



Australian Government

BSB07 Business Services Training Package

Release: 6.0

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Modification History

Version	Release Date	Comments
6		<p>Qualifications:</p> <ul style="list-style-type: none"> Revised qualifications: <ul style="list-style-type: none"> BSB20207 Certificate II in Customer Contact reviewed; new code is BSB20211 BSB30207 Certificate III in Customer Contact reviewed; new code is BSB30211 BSB40307 Certificate IV in Customer Contact reviewed; new code is BSB40311 BSB50307 Diploma of Customer Contact reviewed; new code is BSB50311 Deleted qualification: <ul style="list-style-type: none"> BSB60307 Advanced Diploma of Customer Contact. <p>Units:</p> <ul style="list-style-type: none"> New units: <ul style="list-style-type: none"> BSBCCO203A Conduct customer contact BSBCCO204A Collect data BSBCCO205A Prepare for work in a customer contact environment BSBCCO307A Work effectively in customer contact BSBCCO308A Conduct outbound customer contact BSBCCO309A Develop product and service knowledge for customer contact operation BSBCCO403A Schedule customer contact activity BSBCCO404A Collect, analyse and record information BSBCCO405A Survey stakeholders to gather and record information BSBCCO406A Run a multicentre BSBCCO407A Administer customer contact technology BSBCCO502A Establish a multicentre BSBCCO503A Manage data interrogation BSBCCO504A Integrate customer contact operations in the organisation Revision to the following units and change to version identifier:

Version	Release Date	Comments
		<ul style="list-style-type: none"> • BSBCCO301B Use multiple information systems • BSBCCO302B Deploy customer service field staff • BSBCCO303B Conduct a telemarketing campaign • BSBCCO304C Provide sales solutions to customers • BSBCCO305B Process credit applications • BSBCCO306B Process complex accounts • BSBCCO501B Develop business continuity strategy • BSBCCO601B Optimise customer contact operations • BSBCCO602B Manage customer contact information • BSBCCO603B Design and launch new customer contact facilities • BSBCCO604B Develop and maintain a service level strategy • BSBCCO605B Develop and maintain a customer contact marketing strategy • BSBCCO606B Forecast and plan using customer contact traffic information analysis • BSBCCO607B Manage customer contact centre staffing • BSBCCO608B Manage customer contact operational costs • ISC upgrade to the following units of competency: • BSBCMM301B Process customer complaints • BSBCOM603C Plan and establish compliance management systems • BSBCON601B Develop and maintain business continuity plans • BSBCUS201B Deliver a service to customers • BSBCUS301B Deliver and monitor a service to customers • BSBCUS401B Coordinate implementation of customer service strategies • BSBCUS402B Address customer needs • BSBCUS403B Implement customer service standards • BSBCUS501C Manage quality customer service • BSBITS401B Maintain business technology • BSBPUR501C Develop, implement and review purchasing strategies • BSBPUR503C Manage international purchasing • BSBRKG403C Set up a business or records system for

Version	Release Date	Comments
		<p>a small business</p> <ul style="list-style-type: none"> • BSBRSK501B Manage risk • BSBSMB405B Monitor and manage small business operations • BSBWOR203B Work effectively with others • BSBWOR301B Organise personal work priorities and development • Deleted units: <ul style="list-style-type: none"> • BSBCCO201A Action customer contact • BSBCCO202A Conduct data collection • BSBCCO401A Administer customer contact telecommunications technology • BSBCCO402A Gather, collate and record information • BSBCCO609B Integrate customer contact operations within the organisation • BSBIND101A Work effectively in a contact centre environment. • BSB60407 Advanced Diploma of Management updated to include Contact Centre Operations units of competency as electives. • Basic Contact Centre Operations Skill Set updated with replacement unit for now-deleted BSBIND101A. Skill set considered equivalent. • 2 skill sets added: <ul style="list-style-type: none"> • Innovation Practice • Innovation Leadership
5	4 February 2011	<p>Qualifications:</p> <ul style="list-style-type: none"> • BSB41907 Certificate IV in Business (Governance) reviewed; new code is BSB41910 • BSB50707 Diploma of Business (Governance) reviewed; new code is BSB50710 • BSB10107 Certificate I in Business – addition of unit BSBITU202A Create and use spreadsheets to elective bank <p>Units:</p> <ul style="list-style-type: none"> • New Units <ul style="list-style-type: none"> • BSBATSIC412A Maintain and protect cultural values in the organisation • BSBATSIC511A Plan and conduct a community

Version	Release Date	Comments
		<p>meeting</p> <ul style="list-style-type: none"> • BSBATSIL411A Undertake the roles and responsibilities of a board member • BSBATSIL412A Participate effectively as a board member • BSBATSIL413A Review and apply the constitution • BSBATSIL510A Appoint and work with a manager • BSBATSIL511A Lead the organisation's strategic planning cycle • BSBATSIL512A Be a leader in the community • BSBATSIM416A Oversee organisational planning • BSBATSIM417A Implement organisational plans • BSBATSIM418A Oversee financial management • BSBATSIM419A Contribute to the development and implementation of organisational policies • BSBATSIM420A Oversee asset management • BSBATSIM421A Support a positive and culturally appropriate workplace culture • BSBATSIM514A Recruit and induct staff <ul style="list-style-type: none"> • Amendments to the following units and change to version identifier: <ul style="list-style-type: none"> • BSBATSIC411B Communicate with the community • BSBATSIL408B Manage a board meeting • BSBATSIL503B Manage conflict • BSBATSIM414B Oversee the organisation's annual budget • BSBATSIM505B Control organisation finances • BSBATSIM506B Develop employment policies • BSBATSIM511B Develop enterprise opportunities • BSBATSIW416B Obtain and manage consultancy services • BSBATSIW417B Select and utilise technology • BSBATSIW514B Represent your organisation • BSBATSIW515B Secure funding • A range of units deleted (refer to 'List of Units Deleted from Previous Training Package/Versions') <p>Other:</p>

Version	Release Date	Comments
		<ul style="list-style-type: none"> • Typographic corrections in a number of qualifications and units not affecting outcomes • Imported unit codes updated where required
4	3 February 2011	<p>Qualifications:</p> <ul style="list-style-type: none"> • BSB30107 Certificate III in Business reviewed: new code is BSB30110 • BSB40607 Certificate IV in Business Sales reviewed; new code is BSB40610 • BSB60107 Advanced Diploma of Advertising reviewed; new code is BSB60110 • The following qualifications have been reviewed, there is no change to the core requirement or the code of the qualification: <ul style="list-style-type: none"> • BSB20207 Certificate II in Customer Contact • BSB30207 Certificate III in Customer Contact • BSB40107 Certificate IV in Advertising • BSB41307 Certificate IV in Marketing • BSB50107 Diploma of Advertising • BSB50207 Diploma of Business • BSB50607 Diploma of Human Resources Management • BSB50807 Diploma of International Business • BSB51107 Diploma of Management • BSB51207 Diploma of Marketing • BSB60207 Advanced Diploma of Business • BSB60507 Advanced Diploma of Marketing • The following qualifications have been deleted: <ul style="list-style-type: none"> • BSB31207 Certificate III in Frontline Management • BSB50907 Diploma of International Education Services • BSB70108 Vocational Graduate Certificate in Management (Learning) • BSB70207 Vocational Graduate Certificate in International Education Services • BSB80108 Vocational Graduate Diploma of Management (Learning) <p>Units:</p> <ul style="list-style-type: none"> • New units: <ul style="list-style-type: none"> • BSBADV408A Review advertising media options

