitable time and place for communication is established.
2.4 Responses are anticipated and support for idea/s is developed. |
| 3. Share idea/s | 3.1 Idea/s is presented in appropriate way.
3.2 Feedback is sought, discussed and accepted.
3.3 Idea/s is modified accordingly. |

KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the 7 key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets will indicate the level to which the key competency needs to be demonstrated where

1 = perform the process,

2 = perform and administer the process and

3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	For example, By discussing ideas with colleagues, peers, supervisors or managers.	2
Collecting analysing and organising information	For example, By collecting relevant information that may expand or confirm ideas.	2
Planning and organising activities	For example, By planning and organising own work and time to reflect on ideas.	2
Working with others and in teams	For example, By discussing ideas with colleagues or supervisors team work can be applied.	2
Using mathematical ideas and techniques	For example, Mathematical ideas and techniques are not essential to this unit but may be applied depending on the work context and ideas that are generated.	1
Solving problems	For example, Problem solving skills may be applied when defining ideas and making improvements.	2
Using technology	For example, Different technologies may be used to communicate the idea/s.	1

RANGE STATEMENT

The range of variables explains how this competency standard can be used to share ideas in workplaces in any part of the tourism, hospitality and caravan industry. The variables chosen for training and assessment will depend on the work contexts within the industry.

What are the effects which need to be considered?

The effects will include the people who may be involved, the resources and processes needed to develop and implement the idea/s and the impact on the workplace.

What other options need to be considered?

Other options include considering other ideas and being open to make changes to the original idea.

Who are the relevant people?

Relevant people may include peers, a supervisor, an area leader or a manager.

What suitable communication methods are there?

Communication methods refer to how and when you will present your ideas such as face to face in a team meeting; in an informal discussion or one on one with a specific person; during an informal discussion; in writing, by email or telephone.

How are responses anticipated?

Responses can be anticipated by visualising the meeting or discussion, thinking through both positive and negative aspects of the idea and identifying the questions and viewpoints of others.

What does seeking, discussing and accepting feedback involve?

Seeking, discussing and accepting feedback refers to actively listening, asking questions, clarifying understanding and evaluating, accepting and rejecting the opinions and ideas of others' as appropriate.

What does modifying ideas involve?

Modifying ideas involves making improvements or developing your idea/s based on the feedback received.

EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Overall competence in this standard requires evidence that individuals can clearly and confidently define an idea/s and express it effectively to others within a work context in the tourism, hospitality and caravan industry. They must show that they can actively listen for both positive and negative feedback and modify their idea/s accordingly.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this standard are:

- selecting appropriate communication methods
- organisational structure, such as who the relevant people in the organisation are and who to notify if there are problems
- evaluation and review procedures.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These are:

- ability to accept positive and negative feedback
- ability to observe details of people, objects and events
- presentation skills
- ability to experiment with ideas and modify them
- ability to recognise limitations and ask for help where needed
- ability to listen to ideas and opinions of others with an open mind
- ability to ask questions and seek clarification
- ability to follow organisational guidelines or work under supervision

Are there other competency standards that could be assessed with this one?

This competency standard should be assessed with other standards that make up a specific job function for a specific context within the tourism, hospitality and caravan industry. Standards may include:

- THHHBF09B Provide responsible service of alcohol
- THHADG03B Provide responsible gambling services
- THHBFB03B Provide food and beverage service
- THHBFB12A Provide and serve espresso coffee
- THHGFA01B Process financial transactions
- THHGCS02B Promote products and services to customers
- THTLAN0112A Conduct basic oral communications in a language other than English (Japanese)
- THHGGA02B Perform office procedures
- THTFGT01B Work as a guide
- THTFAT07B Provide a site briefing or scripted commentary

How does this standard work in practice?

Freya has been working as a bar attendant for six months. One day the regular beer delivery went astray and instead of their usual product, the bar received a new 'designer' beer. As they were very low Freya had no choice but to accept it and was surprised to find that it sold really well even though it was a little more expensive. In fact it sold faster than their usual product. The following week they received their usual product again but their regular customers asked for the new beer.

Although ordering in new product was the manager's responsibility, Freya decided to look into it a bit more before talking to the manager. She looked into the pricing, talked to the distributor and found out that they could get a better price on bigger orders. She also went into similar bars to see whether they stocked it and found out not only that they did but that there was a whole range of other products which looked really good.

One afternoon when the manager came in for a regular meeting when the bar was quiet, Freya mentioned the new product and suggested that they should stock the new beer. She was able to give the manager the figures she'd got. The manager was very interested and said he'd noticed the new product range but hadn't thought it would work in the bar. He told Freya he would order the new beer and asked her to look into the other products as well, maybe bring them in on a trial basis and they would make a decision together after a month or so.

The new beer continued to sell well and they decided after a month to add a few of the other products also.

THCICS03A

Unit Descriptor

Develop innovative ideas at work

This competency standard covers the skills required to systematically generate and develop innovative ideas in the workplace. It is a generic standard which may be customised for different work contexts within the tourism, hospitality and caravan industry.

This competency standard requires the skills to interpret or observe a need and develop a detailed idea. This requires the creative generation and discussion of a number of ideas or solutions and accepting positive and negative feedback. Ideas should be tested in order to establish and present a workable outcome which meets the needs of the end user.

This is a core standard of competency and should be completed by anyone in the tourism, hospitality and caravan industry above entry and basic operational levels, including managers and senior managers. Its six elements cover all six innovation @ work skills which are central to innovative thinking.