Version	Release Date	Comments
		<ul style="list-style-type: none"> • BSBDIV501A Manage diversity in the workplace • BSBHRM511A Manage expatriate staff • BSBMGT406A Plan and monitor continuous improvement • BSBMKG518A Plan and implement services marketing • BSBMKG519A Plan and implement business-to-business marketing • BSBMKG520A Manage compliance within the marketing legislative framework • BSBMKG521A Plan and implement sponsorship and event marketing • BSBMKG522A Plan measurement of marketing effectiveness • BSBMKG523A Design and develop an integrated marketing communication plan • BSBMKG611A Manage measurement of marketing effectiveness • BSBSLS407A Identify and plan sales prospects • BSBSLS408A Present, secure and support sales solutions • Corrections to the following units and change to version identifier: <ul style="list-style-type: none"> • BSBHRM503A Manage performance management systems • BSBHRM505A Manage remuneration and employee benefits • BSBHRM602A Manage human resources strategic planning • BSBINN601A Manage organisational change • BSBMGT516B Facilitate continuous improvement • BSBMGT608B Manage innovation and continuous improvement • BSBMKG414A Undertake marketing activities • BSBMKG510A Plan e-marketing communications • A range of units deleted (refer to 'List of Units Deleted from Previous Training Package/Versions' later in this document) • 2 skill sets added: <ul style="list-style-type: none"> • Aspiring Supervisor • Managing Innovation

Version	Release Date	Comments
3	August 2010	<p>Qualifications:</p> <ul style="list-style-type: none"> • BSB41207 Certificate IV in Legal Services qualification reviewed; new code is BSB40110 • BSB51007 Diploma of Legal Services qualification reviewed; new code is BSB50110 • All qualifications amended to comply with the NQC flexibility rules, with the exception of: <ul style="list-style-type: none"> • BSB41507 Certificate IV in Project Management • BSB51407 Diploma of Project Management • BSB60707 Advanced Diploma of Project Management <p>Units:</p> <ul style="list-style-type: none"> • New units: <ul style="list-style-type: none"> • BSBCMM402A Implement effective communication strategies • BSBCMM501A Develop and nurture relationships • BSBCOM406A Conduct work within a compliance framework • BSBLED503A Maintain and enhance professional practice • BSBLEG413A Identify and apply the legal framework • BSBLEG414A Establish and maintain a file in legal services • BSBLEG415A Apply the principles of contract law • BSBLEG416A Apply the principles of the law of torts • BSBLEG417A Apply the principles of evidence law • BSBLEG418A Produce complex legal documents • BSBLEG510A Apply legal principles in family law matters • BSBLEG511A Apply legal principles in criminal law matters • BSBLEG512A Apply legal principles in property law matters • BSBLEG513A Apply legal principles in corporation law matters • BSBLEG514A Assist with civil procedure • BSBLEG515A Apply legal principles in wills and probate matters • BSBRES404A Research legal information using primary sources • BSBRES502A Research legal information using

Version	Release Date	Comments
		<p>secondary sources</p> <ul style="list-style-type: none"> • A range of units deleted (refer to ‘List of Units Deleted from Previous Training Package/Versions’) • Corrections to the following units and change to version identifier: <ul style="list-style-type: none"> • BSBCCO304A – Evidence Guide modified to better reflect the required outcomes • BSBCUS501A – PC2.2 and 2.3 reworded and made clearer • BSBITU302A – Code should have changed from an A to a B in September 2008 when changes were made to the Evidence Guide • BSALF401A - Required knowledge amended • BSBMGT516A – Critical aspects of assessment re-worded • BSBFLM312B – Critical aspects of assessment re-worded to remove ambiguities • BSBWOR404A – PC2.1; 3.2 and 3.4 reworded and made clearer • BSBWOR501A – Required knowledge amended • BSBWOR502A – Required knowledge amended • BSBOHS406B – Change to Required Skills and Critical aspects of assessment • BSBOHS505B – Required knowledge amended. <p>Mapping:</p> <ul style="list-style-type: none"> • Correction of mapping for units • Deleted unit table amended to include correct advice i.e. BSBCMN402A Develop work priorities – deleted and replaced by BSBWOR404A Develop work priorities
2	April 2009	<p>Addition of two new Competency Fields:</p> <p>Intellectual Property:</p> <ul style="list-style-type: none"> • Addition of 8 new units on intellectual property: <ul style="list-style-type: none"> • BSBIPR301A Comply with organisational requirements for protection and use of intellectual property • BSBIPR401A Use and respect copyright • BSBIPR402A Protect and use new inventions and innovations • BSBIPR403A Protect and use brands and business identity

Version	Release Date	Comments
		<ul style="list-style-type: none"> • BSBIPR404A Protect and use innovative designs • BSBIPR405A Protect and use intangible assets in small business • BSBIPR501A Manage intellectual property to protect and grow business • BSBIPR601A Develop and implement strategies for intellectual property management • Revisions to 11 qualifications to include intellectual property units as electives: <ul style="list-style-type: none"> • BSB30107 Certificate III in Business • BSB30407 Certificate III in Business Administration • BSB30307 Certificate III in Micro Business Operations • BSB40207 Certificate IV in Business • BSB40707 Certificate IV in Franchising • BSB40407 Certificate IV in Small Business Management • BSB50207 Diploma of Business • BSB50507 Diploma of Franchising • BSB51107 Diploma of Management • BSB60207 Advanced Diploma of Business • BSB60407 Advanced Diploma of Management • Addition of 6 skill sets on intellectual property: <ul style="list-style-type: none"> • Intellectual Property Strategic Management Skill Set • Copyright Skill Set • Trade Mark Skill Set • Patent Skill Set • Design Protection Skill Set • Small Business Intellectual Property Skill Set <p>Continuity:</p> <ul style="list-style-type: none"> • Addition of 3 new units on business continuity: <ul style="list-style-type: none"> • BSBCON401A Work effectively in a business continuity context • BSBCON601A Develop and maintain business continuity plans • BSBCON701A Establish and review the business continuity management framework and strategies • Revisions to 3 qualifications to include business

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		<p>continuity units as electives:</p> <ul style="list-style-type: none"> • BSB40207 Certificate IV in Business • BSB50207 Diploma of Business • BSB60207 Advanced Diploma of Business <p>Units:</p> <ul style="list-style-type: none"> • Corrections to the following units: <ul style="list-style-type: none"> • BSBCCO304A – modification of Range Statement to better reflect the required outcomes; correction of ICA unit code in ‘Guidance information for assessment’ • BSBCUS402A – correction of first point in Critical Aspects for Assessment • BSBITU301A – modification of Performance Criteria 1.1 • BSBOHS201A – modification of Range Statement to better reflect required outcomes • BSBWOR401A and BSBWOR502A – Competency Field corrected to be ‘Industry Capability - Workplace Effectiveness’ • BSBWOR404A – modification of Performance Criteria 2.3 • Update of imported units <p>Qualifications:</p> <ul style="list-style-type: none"> • Corrections to the following qualifications: <ul style="list-style-type: none"> • BSB30207 – second paragraph ‘BSB07 Business Services Training Package’ included to match packaging rules of all other BSB07 qualifications • BSB30707 – example of appropriate unit for ‘Health and Safety Assistant’ in the section on ‘Selecting Elective Units for Different Outcomes’ amended to meet packaging requirements • BSB50207 – statement regarding units from other Training Packages removed • BSB51107 – BSBCUS501A, BSBFIM501A, BSBLED501A, BSBMGT502A and BSBMGT516A removed from the elective bank of units as they duplicated core units

Version	Release Date	Comments
		Skill Sets: <ul style="list-style-type: none"> • Correction of unit code for ‘Oversee business planning’ in Small Business Indigenous Corporate Governance Skill Set • Addition of two new Skill Sets: <ul style="list-style-type: none"> • Basic Contact Centre Operations Skill Set • Design Fundamentals Skill Set
1.1	September 2008	<ul style="list-style-type: none"> • Change in code and title of BSB70107 Vocational Graduate Certificate in Organisational Learning and Capability Development to BSB70108 Vocational Graduate Certificate in Management (Learning) • Change in code and title of BSB80107 Vocational Graduate Diploma of Organisational Learning and Capability Development to BSB80108 Vocational Graduate Diploma of Management (Learning) • Minor change to BSBITU302B Critical aspects for assessment: Removal of second dot point as it does not support the required unit outcomes • Correction of mapping for qualifications: <ul style="list-style-type: none"> • Titles and codes for BSB70107 and BSB80107 • BSB60407 Advanced Diploma of Management • BSB60907 Advanced Diploma of Management (Human Resources) • Correction of mapping for units: <ul style="list-style-type: none"> • BSBOHS509A Ensure a safe workplace • BSBADM101A Use business equipment and resources • BSBADM409A Coordinate business resources • BSBCCO305A Process credit applications • BSBCCO602A Manage customer contact information • BSBCCO606A Forecast and plan using customer contact traffic information analysis • BSBCCO609A Integrate customer contact operations within the organisation • BSBFIM501A Manage budgets and financial plans • BSBHRM501A Manage human resources services • BSBHRM502A Manage human resources management

Version	Release Date	Comments
		<p>information systems</p> <ul style="list-style-type: none"> • BSBHRM602A Manage human resources strategic planning • BSBINM501A Manage an information or knowledge management system • BSBINN601A Manage organisational change • BSBITB501A Establish and maintain a workgroup computer network • BSBITU202A Create and use spreadsheets • BSBMED301B Interpret and apply medical terminology appropriately • BSBMGT405A Provide personal leadership • BSBMGT615A Contribute to organisation development • BSBMGT618A Develop a contact centre business plan • BSBMKG514A Implement and monitor marketing activities • BSBMKG610A Develop, implement and monitor a marketing campaign • BSBOHS201A Participate in OHS processes • BSBOHS509A Ensure a safe workplace • BSBPMG401A Apply project scope management techniques • BSBPMG408A Apply contract and procurement procedures • BSBPMG601A Direct the integration of projects • BSBPMG602A Direct the scope of a project program • BSBPMG603A Direct time management of a project program • BSBPMG604A Direct cost management of a project program • BSBPMG605A Direct quality management of a project program • BSBPMG606A Direct human resources management of a project program • BSBPMG607A Direct communications management of a project program • BSBPMG608A Direct risk management of a project program • BSBPMG609A Direct procurement and contracting for a project program

Version	Release Date	Comments
		<ul style="list-style-type: none"> • BSBREL401A Establish networks • BSBREL402A Build client relationships and business networks • BSBWOR401A Establish effective workplace relationships • BSBWRK402A Empower workers • BSBWRK404A Promote equality of opportunity and fair treatment for all workers • BSBWRK405A Promote union values, principles and policies • BSBWRK509A Manage industrial relations • Correction of titles in deleted unit list: <ul style="list-style-type: none"> • BSBMED402A Control stocks and supplies • BSBEBUS302A Use and maintain electronic mail system • BSBMED202A Follow OHS policies and procedures in a medical office • BSBCMN109A Follow environmental work practices
1	December 2007	Primary release

BSB07 Business Services Training Package

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Training Package Details

Training Package Details

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Training Package Volume Number	Training Package Volume Name
1 of 2	BSB07 Business Services Training Package Introduction, Qualification Guide and Assessment Guidelines
2 of 2	BSB07 Business Services Training Package Units of Competency

Training Package Volume Number	Training Package Volume Statement
1 of 2	This is Volume 1 of 2 volumes. It is to be read in conjunction with Volume 2.
2 of 2	This is Volume 2 of 2 volumes. It is to be read in conjunction with Volume 1.

Training Package Volume Number	Training Package Volume Description
1 of 2	This document is Volume 1 of the BSB07 Business Services Training Package endorsed components. It provides the introduction to the Training Package, including the Introduction, Qualification Guide and Assessment Guidelines. It should not be used in isolation; users will need to ensure they have the relevant volume for the particular industry sector containing the endorsed units of competency.
2 of 2	This document is Volume 2 of the BSB07 Business Services Training Package endorsed components. It includes all of the units of competency in alpha-numeric code order.

Preliminary Information

Important Note to Users

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

Check the version number before commencing training or assessment

This Training Package is Version - check whether this is the latest version by going to the National Training Information Service (www.ntis.gov.au) and locating information about the Training Package. Alternatively, contact Innovation and Business Industry Skills Council at <http://www.ibsa.org.au> to confirm the latest version number.

Explanation of version number conventions

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

Overview

What is a Training Package?

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

Each Training Package:

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

How do Training Packages fit within the National Skills Framework?

The National Skills Framework applies nationally, is endorsed by the Ministerial Council for Vocational and Technical Education, and comprises the Australian Quality Training Framework 2010 (AQTF 2010), and Training Packages endorsed by the National Quality Council (NQC).

How are Training Packages developed?

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

How do Training Packages encourage flexibility?

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

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

Who can deliver and assess using Training Packages?

Training and assessment using Training Packages must be conducted by a Registered Training Organisation (RTO) that has the qualifications or specific units of competency on its scope of registration, or that works in partnership with another RTO, as specified in the AQTF2010.

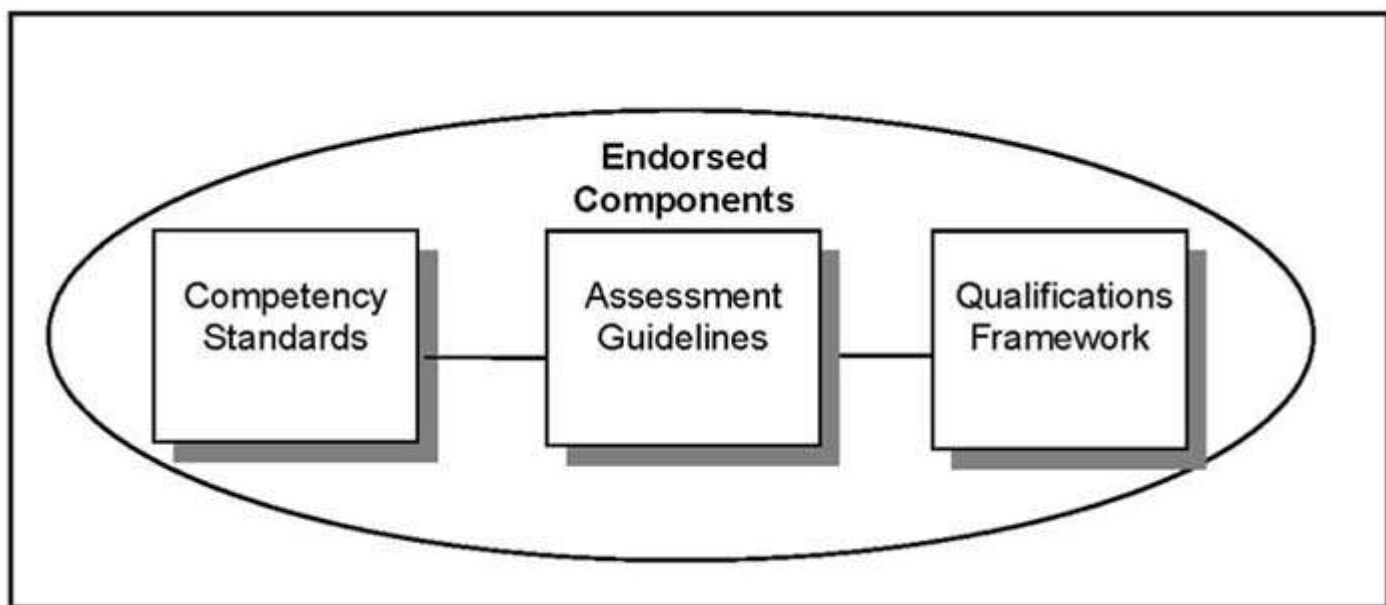
Training Package Components

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

Training Package Endorsed Components

Training Package Endorsed Components

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



Competency Standards

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

Assessment Guidelines

The Assessment Guidelines provide an industry framework to ensure all assessments meet industry needs and nationally agreed standards as expressed in the Training Package and the AQTF 2010. The Assessment Guidelines must be followed to ensure the integrity of assessment leading to nationally recognised qualifications.

Qualifications Framework

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

Training Package Support Materials

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

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

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

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

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

Training Package, Qualification and Unit of Competency Codes

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

Training Package Codes

Each Training Package has a unique five-character national code assigned when the Training Package is endorsed, for example BSB07. The first three characters are letters identifying the Training Package industry coverage and the last two characters are numbers identifying the year of endorsement.

Qualification Codes

Within each Training Package, each qualification has a unique eight-character code, for example BSB10107. Qualification codes are developed as follows:

- the first three letters identify the Training Package;
- the first number identifies the qualification level (noting that, in the qualification titles themselves, arabic numbers are **not** used);
- the next two numbers identify the position in the sequence of the qualification at that level; and
- the last two numbers identify the year in which the qualification was endorsed. (Where qualifications are added after the initial Training Package endorsement, the last two numbers may differ from other Training Package qualifications as they identify the year in which those particular qualifications were endorsed.)