Unit Sector No sector assigned

ELEMENT

PERFORMANCE CRITERIA

- | | |
|--------------------------------------|---|
| 1. Interpret the need for innovation | 1.1 The need, brief or opportunity for innovation within workplace context is recognised.
1.2 Assumptions about products/processes are challenged to identify opportunities for innovation.
1.3 Possible future contexts and environments for the innovation are projected.
1.4 End user requirements are identified.
1.5 Resources and constraints are identified.
1.6 Factors and ethical considerations that may impact on the idea are researched.
1.7 Relevant organisational knowledge is accessed.
1.8 Desired outcomes from innovation are identified. |
| 2. Generate a range of ideas | 2.1 Ideas are conceptualised using a range of creative thinking techniques.
2.2 Relevant knowledge to explore a range of approaches is applied.
2.3 Stimulation from alternative sources is sought.
2.4 Ideas are tested against the brief and other factors.
2.5 Preferred idea/s is selected. |
| 3. Collaborate with others | 3.1 Idea/s is developed in conjunction with relevant people.
3.2 Feedback is sought and accepted from relevant people in an appropriate fashion.
3.3 Idea/s is modified according to feedback.
3.4 A network of peers is established, maintained and utilised to develop the idea/s. |

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|------------------------|---|
| 4. Reflect on idea/s | 4.1 Idea/s is analysed from different perspectives using structured reflection.
4.2 Appropriate strategies are used to capture reflections.
4.3 Time is allowed for the development and analysis of idea/s.
4.4 Reflections are utilised to improve the idea/s. |
| 5. Represent idea/s | 5.1 An appropriate communication method is selected for the target audience.
5.2 The presentation of the idea/s is developed with the audience in mind.
5.3 The idea/s is presented to educate/inform the client.
5.4 The idea/s is modified according to client feedback. |
| 6. Evaluate the idea/s | 6.1 The idea/s is reviewed using appropriate evaluation methods to ensure it meets required needs.
6.2 The idea/s is modified as required. |

KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the 7 key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets will indicate the level to which the key competency needs to be demonstrated where

1 = perform the process,

2 = perform and administer the process and

3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	For example, sharing ideas with others, presenting ideas to the client and obtaining feedback.	2
Collecting analysing and organising information	For example, seeking or researching information from the client and other relevant sources.	2
Planning and organising activities	For example, planning and organising steps to be undertaken to develop idea.	2
Working with others and in teams	For example, collaborating with others and sharing knowledge to develop the idea and present it.	2
Using mathematical ideas and techniques	For example, analysing data and generating graphs, designs and measurements to test out ideas.	1
Solving problems	For example, identifying resources and materials needed and how to obtain them.	2
Using technology	For example, using computers and other relevant equipment.	1

RANGE STATEMENT

The range of variables explains how this competency standard can be used to apply innovative work skills in workplaces in any part of the tourism, hospitality and caravan industry. The variables chosen in training and assessment will depend on the work contexts within the industry.

What is innovation?	Innovation is the process of generating new ideas or solutions, or new uses for old ideas and making them useful or a means of improvement.
What are the user requirements?	The user requirements refer to who will be using the end product? Why is it needed? How will it be used? What advantages will it provide? Where it will be used?
What assumptions may be challenged?	Assumptions can be about any convention in the workplace and might include work process, product, materials, system, tools, working conditions.
What factors might impact on the idea?	These might include aesthetic requirements, functionality, information available, OH&S and environmental considerations, budget, client preferences and so on.
What creative thinking techniques can be used?	Creative thinking techniques include brainstorming, visualising, making associations, building on associations, telling stories, creative writing, lateral thinking games, mind mapping, drawings, Six Thinking Hats and using prompts.
How can relevant knowledge be applied?	Relevant knowledge refers to technical knowledge, information gained from books, videos, knowledge from different work areas and work colleagues.
What alternative sources need to be considered?	Stimulation from alternative sources might come from reading books and industry journals, talking with colleagues and friends, visiting library's and going to industry workshops and networks.
Who are relevant people?	Relevant people might include colleagues, team members, supervisors, managers and clients.
How can a network of peers be maintained?	Maintaining a network of peers can include participating in forums, participating in industry training, attending workshops or becoming a member of a network.
What types of communication techniques are there?	Communication techniques refer to how you will present your ideas. For example, writing a proposal, building a model, showing a film, presenting a talk, preparing a report or drawing a diagram.

What does educating the client involve?	Educating the client refers to helping the client visualise and understand the idea/s and involves actively listening, asking questions, accepting their opinion, explaining the proposal and clarifying the details.
How might the idea be reviewed?	Reviewing the idea might involve checking that the idea can be implemented, that it meets the client/end user needs, best practice, financial requirements and so on.
What evaluation methods can be used?	Evaluation methods might include developing checklists, discussing the process with colleagues or supervisors or writing a report of the outcomes.

EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?	Overall competence in this standard requires evidence that the individual can accurately interpret a brief and develop a detailed and appropriate outcome for their own area of work within the tourism, hospitality and caravan industry. This requires the creative generation of a number of ideas or solutions, being able to discuss these while accepting positive and negative feedback. Ideas should be critically analysed in order to establish and present a workable outcome which meets the need of the end user within specific contexts in the tourism, hospitality and caravan industry.
What specific knowledge is needed to achieve the performance criteria?	Knowledge and understanding are essential to apply this competency standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this standard are: • relevant technical, job and industry knowledge • knowledge of organisational culture • knowledge of social, environmental and work culture impacts • knowledge of principles of innovation
What specific skills are needed to achieve the performance criteria?	To achieve the performance criteria, some complementary skills are required. These are: • research skills • active listening • interpersonal skills • network skills • team work • lateral thinking • the ability to analyse self and external factors • time management skills.

Are there other competency standards that could be assessed with this one?

As this competency standard is a core standard, it may be assessed with any other standards that make up a specific job function for a specific context within the tourism, hospitality and caravan industry. It is probably of most use at AQF level 3 and above.