Unit of Competency Codes

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

- a typical code is made up of 12 characters, normally a mixture of uppercase letters and numbers, as in BSBADM101A;
- the first three characters signify the Training Package - BSB07 - in the above example and up to eight characters, relating to an industry sector, function or skill area, follow;
- the last character is always a letter and identifies the unit of competency version. An "A" at the end of the code indicates that this is the original unit of competency. "B", or another incremented version identifier means that minor changes have been made. Typically this would mean that wording has changed in the range statement or evidence guide, providing clearer intent; and
- where changes are made that alter the outcome, a new code is assigned and the title is changed.

Training Package, Qualification and Unit of Competency Titles

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

Training Package Titles

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

Qualification Titles

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

- first, the qualification is identified as either Certificate I, Certificate II, Certificate III, Certificate IV, Diploma, Advanced Diploma, Vocational Graduate Certificate, or Vocational Graduate Diploma;
- this is followed by the words "in" for Certificates I to IV, and "of" for Diploma, Advanced Diploma, Vocational Graduate Certificate and Vocational Graduate Diploma;
- then, the industry descriptor, for example Telecommunications; and
- then, if applicable, the occupational or functional stream in brackets, for example (Computer Systems).

For example:

- BSB10107 Certificate I in Business

Unit of Competency Titles

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

For example:

- BSBADM101A Use business equipment and resources

History

In December 2007 the primary version of BSB07 was endorsed and released in January 2008, it included all the fields and domains in BSB01, as well as new qualifications in the following areas:

- micro business operations
- customer contact
- administration (education)
- administration (international education)
- international education services
- management (learning).

Version 1.1 of BSB07 was released in September 2008 and included a range of ISC upgrades which were corrections to qualifications and units of competency. The major change was the change of code and title of BSB70107 Vocational Graduate Certificate in Organisational Learning and Capability Development and BSB80107 Vocational Graduate Diploma of Organisational Learning and Capability Development.

Version 2 included new units of competency in business continuity and intellectual property. A range of qualifications was amended to include intellectual property units; and two skills sets were also included, along with a number of ISC upgrades.

Version 3 included a number of ISC upgrades and the revised Certificate IV in Legal Services and Diploma of Legal Services qualifications. The qualification rules in the majority of qualifications were revised to comply with the recent NQC flexibility rules. This revision did not change the outcomes of the qualifications.

Version 4 included the revised Certificate III in Business, Certificate IV in Business Sales, and Advanced Diploma of Advertising. In addition twelve qualifications were amended to include additional or amended elective units and five qualifications were deleted, including the Certificate III in Frontline Management.

Version 5 included the revised Certificate IV in Business (Governance) and the Diploma of Business (Governance); the new codes are BSB41910 and BSB50710 respectively. The review of these qualifications indicated that there was a strong interest in and need for training in the area of organisational governance and that these two qualifications best met the training needs of people involved with Aboriginal and Torres Strait Islander organisations.

Version 6 includes the deletion of BSB60307 Advanced Diploma of Customer Contact and the revision of four customer contact qualifications: Certificate II in Customer Contact, Certificate III in Customer Contact, Certificate IV in Customer Contact and Diploma of Customer Contact. The new codes for the qualifications are BSB20211, BSB30211, BSB40311 and BSB50311. The qualifications were reviewed to address industry requirements and 13 new units of competency were developed.

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.

http://www.aqf.edu.au/Portals/0/Documents/Handbook/AQF_Handbook_07.pdf 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 ...

Graduate Certificates and Graduate Diplomas can also be awarded in the vocational education and training sector under certain conditions see the *AQF Implementation Handbook* for details.

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 AQTF 2010 *Essential Standards for Initial and Continuing Registration*.

Statement of Attainment

A Statement of Attainment is issued by a Registered Training Organisation when an individual has completed one or more units of competency from nationally recognised qualification(s)/courses(s). Issuance of Statements of Attainment must comply with the advice provided in the current *AQF Implementation Handbook* and the AQTF 2010 *Essential Standards for Initial and Continuing Registration*.

Under the AQTF 2010, RTOs must recognise the achievement of competencies as recorded on a qualification testamur 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 cross 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 judgment 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

The BSB07 Business Services Training Package does not mandate particular pathways to the achievement of qualifications. It is the prerogative of RTOs to use the qualifications rules to provide the best learning programs and sequences to meet the needs of candidates and business customers. Candidates may undertake a qualification through a number of entry points demonstrating the potential to undertake vocational education and training at a particular AQF level. Examples are:

- completing a specific lower level qualification from the BSB07 Business Services Training Package or other relevant qualification at the same AQF level **or**
- having partially completed a specific lower level qualification **or**
- having vocational experience and no lower level qualification.

List of AQF Qualifications in BSB07 Version 6

Code	Title
BSB10107	Certificate I in Business
BSB20107	Certificate II in Business
BSB20211	Certificate II in Customer Contact
BSB30110	Certificate III in Business
BSB30211	Certificate III in Customer Contact
BSB30307	Certificate III in Micro Business Operations
BSB30407	Certificate III in Business Administration
BSB30507	Certificate III in Business Administration (International Education)

Code	Title
BSB30607	Certificate III in International Trade
BSB30707	Certificate III in Occupational Health and Safety
BSB30807	Certificate III in Recordkeeping
BSB30907	Certificate III in Business Administration (Education)
BSB31007	Certificate III in Business Administration (Legal)
BSB31107	Certificate III in Business Administration (Medical)
BSB40107	Certificate IV in Advertising
BSB40110	Certificate IV in Legal Services
BSB40207	Certificate IV in Business
BSB40311	Certificate IV in Customer Contact
BSB40407	Certificate IV in Small Business Management
BSB40507	Certificate IV in Business Administration
BSB40610	Certificate IV in Business Sales
BSB40707	Certificate IV in Franchising
BSB40807	Certificate IV in Frontline Management
BSB40907	Certificate IV in Governance
BSB41007	Certificate IV in Human Resources
BSB41107	Certificate IV in International Trade
BSB41307	Certificate IV in Marketing
BSB41407	Certificate IV in Occupational Health and Safety
BSB41507	Certificate IV in Project Management
BSB41607	Certificate IV in Purchasing
BSB41707	Certificate IV in Recordkeeping
BSB41807	Certificate IV in Unionism and Industrial Relations

Code	Title
BSB41910	Certificate IV in Business (Governance)
BSB50107	Diploma of Advertising
BSB50110	Diploma of Legal Services
BSB50207	Diploma of Business
BSB50311	Diploma of Customer Contact
BSB50407	Diploma of Business Administration
BSB50507	Diploma of Franchising
BSB50607	Diploma of Human Resources Management
BSB50710	Diploma of Business (Governance)
BSB50807	Diploma of International Business
BSB51107	Diploma of Management
BSB51207	Diploma of Marketing
BSB51307	Diploma of Occupational Health and Safety
BSB51407	Diploma of Project Management
BSB51507	Diploma of Purchasing
BSB51607	Diploma of Quality Auditing
BSB51707	Diploma of Recordkeeping
BSB51807	Diploma of Unionism and Industrial Relations
BSB60110	Advanced Diploma of Advertising
BSB60207	Advanced Diploma of Business
BSB60407	Advanced Diploma of Management
BSB60507	Advanced Diploma of Marketing
BSB60607	Advanced Diploma of Occupational Health and Safety
BSB60707	Advanced Diploma of Project Management

Code	Title
BSB60807	Advanced Diploma of Recordkeeping
BSB60907	Advanced Diploma of Management (Human Resources)

Skill Sets in this Training Package

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 that 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 units of competency a person has achieved in a way that is consistent and clear for employers and others. This is done by including the wording ‘These units of competency meet industry requirements for [*insert skill set title or identified industry area*]’ on the Statement of Attainment. This wording applies only to skill sets that are formally identified as such in the endorsed Training Package. See the 2010 edition of the AQF Implementation Handbook for advice on wording on Statements of Attainment.

http://www.aqf.edu.au/Portals/0/Documents/Handbook/AustQuals%20FrmwrkFirstEditionJuly2011_FINAL.pdf

Skill Sets in this Training Package

This section provides information on skill sets in 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.

Aspiring supervisor
Basic Contact Centre Operations
Copyright
Design Fundamentals
Design Protection

Franchising
Governance Induction
Innovation Leadership
Innovation Practice
Intellectual Property Strategic Management
Key Management
Key Recordkeeping
Legal Transcription
Managing Innovation
Medical Transcription
Patent
Small Business Contracting
Small Business Financial Management
Small Business Home Based
Small Business Indigenous Corporate Governance
Small Business Intellectual Property
Small Business Marketing
Small Business Operations Preparatory
Small Business Preparatory
Trade Mark

Units of Competency in this Training Package

Unit code	Unit title
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Unit code	Unit title
BSBADM101A	Use business equipment and resources
BSBADM301B	Produce texts from shorthand notes
BSBADM302B	Produce texts from notes
BSBADM303B	Produce texts from audio transcription
BSBADM307B	Organise schedules
BSBADM311A	Maintain business resources
BSBADM401B	Produce complex texts from shorthand notes
BSBADM405B	Organise meetings
BSBADM406B	Organise business travel
BSBADM407B	Administer projects
BSBADM409A	Coordinate business resources
BSBADM411A	Produce complex texts from audio transcription
BSBADM502B	Manage meetings
BSBADM503B	Plan and manage conferences
BSBADM504B	Plan or review administrative systems
BSBADM506B	Manage business document design and development
BSBADV402B	Conduct pre campaign testing
BSBADV403B	Monitor advertising production
BSBADV404B	Schedule advertisements
BSBADV405A	Perform media calculations
BSBADV406A	Buy and monitor media
BSBADV407A	Apply media analysis and processing tools
BSBADV408A	Review advertising media options
BSBADV503B	Coordinate advertising research

Unit code	Unit title
BSBADV507B	Develop a media plan
BSBADV509A	Create mass print media advertisements
BSBADV510A	Create mass electronic media advertisements
BSBADV602B	Develop an advertising campaign
BSBADV603B	Manage advertising production
BSBADV604B	Execute an advertising campaign
BSBADV605B	Evaluate campaign effectiveness
BSBATSIC411C	Communicate with the community
BSBATSIC412A	Maintain and protect cultural values in the organisation
BSBATSIC511A	Plan and conduct a community meeting
BSBATSIL408C	Manage a Board meeting
BSBATSIL411A	Undertake the roles and responsibilities of a board member
BSBATSIL412A	Participate effectively as a board member
BSBATSIL413A	Review and apply the constitution
BSBATSIL503C	Manage conflict
BSBATSIL510A	Appoint and work with a manager
BSBATSIL511A	Lead the organisation's strategic planning cycle
BSBATSIL512A	Be a leader in the community
BSBATSIM412B	Implement a businesslike approach
BSBATSIM414C	Oversee the organisation's annual budget
BSBATSIM416A	Oversee organisational planning
BSBATSIM417A	Implement organisational plans
BSBATSIM418A	Oversee financial management
BSBATSIM419A	Contribute to the development and implementation of organisational

Unit code	Unit title
	policies
BSBATSIM420A	Oversee asset management
BSBATSIM421A	Support a positive and culturally appropriate workplace culture
BSBATSIM505C	Control organisation finances
BSBATSIM506C	Develop employment policies
BSBATSIM511C	Develop enterprise opportunities
BSBATSIM514A	Recruit and induct staff
BSBATSIW416C	Obtain and manage consultancy services
BSBATSIW417C	Select and use technology
BSBATSIW514C	Represent your organisation
BSBATSIW515C	Secure funding
BSBAUD402B	Participate in a quality audit
BSBAUD501B	Initiate a quality audit
BSBAUD503B	Lead a quality audit
BSBAUD504B	Report on a quality audit
BSBCCO203A	Conduct customer contact
BSBCCO204A	Collect data
BSBCCO205A	Prepare for work in a customer contact environment
BSBCCO301B	Use multiple information systems
BSBCCO302B	Deploy customer service field staff
BSBCCO303B	Conduct a telemarketing campaign
BSBCCO304C	Provide sales solutions to customers
BSBCCO305B	Process credit applications
BSBCCO306B	Process complex accounts

Unit code	Unit title
BSBCCO307A	Work effectively in customer contact
BSBCCO308A	Conduct outbound customer contact
BSBCCO309A	Develop product and service knowledge for customer contact operation
BSBCCO403A	Schedule customer contact activity
BSBCCO404A	Collect, analyse and record information
BSBCCO405A	Survey stakeholders to gather and record information
BSBCCO406A	Run a multicentre
BSBCCO407A	Administer customer contact technology
BSBCCO501B	Develop business continuity strategy
BSBCCO502A	Establish a multicentre
BSBCCO503A	Manage data interrogation
BSBCCO504A	Integrate customer contact operations in the organisation
BSBCCO601B	Optimise customer contact operations
BSBCCO602B	Manage customer contact information
BSBCCO603B	Design and launch new customer contact facilities
BSBCCO604B	Develop and maintain a service level strategy
BSBCCO605B	Develop and maintain a customer contact marketing strategy
BSBCCO606B	Forecast and plan using customer contact traffic information analysis
BSBCCO607B	Manage customer contact centre staffing
BSBCCO608B	Manage customer contact operational costs
BSBCMM101A	Apply basic communication skills
BSBCMM201A	Communicate in the workplace
BSBCMM301B	Process customer complaints
BSBCMM401A	Make a presentation

Unit code	Unit title
BSBCMM402A	Implement effective communication strategies
BSBCMM501A	Develop and nurture relationships
BSBCMN311B	Maintain workplace safety
BSBCOM401B	Organise and monitor the operation of compliance management system
BSBCOM402B	Implement processes for the management of a breach in compliance requirements
BSBCOM403B	Provide education and training on compliance requirements and systems
BSBCOM404B	Promote and liaise on compliance requirements, systems and related issues
BSBCOM405A	Promote compliance with legislation
BSBCOM406A	Conduct work within a compliance framework
BSBCOM501B	Identify and interpret compliance requirements
BSBCOM502B	Evaluate and review compliance
BSBCOM503B	Develop processes for the management of breaches in compliance requirements
BSBCOM601B	Research compliance requirements and issues
BSBCOM602B	Develop and create compliance requirements
BSBCOM603C	Plan and establish compliance management systems
BSBCON401A	Work effectively in a business continuity context
BSBCON601B	Develop and maintain business continuity plans
BSBCON701A	Establish and review the business continuity management framework and strategies
BSBCRT101A	Apply critical thinking techniques
BSBCRT301A	Develop and extend critical and creative thinking skills
BSBCRT401A	Articulate, present and debate ideas
BSBCRT402A	Collaborate in a creative process

Unit code	Unit title
BSBCRT403A	Explore the history and social impact of creativity
BSBCRT501A	Originate and develop concepts
BSBCRT601A	Research and apply concepts and theories of creativity
BSBCUS201B	Deliver a service to customers
BSBCUS301B	Deliver and monitor a service to customers
BSBCUS401B	Coordinate implementation of customer service strategies
BSBCUS402B	Address customer needs
BSBCUS403B	Implement customer service standards
BSBCUS501C	Manage quality customer service
BSBDES201A	Follow a design process
BSBDES202A	Evaluate the nature of design in a specific industry context
BSBDES301A	Explore the use of colour
BSBDES302A	Explore and apply the creative design process to 2D forms
BSBDES303A	Explore and apply the creative design process to 3D forms
BSBDES304A	Source and apply design industry knowledge
BSBDES305A	Source and apply information on the history and theory of design
BSBDES401A	Generate design solutions
BSBDES402A	Interpret and respond to a design brief
BSBDES403A	Develop and extend design skills and practice
BSBDES501A	Implement design solutions
BSBDES502A	Establish, negotiate and refine a design brief
BSBDES601A	Manage design realisation
BSBDES602A	Research global design trends
BSBDES701A	Research and apply design theory