How does this standard work in practice?

Steve is an experienced guide working on an island resort. He has been there for about 18 months. The resort offers many diverse activities to its clients which include families with young children as well as young adults looking for adventure and fun. Steve mainly does wildlife tours both during the day and at night.

After an enjoyable night tour, one of the clients said she could keep walking all night. This got Steve thinking about different kinds of tours which would involve camping out for a few nights, so that he could really exploit the island's unique features. He asked his colleagues whether there had ever been any other types of tours at the resort. They didn't know of any and Mai, another guide said she was interested in looking into the idea. They mentioned this at a staff meeting and their manager thought it had potential but needed a lot of work. A few more people got involved, so Steve suggested they all look into a different aspect of the issue. Together they found out about previous history of tours, researched what was available at similar resorts, talked to clients about what other tours they would consider taking, and looked at other issues such as cost and timing, so that they developed a list of criteria for the new tours.

Over a period of time, they came up with several new tour ideas, all involving camping out for a few nights so they could see a lot more than on their current daytime or night tours. They then had to become more specific and select the best ideas. They decided to focus on four possible camping tours, walking and driving and for different periods of time, two focusing on water and the sea and two on wildlife and flora. They talked to a lot of people, including the Marketing Department about the new tour ideas and took on board their feedback. After coming up with four detailed plans, they reviewed them in relation to the criteria they had established and made some changes.

When they felt ready, they presented the four ideas to the Activities Manager, Marketing Manager and the Resort Manager at a meeting during a quiet period. They had planned this carefully and were both creative and practical, using slides and photos, schedules, and maps but also incorporating projected levels of business, costs and other financial information because they knew profitability was an issue in a competitive marketplace.

The managers asked a lot of questions which the team had already thought about so they were able to answer most of them. The consensus was that two of the four tours could go ahead on a trial basis, as they would attract new clients and add value to the resort's activities. They wanted both ideas to be carefully evaluated again before implementation.

THCICS04A

Unit Descriptor

Originate and develop a concept

This standard has been developed for people whose job specifically involves designing products or services, concepts or packages in any part of the tourism, hospitality and caravan industry. It might be used by someone designing a new entertainment concept, a new hospitality product, a new tour product, a new client package for a hotel/resort, a new style of cuisine for a restaurant or food outlet, a new type of recreational vehicle, a quality control program, a marketing campaign, convention package and so on.

The standard relates to supervisory and management positions in enterprises such as hotels, restaurants, tour operators, tour guiding operations, attractions and theme parks, resorts, wineries, all areas of the caravan industry and so on.

The standard describes the skills and knowledge required for working with and developing a concept to that stage where it becomes the basis of a creative and effective product, service or process. It covers both the response to a brief or the development of a self-initiated proposal. It does not describe the skills needed for presentation of the proposal which are covered by other units

Unit Sector

No sector assigned

ELEMENT

PERFORMANCE CRITERIA

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|---|--|
| 1. Interpret the brief or clarify need or opportunity | 1.1 The brief, need or opportunity for innovation is explored. The context for the new product or service is investigated and clarified and the audience/user is determined.
1.2 The purpose, desired outcome or end product, broad content, style, cost, intended audience and other relevant factors of the brief, need or opportunity are clarified.
1.3 The purpose, goals, constraints and requirements of the final product/service/process are specified. |
| 2. Develop a range of creative approaches | 2.1 A range of different, innovative and creative approaches and concepts is generated.
2.2 Different approaches/concepts are reviewed for feasibility, innovation, creativity, and acceptability to client or audience.
2.3 Possible constraints are identified and the approaches/concepts are checked against these to determine feasibility.
2.4 The social, ethical and environmental impacts of the approaches/concepts are taken into consideration.
2.5 The effects and advantages of various combinations of activities, systems, processes, staff, materials for achieving a creative, innovative and appropriate outcome are investigated.
2.6 The concept(s) or approach (es) that achieve the required outcome in an innovative and feasible way are selected and draft proposals representing those approaches are documented in an appropriate format. |

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| 3. Seek opinions of colleagues and a range of creative and technical experts/specialists | 3.1
3.2
3.3 | Proposals are discussed with colleagues and specialists.
Creative and technical aspects of the proposals are clarified and expert advice sought where required.
Proposals are compared with best practice examples of similar products, services or processes. |
| 4. Adjust and refine proposal on the basis of advice received and evaluation | 4.1

4.2 | Determine advantages and disadvantages of each approach/strategy based on criteria such as creativity, appropriateness to the user/audience, cost-effectiveness, level of risk, potential benefits and technical feasibility.

Proposals are evaluated and the approach which will result in achieving the desired outcome is selected. |
| 5. Develop the concept to an operational level | 5.1

5.2 | A detailed specification for the product in terms of creativity, the audience/user, budget, and technical requirements is developed.

The detailed specification is presented to the relevant parties for approval, funding or endorsement. |

KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work contexts. Some of these are covered by the 7 key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where

1 = perform the process,

2 = perform and administer the process and

3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Communication is an essential part of the whole standard and will be used in a number of ways, including with the client, colleagues and experts.	3
Collecting analysing and organising information	Information to support the concept will be collected, analysed and organised to form the basis of the proposal.	3
Planning and organising activities	The design of the product will be done in a logical way with opportunities for discussions with colleagues and specialists both artistic and technical and time for review of the final concept proposal.	3
Working with others and in teams	The development of the proposal will require cooperation with the team to develop the proposal to the stage where it can be presented to an internal or external sponsor, to a marketing or other department, to a client, a funding body and so on.	1
Using mathematical ideas and techniques	Some use of mathematical techniques may be required in developing budgets/estimated costs of the proposal.	3
Solving problems	Problem solving skills may be required in developing a proposal that is creative, innovative and yet feasible and in overcoming technical problems.	3
Using technology	The medium selected for the final product will determine the type and use of technology.	3

RANGE STATEMENT

The range of variables explains how this competency standard can be used in the development of a concept to the stage where it can be the basis of a creative, practical, effective and appealing product or service which satisfies the purpose for which it was designed. The variables chosen in training and assessment will depend on the work contexts within the tourism, hospitality and caravan industry.