Unit code	Unit title
BSBDIV301A	Work effectively with diversity
BSBDIV501A	Manage diversity in the workplace
BSBDIV601A	Develop and implement diversity policy
BSBDIV701A	Develop cross cultural communication and negotiation strategies
BSBEBU401A	Review and maintain a website
BSBEBU501A	Investigate and design e business solutions
BSBEBU502A	Implement e business solutions
BSBEDU301A	Assist with monitoring compliance in international education services
BSBEDU302A	Assist in resolution of issues and incidents in an international education environment
BSBEDU303A	Assist with the provision of international education information
BSBEDU304A	Assist with the provision of pastoral care services to international students
BSBEDU305A	Assist with international education events and programs
BSBEDU401A	Coordinate provision of pastoral care services to international students
BSBEDU501A	Facilitate international education compliance
BSBEDU502A	Manage international education issues and incidents
BSBEDU503A	Manage international student recruitment and selection
BSBEDU504A	Manage international education and training processes
BSBEDU505A	Manage international client accommodation services
BSBEDU506A	Facilitate international education events and programs
BSBEDU507A	Manage transnational offshore education programs
BSBEDU508A	Manage international education financial and administrative processes
BSBEDU509A	Use information to enhance international education work role performance
BSBEDU701A	Investigate current trends in internationalisation of education

Unit code	Unit title
BSBEDU702A	Establish international onshore education initiatives
BSBEDU703A	Establish transnational offshore education initiatives
BSBEDU704A	Conduct applied international education research
BSBEMS401B	Develop and implement business development strategies to expand client base
BSBEMS402B	Develop and implement strategies to source and assess candidates
BSBEMS403B	Develop and provide employment management services to candidates
BSBEMS404B	Manage the recruitment process for client organisations
BSBFIA301A	Maintain financial records
BSBFIA302A	Process payroll
BSBFIA303A	Process accounts payable and receivable
BSBFIA304A	Maintain a general ledger
BSBFIA401A	Prepare financial reports
BSBFIA402A	Report on financial activity
BSBFIA501A	Report on finances related to international business
BSBFIM501A	Manage budgets and financial plans
BSBFIM502A	Manage payroll
BSBFIM601A	Manage finances
BSBFIM701A	Manage financial resources
BSBFLM303C	Contribute to effective workplace relationships
BSBFLM305C	Support operational plan
BSBFLM306C	Provide workplace information and resourcing plans
BSBFLM309C	Support continuous improvement systems and processes
BSBFLM311C	Support a workplace learning environment

Unit code	Unit title
BSBFLM312C	Contribute to team effectiveness
BSBFRA301B	Work within a franchise
BSBFRA401B	Manage compliance with franchisee obligations and legislative requirements
BSBFRA402B	Establish a franchise
BSBFRA403B	Manage relationship with franchisor
BSBFRA404B	Manage a multiple site franchise
BSBFRA501B	Establish a franchise operation
BSBFRA502B	Manage a franchise operation
BSBFRA503B	Manage establishment of new sites or regions
BSBFRA504B	Manage relationships with franchisees
BSBFRA505B	Manage closure of a franchise
BSBGOV401A	Implement Board member responsibilities
BSBGOV402A	Work within organisational structure
BSBGOV403A	Analyse financial reports and budgets
BSBHRM401A	Review human resources functions
BSBHRM402A	Recruit, select and induct staff
BSBHRM403A	Support performance management process
BSBHRM501A	Manage human resources services
BSBHRM502A	Manage human resources management information systems
BSBHRM503B	Manage performance management systems
BSBHRM504A	Manage workforce planning
BSBHRM505B	Manage remuneration and employee benefits
BSBHRM506A	Manage recruitment selection and induction processes

Unit code	Unit title
BSBHRM507A	Manage separation or termination
BSBHRM509A	Manage rehabilitation or return to work programs
BSBHRM510A	Manage mediation processes
BSBHRM511A	Manage expatriate staff
BSBHRM602B	Manage human resources strategic planning
BSBHRM604A	Manage employee relations
BSBIND201A	Work effectively in a business environment
BSBIND301A	Work effectively in an educational environment
BSBIND302A	Work effectively in the international education services industry
BSBINM201A	Process and maintain workplace information
BSBINM202A	Handle mail
BSBINM301A	Organise workplace information
BSBINM302A	Utilise a knowledge management system
BSBINM303A	Handle receipt and despatch of information
BSBINM401A	Implement workplace information system
BSBINM501A	Manage an information or knowledge management system
BSBINM601A	Manage knowledge and information
BSBINN201A	Contribute to workplace innovation
BSBINN301A	Promote innovation in a team environment
BSBINN501A	Establish systems that support innovation
BSBINN502A	Build and sustain an innovative work environment
BSBINN601B	Manage organisational change
BSBINN801A	Lead innovative thinking and practice
BSBINT301B	Apply knowledge of the international trade environment to complete work

Unit code	Unit title
BSBINT302B	Apply knowledge of legislation relevant to international trade to complete work
BSBINT303B	Organise the importing and exporting of goods
BSBINT304B	Assist in the international transfer of services
BSBINT305B	Prepare business documents for the international trade of goods
BSBINT306B	Apply knowledge of international finance and insurance to complete work requirements
BSBINT401B	Research international business opportunities
BSBINT405B	Apply knowledge of import and export international conventions, laws and finance
BSBINT407B	Prepare business advice on export Free on Board Value
BSBINT408B	Prepare business advice on the taxes and duties for international trade transactions
BSBINT409B	Plan for international trade
BSBIPR301A	Comply with organisational requirements for protection and use of intellectual property
BSBIPR401A	Use and respect copyright
BSBIPR402A	Protect and use new inventions and innovations
BSBIPR403A	Protect and use brands and business identity
BSBIPR404A	Protect and use innovative designs
BSBIPR405A	Protect and use intangible assets in small business
BSBIPR501A	Manage intellectual property to protect and grow business
BSBIPR601A	Develop and implement strategies for intellectual property management
BSBITA401A	Design databases
BSBITA601A	Configure and optimise customer contact technology
BSBITB501A	Establish and maintain a workgroup computer network

Unit code	Unit title
BSBITB701A	Implement advanced electronic technologies
BSBITS401B	Maintain business technology
BSBITU101A	Operate a personal computer
BSBITU102A	Develop keyboard skills
BSBITU201A	Produce simple word processed documents
BSBITU202A	Create and use spreadsheets
BSBITU203A	Communicate electronically
BSBITU301A	Create and use databases
BSBITU302B	Create electronic presentations
BSBITU303A	Design and produce text documents
BSBITU304A	Produce spreadsheets
BSBITU305A	Conduct online transactions
BSBITU306A	Design and produce business documents
BSBITU307A	Develop keyboarding speed and accuracy
BSBITU309A	Produce desktop published documents
BSBITU401A	Design and develop complex text documents
BSBITU402A	Develop and use complex spreadsheets
BSBITU404A	Produce complex desktop published documents
BSBLED101A	Plan skills development
BSBLED301A	Undertake elearning
BSBLED401A	Develop teams and individuals
BSBLED501A	Develop a workplace learning environment
BSBLED502A	Manage programs that promote personal effectiveness
BSBLED503A	Maintain and enhance professional practice

Unit code	Unit title
BSBLED701A	Lead personal and strategic transformation
BSBLED702A	Lead learning strategy implementation
BSBLED703A	Implement improved learning practice
BSBLED704A	Review enterprise e learning systems and solutions implementation
BSBLED705A	Plan and implement a mentoring program
BSBLED706A	Plan and implement a coaching strategy
BSBLED707A	Establish career development services
BSBLED708A	Conduct a career development session
BSBLED709A	Identify and communicate trends in career development
BSBLED710A	Develop human capital
BSBLEG301A	Apply knowledge of the legal system to complete tasks
BSBLEG302A	Carry out search of the public record
BSBLEG303A	Deliver court documentation
BSBLEG304A	Apply the principles of confidentiality and security within the legal environment
BSBLEG305A	Use legal terminology in order to carry out tasks
BSBLEG306A	Maintain records for time and disbursements in a legal practice
BSBLEG308A	Assist in prioritising and planning activities in a legal practice
BSBLEG403B	Maintain trust accounts
BSBLEG413A	Identify and apply the legal framework
BSBLEG414A	Establish and maintain a file in legal services
BSBLEG415A	Apply the principles of contract law
BSBLEG416A	Apply the principles of the law of torts
BSBLEG417A	Apply the principles of evidence law