What types of products or services would be designed?

Products might include hospitality products, tour products, marketing campaigns, restaurant or food outlet concepts and so on.

What would the purpose of the product or service be?

Purposes of the product may include provision of services to clients within the tourism, hospitality and caravan industry.

What formats would be used to document the proposal?

Formats for documentation may include proposals to be submitted to a funding body or sponsor, briefs for a consultant, descriptions of a creative proposal for in-house consideration.

Who should be consulted in the development of the proposal?

Appropriate personnel to consult may include any staff who may be involved in the design or the implementation of the process, as well as technical specialists, creative and administrative staff. Sources external to the organisation should also be consulted.

What factors should be taken into account when determining the outcome of the concept?

Factors to be considered may include cost effectiveness, technical feasibility, audience/user characteristics, level of skill and understanding required for implementation, resource requirements, need for additional staff training, access to technology.

What are the resources required to produce the product or develop the service?

Resources and equipment may include all the specialist staff required for successful development of the proposed product or service, computers (hardware and software), and others depending on the outcome required.

What are the constraints to the project?

Constraints to the project may include cost, finance, time, availability of skilled experts and personnel, equipment and technical difficulty.

What aspects of the work would be covered by the project specifications?

Project specifications may include purpose, audience, time, budget, resources (human, plant and equipment), ownership of final product and operational plan.

EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in this standard requires evidence that creative and effective concepts can be generated and evaluated. An original idea must be able to be translated into a concrete proposal. The proposal needs to be documented and reviewed using appropriate methods.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer skills to other contexts and to deal with unplanned events. The knowledge requirements for this standard are:

- knowledge of past history of work in related areas
- knowledge of the social and environmental effects of possible approaches
- specialist knowledge relating to issues within the specific work contexts within the tourism, hospitality and caravan industry
- technical principles and knowledge appropriate to the area covered by the concept
- communication principles
- the variety of methods and materials available

What specific underpinning skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills are:

- the ability to use creative techniques to generate a range of innovative ideas
- the ability to communicate with a wide range of people
- research skills
- relevant technical knowledge
- appropriate ways of documenting creative proposals

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function within the tourism, hospitality and caravan industry work context. The other standards would probably most appropriately be at AQF level 4 and above.

How does this standard work in practice?

Maria has just started a new job as Tourism Marketing Manager for a country region. The area is beautiful and has a lot of tourist potential but has never been properly promoted. Her job is to design a promotional strategy and a marketing plan for the area.

She begins by looking at other regions, both similar and totally different ones, to see how they promote themselves. She also sees what country regions overseas do. To get a different perspective she investigates city tourism operations as well to see if they have approaches which could be useful in the country. She gradually puts a clear brief together for herself about what the strategy has to achieve, what specific outcomes are expected and keeps refining that as she receives more information. She makes sure to get feedback from her manager.

She makes a point of challenging assumptions about what can and can't be seen as a tourist attraction and what marketing approaches are valid. Do they need events or festivals to act as a focus? Are there any well-known people from the area who could act as ambassadors or be the faces of campaigns? Should these people vary from state to state? What are the countries of origin of the people who currently live in the area? Should they make strategic links with these or other countries?

She puts herself in the shoes of a potential tourist and imagines being a backpacker, an elderly couple, a young person who wants to have a good time, a family with young children. What does each group need and want? What can the region offer them? She wonders whether they should present themselves as having something for everyone or aim at a narrower market.

She talks to her network and her colleagues. She makes a particular effort to have discussions as widely as possible, both to inform herself before she starts to design her concept and once she has ideas on which she needs feedback. She talks to former colleagues, people in other regions, marketing specialists, tour operators, people who live in the area, tourists already visiting. She has extensive and regular contact with tourism operators in the industry and with all the stakeholders, from hotels to cafes to tourist offices.

Once she has come up with a concept she leaves herself plenty of time to reflect on it, asking herself hard questions, going back to her brief and seeing if the plan really meets those criteria she established. She takes note of the feedback she gets and makes changes if she thinks it is valid.

Once she has a working plan, she develops a presentation for her team including her manager and stakeholders to make sure that everyone will support the strategy and the plan and incorporates their feedback before beginning implementation.

THCICS05A

Unit Descriptor

Lead a team to foster innovation

This competency standard covers the skills and knowledge required to lead a workplace team in ways that foster innovative work practices in any part of the tourism, hospitality and caravan industry. It covers the skills that are needed by individuals who are leading work teams on individual projects or in work in general.

The skills cover the requirements for encouraging innovation within individual team members as well as a team as a whole. They include how to put a team together and keep it working well, how to structure work and monitor its progress, how to ensure that the staff have the information and skills they need and how to apply innovation @ work skills to the leadership role.

This competency standard relates to employees working within a supervisory or management position in any part of the hospitality, tourism and caravan industry. This may include areas such as hotels, restaurants, kitchens, cafes, gaming venues, tour operators, conference organisers, attractions and theme parks, caravan parks, wineries, tourist information centres. This may include managing a team within an office, at an attraction, in a kitchen, on a restaurant floor, in a gaming venue, in the front office or back office of a hotel or a caravan park, in housekeeping, conventions and catering or other departments of a hotel, managing an events team, a team of guides in the field, a maintenance team, a sales team within a merchandise sale outlet and so on.