Unit code	Unit title
BSBLEG418A	Produce complex legal documents
BSBLEG510A	Apply legal principles in family law matters
BSBLEG511A	Apply legal principles in criminal law matters
BSBLEG512A	Apply legal principles in property law matters
BSBLEG513A	Apply legal principles in corporation law matters
BSBLEG514A	Assist with civil procedure
BSBLEG515A	Apply legal principles in wills and probate matters
BSBMED301B	Interpret and apply medical terminology appropriately
BSBMED302B	Prepare and process medical accounts
BSBMED303B	Maintain patient records
BSBMED304B	Assist in controlling stocks and supplies
BSBMED305B	Apply the principles of confidentiality, privacy and security within the medical environment
BSBMED401B	Manage patient record keeping system
BSBMGT401A	Show leadership in the workplace
BSBMGT402A	Implement operational plan
BSBMGT403A	Implement continuous improvement
BSBMGT404A	Lead and facilitate off site staff
BSBMGT405A	Provide personal leadership
BSBMGT406A	Plan and monitor continuous improvement
BSBMGT502B	Manage people performance
BSBMGT515A	Manage operational plan
BSBMGT516C	Facilitate continuous improvement
BSBMGT605B	Provide leadership across the organisation

Unit code	Unit title
BSBMGT608C	Manage innovation and continuous improvement
BSBMGT615A	Contribute to organisation development
BSBMGT616A	Develop and implement strategic plans
BSBMGT617A	Develop and implement a business plan
BSBMGT618A	Develop a contact centre business plan
BSBMKG401B	Profile the market
BSBMKG402B	Analyse consumer behaviour for specific markets
BSBMKG408B	Conduct market research
BSBMKG409A	Design direct response offers
BSBMKG410A	Test direct marketing activities
BSBMKG411A	Analyse direct marketing databases
BSBMKG412A	Conduct e-marketing communications
BSBMKG413A	Promote products and services
BSBMKG414B	Undertake marketing activities
BSBMKG415A	Research international markets
BSBMKG416A	Market goods and services internationally
BSBMKG501B	Identify and evaluate marketing opportunities
BSBMKG502B	Establish and adjust the marketing mix
BSBMKG506B	Plan market research
BSBMKG507A	Interpret market trends and developments
BSBMKG508A	Plan direct marketing activities
BSBMKG509A	Implement and monitor direct marketing activities
BSBMKG510B	Plan e-marketing communications
BSBMKG511A	Analyse data from international markets

Unit code	Unit title
BSBMKG512A	Forecast international market and business needs
BSBMKG513A	Promote products and services to international markets
BSBMKG514A	Implement and monitor marketing activities
BSBMKG515A	Conduct a marketing audit
BSBMKG516B	Profile international markets
BSBMKG517A	Analyse consumer behaviour for specific international markets
BSBMKG518A	Plan and implement services marketing
BSBMKG519A	Plan and implement business-to-business marketing
BSBMKG520A	Manage compliance within the marketing legislative framework
BSBMKG521A	Plan and implement sponsorship and event marketing
BSBMKG522A	Plan measurement of marketing effectiveness
BSBMKG523A	Design and develop an integrated marketing communication plan
BSBMKG603B	Manage the marketing process
BSBMKG605B	Evaluate international marketing opportunities
BSBMKG606B	Manage international marketing programs
BSBMKG607B	Manage market research
BSBMKG608A	Develop organisational marketing objectives
BSBMKG609A	Develop a marketing plan
BSBMKG610A	Develop, implement and monitor a marketing campaign
BSBMKG611A	Manage measurement of marketing effectiveness
BSBOHS201A	Participate in OHS processes
BSBOHS301B	Apply knowledge of OHS legislation in the workplace
BSBOHS302B	Participate effectively in OHS communication and consultative processes
BSBOHS303B	Contribute to OHS hazard identification and risk assessment

Unit code	Unit title
BSBOHS304B	Contribute to OHS hazard control
BSBOHS305B	Contribute to OHS issue resolution
BSBOHS306B	Contribute to implementing emergency prevention activities and response procedures
BSBOHS307B	Participate in OHS investigations
BSBOHS401B	Contribute to the implementation of a systematic approach to managing OHS
BSBOHS402B	Contribute to the implementation of the OHS consultation process
BSBOHS403B	Identify hazards and assess OHS risks
BSBOHS404B	Contribute to the implementation of strategies to control OHS risk
BSBOHS405B	Contribute to the implementation of emergency procedures
BSBOHS406C	Use equipment to conduct workplace monitoring
BSBOHS407A	Monitor a safe workplace
BSBOHS408A	Assist with compliance with OHS and other relevant laws
BSBOHS501B	Participate in the coordination and maintenance of a systematic approach to managing OHS
BSBOHS502B	Participate in the management of the OHS information and data systems
BSBOHS503B	Assist in the design and development of OHS participative arrangements
BSBOHS504B	Apply principles of OHS risk management
BSBOHS505C	Manage hazards in the work environment
BSBOHS506B	Monitor and facilitate the management of hazards associated with plant
BSBOHS507B	Facilitate the application of principles of occupational health to control OHS risk
BSBOHS508B	Participate in the investigation of incidents
BSBOHS509A	Ensure a safe workplace
BSBOHS601B	Develop a systematic approach to managing OHS

Unit code	Unit title
BSBOHS602B	Develop OHS information and data analysis and reporting and recording processes
BSBOHS603B	Analyse and evaluate OHS risk
BSBOHS604B	Apply ergonomic principles to control OHS risk
BSBOHS605B	Apply occupational hygiene principles to control OHS risk
BSBOHS606B	Develop and implement crisis management processes
BSBOHS607B	Advise on application of safe design principles to control OHS risk
BSBOHS608B	Conduct an OHS audit
BSBOHS609B	Evaluate an organisation's OHS performance
BSBPMG401A	Apply project scope management techniques
BSBPMG402A	Apply time management techniques
BSBPMG403A	Apply cost management techniques
BSBPMG404A	Apply quality management techniques
BSBPMG405A	Apply human resources management approaches
BSBPMG406A	Apply communications management techniques
BSBPMG407A	Apply risk management techniques
BSBPMG408A	Apply contract and procurement procedures
BSBPMG501A	Manage application of project integrative processes
BSBPMG502A	Manage project scope
BSBPMG503A	Manage project time
BSBPMG504A	Manage project costs
BSBPMG505A	Manage project quality
BSBPMG506A	Manage project human resources
BSBPMG507A	Manage project communications

Unit code	Unit title
BSBPMG508A	Manage project risk
BSBPMG509A	Manage project procurement
BSBPMG510A	Manage projects
BSBPMG601A	Direct the integration of projects
BSBPMG602A	Direct the scope of a project program
BSBPMG603A	Direct time management of a project program
BSBPMG604A	Direct cost management of a project program
BSBPMG605A	Direct quality management of a project program
BSBPMG606A	Direct human resources management of a project program
BSBPMG607A	Direct communications management of a project program
BSBPMG608A	Direct risk management of a project program
BSBPMG609A	Direct procurement and contracting for a project program
BSBPRO301A	Recommend products and services
BSBPRO401A	Develop product knowledge
BSBPUB401A	Develop and apply knowledge of public relations industry
BSBPUB402A	Develop public relations campaigns
BSBPUB403A	Develop public relations documents
BSBPUB501A	Manage the public relations publication process
BSBPUB502A	Develop and manage complex public relations campaigns
BSBPUB503A	Manage fundraising and sponsorship activities
BSBPUB504A	Develop and implement crisis management plans
BSBPUR301B	Purchase goods and services
BSBPUR401B	Plan purchasing
BSBPUR402B	Negotiate contracts