Unit Sector

No sector assigned

ELEMENT

PERFORMANCE CRITERIA

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|---|---|
| 1. Provide a model of innovative practice | 1.1 The value placed by the organisation on innovation is promoted and reinforced.
1.2 Case studies and examples of the use and benefits of innovative work practices within teams are shared with team members.
1.3 An example of the way innovation @ work skills can be applied is provided by the team leader.
1.4 The qualities of an effective team member are demonstrated by the team leader in working with the team. |
| 2. Organise teams to maximise innovation | 2.1 The performance requirements for the team are analysed.
2.2 Information is gathered about team members.
2.3 Strengths and weaknesses of individual team members are acknowledged.
2.4 Team roles are assigned to ensure a match between work requirements and individual team members' capacities.
2.5 Team members are selected to foster cross fertilisation of ideas. |

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| 3. Organise work assignments within team to facilitate innovative practices | 3.1 Work is structured and organised to enable the use of innovation @ work skills.
3.2 Work assignments are communicated to team members in ways that encourage and reinforce team-based innovation.
3.3 Tasks and activities are allocated to ensure the best use of team skills.
3.4 Work assignments include timelines that allow for innovation. |
| 4. Provide guidance and coaching to team members on innovation in the workplace | 4.1 Team members are encouraged to work collaboratively on work assignments.
4.2 Team members are encouraged to share work information, knowledge and experiences in their day-to-day work.
4.3 Team members are encouraged to seek external stimuli and knowledge and to set up and maintain networks.
4.4 Appropriate guidance is provided to team members on the use of innovation @ work skills.
4.5 Team members are coached to ensure they have the enabling skills to implement innovation @ work skills. |
| 5. Monitor the team's ongoing use of innovation @ work skills. | 5.1 Team members are actively encouraged to reflect on activities and opportunities for improvement and innovation.
5.2 Team activities are evaluated based on feedback from team members, management, clients and other interested people.
5.3 Suggestions for work improvements made by team members are positively received and acted upon where appropriate.
5.4 Reviews of the application of innovation @ work skills are recorded and presented as appropriate.
5.5 The innovation process is reviewed and both positive and negative outcomes are discussed and constructively analysed. |
| 6. Provide feedback on the use of innovation @ work skills] | 6.1 Team members are debriefed after work, training and evaluation exercises.
6.2 Feedback from review processes are discussed within the group and are used to inform future planning.
6.3 Successful innovations are celebrated in appropriate ways.
6.4 Problems in the use of <i>innovation @ work</i> skills are discussed in a constructive way. |

KEY COMPETENCIES

Key Competency	Example of Application	Performance Level
Communicating ideas and information	It can be applied, for example, when collaborating with and guiding the team, providing feedback, planning work activities and assigning tasks, celebrating success.	3
Collecting analysing and organising information	For example, in the evaluation of team performance, and the matching of team members to work tasks.	3
Planning and organising activities	Planning is central to a team leaders' role both in terms of planning and organising the team's work as well as organising team activities in a way that fosters innovation.	3
Working with others and in teams	The team leader plays a pivotal role in the team ensuring the cultivation of a team culture that encourages innovation, problem solving and team performance evaluation.	3
Using mathematical ideas and techniques	Mathematical ideas would need to be applied in planning team activities and calculations arising in the course of day-to-day work.	2
Solving problems	Problem solving would be applied to scheduling and assignment of the team and conflict resolution.	2
Using technology	Technology might be used in the team's day-to-day work activities, to communicate ideas and information, as well as to access and analyse information.	1

RANGE STATEMENT

The range of variables describes how this competency standard could be used by a manager or team leader in an organisation in any part of the tourism, hospitality and caravan industry that actively supports and encourages innovation. The variables chosen in training and assessment will depend on the work contexts within the industry.

What information should be gathered about team members?

In order to match work activities to the team member, it is important to have information about individuals, which might include work preferences, past jobs, interests, working styles, lifestyle preferences.

What are innovation @ work skills?

innovation @ work skills are the skills required to come up with and develop new ideas or the new use of an old idea. They are: interpretation, generation of ideas, collaboration, representation, reflection and evaluation.

What type of external stimuli and knowledge might be useful?	This could come from other organisations, journals, the Internet, networks or technical experts, in Australia or overseas.
What type of guidance would be provided?	Guidance could include coaching, mentoring, counselling, skills training, modelling.
What type of work and team activities can benefit from innovative work practices?	Most work activities can benefit from the application of <i>innovation @ work</i> skills including coming up with new ideas for products, processes, services, systems, tools, work practices in all fields of work within the tourism, hospitality and caravan industry.
What is relevant evidence to be used in a review?	Relevant evidence might include feedback from team members or other staff, from clients or managers, work-related statistics and reports.
What are the ways that encourage and reinforce team-based innovation?	The team leader can encourage team-based innovation in many ways, for example, through supportive communication, allowing follow-through with ideas, providing enough but not too much guidance and structure, providing training and learning opportunities.
Who may be consulted and involved in innovative work activities?	They may include supervisors, team members, peers, clients, the learners or subject experts.
What are the qualities of an effective team member?	These qualities might include the capacity to be fair, responsible, collaborative, reflective, sympathetic, equitable and hardworking.
What are the ways of rewarding and promoting innovation?	Innovation can be rewarded through positive feedback, presentation to peers and higher management, articles in newsletters, well-planned group incentive schemes and so on.

EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?	A person who demonstrates competence in this standard should be able to provide evidence that they have the skills and knowledge to provide leadership to a group or work team in a way which encourages the individual and team application of <i>innovation @ work</i> skills within specific job contexts in any part of the tourism, hospitality and caravan industry
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What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this competency standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this standard are:

- a knowledge of innovation @ work skills
- an understanding and commitment to innovation
- an understanding of leadership principles
- a knowledge of techniques for evaluating team performance
- an understanding of group dynamics in a team
- knowledge of coaching and learning principles

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills are:

- ability to apply innovation @ work skills in own work
- interpersonal skills
- communication and leadership skills
- motivational skills
- coaching skills
- counselling and consoling skills
- conflict resolution skills
- evaluation skills
- ability to give and receive feedback
- listening skills; and
- matching staff competence to task requirements.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other standards relevant to management functions within a specific context in any part of the tourism, hospitality and caravan industry.

How does this standard work in practice?

Gianni works as the team leader in an animal enclosure within a theme park. His team has to work closely together to prepare for customers, monitor, clean, maintain and close the enclosure, use and maintain equipment appropriately, as well as keeping appropriate documentation.

Gianni takes his role as team leader seriously and is committed to the principles of continuous improvement and innovation. He has trained all his staff in *innovation @ work* skills. He holds regular brief morning meetings with the team at which all team members are encouraged to challenge how things are done and to come up with new and different ways of doing things in relation to any aspect of the job, from dealing with the public to cleaning the enclosures. Gianni leads by example, participating in the discussions, listening attentively to others, sharing ideas and celebrating with the team when the team comes up with a more efficient or safer way of doing a job or resolves a problem.

Gianni endeavours to be sensitive to team members who may have problems and provides them with support, guidance and help when needed. When interpersonal problems occasionally arise in the group, he uses appropriate conflict resolution techniques. He monitors his team's performance both in its day-to-day work, as well as its achievements in innovation and work improvements. He tries to assign team members to tasks that match their skills as much as possible. He looks for opportunities for innovation and ways in which team members can help each other and work collaboratively. He encourages them to look for ways of working smarter, safer and more efficiently.

THCICS06A

Unit Descriptor

Create an innovative work environment

This competency standard covers the skills and knowledge required to conceptualise and design new systems that develop and support innovation in the workplace. The systems might be those that apply to

human resource management, team management, organisational structures, product development, marketing or training and assessment.

The systems can apply in any type and size of organisation within the tourism, hospitality and caravan industry including hotels, restaurants, kitchens, cafes, gaming venues, tour operators, travel agencies, conference organisers, attractions and theme parks, caravan parks and manufacturers, wineries, tourist information centres and so on.

Unit Sector

No sector assigned

ELEMENT	PERFORMANCE CRITERIA
1. Implement work practices and procedures to support innovation	1.1 Working conditions are established which encourage the application of innovation in the workplace. 1.2 Processes are implemented to maximise the use of innovation @ work skills. 1.3 Workplace procedures are introduced and maintained to foster the application of innovation in the workplace. 1.4 Collaborative work arrangements are facilitated to foster innovation.
2. Implement management practices to support innovation	2.1 The development of new ideas is actively supported and guided. 2.2 All ideas are positively received and constructive advice provided. 2.3 Relationships based on mutual respect and trust are established and maintained between management and staff. 2.4 Innovative work practice is exemplified in the way management approaches work and team responsibilities.
3. Promote innovation in the workplace	3.1 Staff's suggestions, improvements and innovations are acknowledged. 3.2 Innovation is celebrated and promoted by appropriate means. 3.3 The value placed by management on innovation is promoted and reinforced, in spite of the potential risks.
4. Create a physical environment which supports innovation	4.1 The physical environment is decorated to maximise creativity. 4.2 Workspaces are designed to encourage the cross fertilisation of ideas as well as the application of innovation @ work skills. 4.3 The workspace is designed to provide for the development of relationships between all members of the workforce within organisations in the tourism, hospitality and caravan industry.

- 5. Provide information and learning opportunities to foster innovation
 - 5.1 Relevant information, knowledge and skills are shared within the organisation.
 - 5.2 Formal learning opportunities are provided to help develop skills needed for innovation in the workplace.
 - 5.3 Active learning opportunities are created in which managers and staff can learn from the experience of others.

KEY COMPETENCIES

There are number of processes that are learnt throughout work and life which are required in all jobs.

They are fundamental processes and generally transferable to other work functions. Some of these are covered by the 7 key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where

1 = perform the process,

2 = perform and administer the process and

3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	The communication process is applied in the sharing of ideas and the collaborative development of ideas.	3
Collecting analysing and organising information	This process is critical for this unit. It is evident in the information gathered to change layouts and procedures.	3
Planning and organising activities	Planning would need to be applied in the provision of learning and coaching opportunities.	3
Working with others and in teams	Managers, team leaders and employees are encouraged to work collaboratively in applying innovative work practices to organisational activities.	3
Using mathematical ideas and techniques	Mathematical ideas would need to be applied in the planning of organisational activities and budgeting of resources.	2
Solving problems	Problem solving would be applied to overcoming inappropriate aspects of workplace cultures, and resolving conflicts within the section/ organisation being managed.	3
Using technology	The technology might be used to obtain, analyse and share information on innovative work practices and organisations that are examples of good practice in their use (eg Internet, email, computer).	3

RANGE STATEMENT

The range of variables describes how this unit could be used in an organisation that actively supports and encourages innovation. The variables chosen in training and assessment will depend on the work contexts within organisations in the tourism, hospitality and caravan industry.

What is innovation?	Innovation is the process of creating a new idea or the new use of an old idea and developing it so it results in improvement.
What are innovation @ work skills?	<i>innovation @ work</i> skills include interpretation, ideas generation, collaboration, reflection, representation and evaluation.
What type of work activities can benefit from innovative work practices?	All types of work activities could benefit from innovation, including the development of new products, processes, services, programs, tools and work practices.
What working conditions encourage the application of innovation @ work skills?	Working conditions might include flexible working hours, family-friendly leave entitlements, time provided for coming up with ideas, study leave, social leave.
What processes encourage the application of innovation @ work skills?	Processes include a structured approach to activities which foster ideas, such as collecting data, future scanning, getting feedback, networking, making suggestions, creative thinking, collaborating.
What collaborative arrangements might apply?	Collaborative arrangements could include working in teams or partnerships, on specific projects within a section, cross section, vertical teams, working with supplier organisations or partner organisations.
What methods for reflection and review would apply?	Methods might include the systematic collection of data, or a less formal review process of work procedures, or building in review to project schedules or working life through staff meetings.
What workplace procedures would help to foster innovation in the workplace?	Workplace procedures might include those relating to staff meetings, training, performance management, project management, client relations, briefing processes and so on.
How can ideas be acknowledged in an appropriate manner?	Appropriate ways of acknowledging successful ideas might include congratulating the project team, providing a newsletter story about the idea, using the idea to help foster other ideas, ensuring management acknowledgment, well-planned group incentive schemes and so on.

What arrangements would apply to the physical environment?

The physical environment might include workstation arrangements, workspace design and decor, relaxation areas, eating areas, external areas, and the location of different sections.

What information and learning opportunities might be provided?

Learning opportunities might include formal training or education, informal training, mentoring, coaching, job rotation, information seminars, on-line learning, conferences.

Information might include organisational knowledge, policies, reports, and information from other parts of the organisation, information about other activities within the organisation.

EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

A person who demonstrates competence in this unit should be able to provide evidence that they have put in place procedures and practices which support and foster innovative work practice within their own work context in the hospitality, tourism and caravan industry. These would include management practices, work practices, procedures and office layout, project management approaches.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this unit in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit are:

- an understanding of innovation @ work skills
- an understanding of basic management principles
- a knowledge of the ways workplace climate can affect employees' attitudes and performance
- an understanding of the benefits of coaching and
- learning opportunities for employees occupational health and safety requirements
- knowledge of factors that can motivate staff to apply innovative work practices
- knowledge of ways of rewarding performance in the workplace.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills are:

- interpersonal skills
- leadership skills
- encouraging supporting employees' achievements (on the use of innovation @ work skills)
- accessing interpreting and sharing information
- researching information
- freely discussing ideas and providing feedback.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other relevant management units from the tourism, hospitality and caravan Training Package within a specific context in any part of the tourism, hospitality and caravan industry.

How does this standard work in practice?

Zara manages an attractions group which has several operations throughout the country. The group is committed to innovation as a part of its strategic business goal and has innovation initiatives. The companies which form part of the group are encouraged to share their innovations and there are annual innovation awards in place. Within the company, employees are encouraged to put their ideas to a committee which decided whether to pursue them. Zara thinks that the existing initiatives are good but she feels that innovation is not systematically built in to the organisation's working

life and work environment. She decides to make some changes to the work environment to ensure that innovation is fostered. The first thing she organises is training for all staff members in *innovation @work* skills. This is conducted by an external facilitator over a two day workshop. To put the skills into practice immediately, the facilitators work with the participants on a project relevant to their work.

Zara and her team then conduct some research to find out what work practices and procedures are currently followed in their workplace and how they support innovation. They find a mixed picture and decide to make some changes. They brainstorm ideas to design new procedures and practices which will encourage and support innovation. These include more collaborative approaches to projects, encouraging networking opportunities and setting up creative think tanks.

Zara also develops some new management practices for her to follow to ensure she is encouraging staff to use *innovation @work* skills.

These include opportunities for people to present new ideas, ways in which she can recognise and possibly reward innovation, methods of identifying learning opportunities, and ways she can demonstrate to staff that the organisation truly supports and encourages innovation.

THCICS07A

Unit Descriptor

Set up systems that support innovation

This competency standard covers the skills and knowledge required to create a workplace environment that enables and supports the

application of innovative practices within the hospitality, tourism and caravan industry. This may include such areas as hotels, restaurants, kitchens, cafes, gaming venues, tour operators, conference organisers, attractions and theme parks, caravan parks and manufacturers, wineries, tourist information centres and so on. The work environment includes all

aspects of the workplace including working conditions and practices, management practices, physical layout and training and education. This unit relates to management-level jobs in any work context within hospitality, tourism and caravan establishments. It is particularly applicable to managers of small businesses or business units or departments within larger organisations.

Unit Sector

No sector assigned

ELEMENT

PERFORMANCE CRITERIA

- | | |
|---|---|
| 1. Conduct research into organisation systems | 1.1 Reasons for incorporating innovation into organisation systems are identified.
1.2 Resources and commitment required to implement innovation are identified.
1.3 Goals of a new innovative system are clarified.
1.4 Innovative systems in other organisations are researched.
1.5 Analysis of current organisational systems is carried out to identify gaps or barriers to innovation.
1.6 Staff who can support and foster innovation in the new systems are identified. |
| 2. Generate innovative system options | 2.1 Ideas for innovative work systems that will foster innovation are conceptualised using individual and group techniques.
2.2 The range of ideas are evaluated and discussed with workers and colleagues.
2.3 A system idea is selected that meets the workplace requirements and which is both feasible and innovative. |
| 3. Develop plan for the innovative system | 3.1 Analysis of the organisational structure is carried out to identify the impact of the new system on people, resources and finances.
3.2 Staff throughout the organisation who will be involved with, or affected by, the new system are consulted.
3.3 Financial impact of the new system is clarified and funds and resources are allocated.
3.4 Marketing or promotional strategy is developed to educate the organisation on the new system.
3.5 Competencies of the staff who will use the system are evaluated and a learning and development strategy is planned. |

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| 4. Trial the innovative work system | 4.1 Draft plans for the innovation system are presented to the organisation staff and preliminary feedback is gathered.
4.2 The new system is trialled with a group within the organisation.
4.3 The trial is monitored and action is taken to streamline it where required. |
| 5. Review the trial of the innovative system | 5.1 The innovative system is reviewed in relation to its goals and the ways in which it fosters innovation in the workplace.
5.2 The innovative system is adjusted to reflect evaluation feedback. |

KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the 7 key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where

1 = perform the process,

2 = perform and administer the process and

3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	The process of communication is used for collaborating with workers and managers.	3
Collecting analysing and organising information	This process is used to gather information about the type of systems to be implemented and the strategies and resources needed to implement them.	3
Planning and organising activities	A number of activities need to be planned, for example, the system development processes, system implementation activities, and system review procedures.	3
Working with others and in teams	The development, implementation and review of the work system should be carried out in collaboration with workers and other managers.	3
Using mathematical ideas and techniques	Mathematical ideas would need to be applied in calculating resource requirements and constraints.	3
Solving problems	Problem solving would be applied to the identification of system requirements, the streamlining of the system during implementation and the review of the system once implemented.	3
Using technology	Technology might be used to document and disseminate information on the work system.	3

RANGE STATEMENT

The range of variables describes how this competency standard could be used by a manager in a workplace within the tourism, hospitality and caravan industry. The variables chosen in training and assessment will depend on the work contexts within the industry.

What reasons may exist for incorporating innovation into the organisation?	Reasons may include high staff turnover, customer dissatisfaction, for continuous improvement and to increase competitiveness.
What goals may be relevant to this competency standard?	Goals for innovation may include winning more projects, diversifying the business, increasing staff numbers, changing the culture of the organisation or generating more income.
What type of innovative systems could be designed to foster innovation?	Systems may include product review systems, human resource, quality management, innovation reward systems, team management, project management or learning and development systems.
What gaps or barriers might be existing in the organisation?	Barriers may include a hierarchical system of management, staff not being involved in decisions, people not communicating with each other or sharing information, managers who do not accept new ideas or teams who work in rigid and inflexible ways.
How might staff who can support and foster innovation be identified?	Methods might include surveys, questionnaires, job profile analysis, or observations.
What individual and group techniques may be used to conceptualise options for the new system?	They might include process analysis, cost-benefit analysis, brainstorming, value analysis, SWOT analysis, review of approaches/procedures used by competitors, visual imagining, jotting words, a flow chart, a mind map, or other creative thinking strategies.
How might staff be consulted?	Through interviews, team meetings, email, memos, informal interactions, at every level of the organisation.
What staff competencies may be evaluated to help implement the system?	Competencies will include the skill sets that underpin innovation: that is, interpretation, generating ideas, collaboration, reflection, representation and evaluation. In addition, technical competencies will be required to support the system.

EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Persons demonstrating competence in this standard should be able to provide evidence that they can design, trial and review more than one work system in more than one context. Each work system should be planned and structured to contribute to the achievement of the organisation's mission and goals and to maximise opportunities for innovation by workers and managers in the workplace. The person also need to have demonstrated an understanding of how and why the work systems concerned fulfil the specified workplace requirements and foster workplace innovation amongst workers and managers.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this standard are:

- principles of innovation
- leadership and management theory
- an understanding of ways in which the system can contribute to innovation in the workplace
- a knowledge of various options for the system; and
- knowledge of *innovation @ work* skills.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills are:

- ability to interpret and analyse organisational requirements for work systems
- evaluation of staff competencies
- ability to plan the implementation of new systems
- ability to organise and implement training and learning activities to prepare workers and managers to implement a new work system
- research skills

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other standards relevant to management functions within a specific context in any part of the tourism, hospitality and caravan industry.

How does this standard work in practice?

Innovation is considered a core value in a leading catering company. It is championed within the company. It is heralded, advocated, protected and even expected. Because of this, every attempt is made to highlight the need for innovation and to equip the staff and the management with the necessary skills to think and act innovatively. The company has developed a clear process and expects all staff to use it. A team environment promotes the generation and exchange of ideas so the innovation initiatives are structured around teams.

The company has an Innovations forum where teams nominate aspects and/or procedures where innovation is needed and how these suggestions can be developed and taken on to the Innovations Board that meets quarterly to assess and approve attempts at innovation. This board decides on the time, resources and money which will be allocated to the suggested innovative undertakings.

Innovation needs are taken into account in the recruitment, so that all staff are aware that their job includes thinking about what they do at work, how they work and how that could be improved, as well as doing the job. New senior managers are put through a two-day course on the process of innovation within the company.

This did not happen overnight. It began with a new CEO who saw innovation as essential for the long-term survival of the company. He began by working with his senior managers so that they understood his vision and incorporated it into the organisation's strategic plan. They identified the goals of a new innovative system and together began the process of setting up systems and planning the implementation of innovation throughout the organisation in a systematic way.

This involved identifying current systems within the organisation and analysing them to identify whether they would support or hinder innovation. In the process they identified staff who were ready to support and foster innovation and then set up teams to generate ideas for innovative work systems to foster innovation in all areas of the organisation. This ranged from the recruitment process (if they needed staff with initiative were they recruiting for initiative?) to the structure of work teams (did supervisors have enough authority to find immediate solutions to on-the-job problems?). The new ideas were evaluated and discussed with staff so that they all had input and ownership of the new systems.

Once the new system was outlined, an implementation plan was developed. This reached into every part of the organisation. The impact of the plan had to be clarified, its implications in terms of competency and the need for additional training, learning and development was identified. A method of educating and enthusing the whole organisation about the plan was devised.

Before whole scale implementation, the new systems were trialled with small groups and the feedback used to improve the systems. After implementation, there was a constant process of review to ensure that the systems continued to evolve so that they remained good vehicles for encouraging innovation.



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