Unit code	Unit title
BSBPUR403B	Conduct international purchasing
BSBPUR501C	Develop, implement and review purchasing strategies
BSBPUR502B	Manage supplier relationships
BSBPUR503C	Manage international purchasing
BSBPUR504B	Manage a supply chain
BSBREL401A	Establish networks
BSBREL402A	Build client relationships and business networks
BSBREL403A	Implement international client relationship strategies
BSBREL501A	Build international client relationships
BSBREL502A	Build international business networks
BSBREL701A	Develop and cultivate collaborative partnerships and relationships
BSBRES401A	Analyse and present research information
BSBRES404A	Research legal information using primary sources
BSBRES502A	Research legal information using secondary sources
BSBRES801A	Initiate and lead applied research
BSBRKG301B	Control records
BSBRKG302B	Undertake disposal
BSBRKG303B	Retrieve information from records
BSBRKG304B	Maintain business records
BSBRKG305A	Review recordkeeping functions
BSBRKG401B	Review the status of a record
BSBRKG402B	Provide information from and about records
BSBRKG403C	Set up a business or records system for a small business
BSBRKG404A	Monitor and maintain records in an online environment

Unit code	Unit title
BSBRKG502B	Manage and monitor business or records systems
BSBRKG505B	Document or reconstruct a business or records system
BSBRKG506A	Develop and maintain terminology and classification schemes
BSBRKG601B	Define recordkeeping framework
BSBRKG603B	Prepare a functional analysis for an organisation
BSBRKG604B	Determine security and access rules and procedures
BSBRKG605B	Determine records requirements to document a function
BSBRKG606B	Design a records retention and disposal schedule
BSBRKG607B	Document and monitor the record creating context
BSBRKG608B	Plan management of records over time
BSBRSK401A	Identify risk and apply risk management processes
BSBRSK501B	Manage risk
BSBSLS407B	Identify and plan sales prospects
BSBSLS408B	Present, secure and support sales solutions
BSBSLS501A	Develop a sales plan
BSBSLS502A	Lead and manage a sales team
BSBSMB201A	Identify suitability for micro business
BSBSMB301A	Investigate micro business opportunities
BSBSMB302A	Develop a micro business proposal
BSBSMB303A	Organise finances for the micro business
BSBSMB304A	Determine resource requirements for the micro business
BSBSMB305A	Comply with regulatory, taxation and insurance requirements for the micro business
BSBSMB306A	Plan a home based business

Unit code	Unit title
BSBSMB307A	Set up information and communications technology for the micro business
BSBSMB401A	Establish legal and risk management requirements of small business
BSBSMB402A	Plan small business finances
BSBSMB403A	Market the small business
BSBSMB404A	Undertake small business planning
BSBSMB405B	Monitor and manage small business operations
BSBSMB406A	Manage small business finances
BSBSMB407A	Manage a small team
BSBSMB408B	Manage personal, family, cultural and business obligations
BSBSMB409A	Build and maintain relationships with small business stakeholders
BSBSUS201A	Participate in environmentally sustainable work practices
BSBSUS301A	Implement and monitor environmentally sustainable work practices
BSBSUS501A	Develop workplace policy and procedures for sustainability
BSBWOR201A	Manage personal stress in the workplace
BSBWOR202A	Organise and complete daily work activities
BSBWOR203B	Work effectively with others
BSBWOR204A	Use business technology
BSBWOR301B	Organise personal work priorities and development
BSBWOR302A	Work effectively as an off site worker
BSBWOR401A	Establish effective workplace relationships
BSBWOR402A	Promote team effectiveness
BSBWOR403A	Manage stress in the workplace
BSBWOR404B	Develop work priorities
BSBWOR501B	Manage personal work priorities and professional development

Unit code	Unit title
BSBWOR502B	Ensure team effectiveness
BSBWRK401A	Develop and implement an organising plan
BSBWRK402A	Empower workers
BSBWRK403A	Communicate with workers
BSBWRK404A	Promote equality of opportunity and fair treatment for all workers
BSBWRK405A	Promote union values, principles and policies
BSBWRK406A	Participate in the bargaining process
BSBWRK407A	Provide advice to union members
BSBWRK408A	Undertake negotiations
BSBWRK409A	Prepare for and participate in dispute resolution
BSBWRK410A	Implement industrial relations procedures
BSBWRK501A	Develop, manage and review campaigns and projects
BSBWRK502A	Represent the union in key forums
BSBWRK503A	Coordinate case preparation and research
BSBWRK504A	Advocate and present cases for members
BSBWRK505A	Develop, implement and manage union policy
BSBWRK506A	Coordinate research and analysis
BSBWRK507A	Apply strategic unionism
BSBWRK508A	Manage and oversee bargaining
BSBWRK509A	Manage industrial relations
BSBWRT301A	Write simple documents
BSBWRT401A	Write complex documents
BSBWRT501A	Write persuasive copy

Imported Units of Competency in this Training Package

Unit code	Unit title	Origin
CHCAD402D	Support the interests, rights and needs of clients within duty of care requirements	CHC08
CHCCS412D	Deliver and develop client service	CHC08
CHCCS405C	Work effectively with culturally diverse clients and co-workers	CHC08
CHCCS407B	Operate referral procedures	CHC08
CHCINF505C	Meet statutory and organisation information requirements	CHC08
CHCORG614A	Manage a service organisation	CHC08
CHCPOL403B	Undertake research activities	CHC08
CULMS207C	Assist with the presentation of public activities and events	CUL04
CUFWRT301A	Write content for a range of media	CUF07
CUFWRT302A	Write simple stories	CUF07
CUFWRT401A	Edit text	CUF07
CUFWRT402A	Write extended stories	CUF07
FNSFLT201A	Develop and use a personal budget	FNS10
FNSFLT203A	Develop understanding of debt and consumer credit	FNS10
FNSACC301A	Process financial transactions and extract interim reports	FNS10
FNSACC406A	Set up and operate a computerised accounting system	FNS10
FNSSAM301A	Identify opportunities for cross-selling products and services	FNS10
FNSSAM402A	Implement a sales plan	FNS10
HLTFA301B	Apply first aid	HLT07
HLTFA402B	Apply advanced first aid	HLT07
HLTFA403A	Manage first aid in the workplace	HLT07

Unit code	Unit title	Origin
ICAA5056B	Prepare disaster recovery and contingency plans	ICA05
ICAA6149B	Implement quality assurance processes for business solutions	ICA05
ICAICT103A	Use, communicate and search securely on the internet	ICA11
ICAICT203A	Operate application software packages	ICA11
ICAICT209A	Interact with ICT clients	ICA11
ICASAS204A	Record client support requirements	ICA11
ICASAS305A	Provide IT advice to clients	ICA11
ICAU1133B	Send and retrieve information over the internet using browsers and email	ICA05
ICAU1204B	Locate and use relevant on-line information	ICA05
ICAU2006B	Operate computing packages	ICA05
PSPETHC301B	Uphold the values and principles of public service	PSP04
PSPGOV314A	Contribute to conflict management	PSP04
PSPGOV406B	Gather and analyse information	PSP04
PSPGOV407B	Provide a quotation	PSP04
PSPGOV507A	Undertake negotiations	PSP04
PSPGOV602B	Establish and maintain strategic networks	PSP04
PSPHR616A	Manage performance management system	PSP04
PSPLEGN301B	Comply with legislation in the public sector	PSP04
PSPMNGT614A	Facilitate knowledge management	PSP04
PSPPM402B	Manage simple projects	PSP04
PSPPROC406B	Procure goods and services	PSP04
PSPPROC407A	Establish procurement need	PSP04
PSPPROC408A	Develop requests for offers	PSP04

Unit code	Unit title	Origin
PSPPROC409A	Receive and select offers	PSP04
PSPPROC410A	Administer contracts	PSP04
PSPPROC502A	Establish contract management arrangements	PSP04
PSPPROC503B	Manage contract performance	PSP04
PSPPROC504B	Finalise contracts	PSP04
PSPPROC602B	Direct the management of contracts	PSP04
SIRXQUA001A	Develop innovative ideas at work	SIR07
SIRXQUA002A	Lead a team to foster innovation	SIR07

Mapping of qualifications to previous version of Training Package

Mapping of Qualifications Key: E = equivalent, N = not equivalent

BSB07 Version 6 Qualifications code and title	BSB07 V5 Qualifications code and title	Comments	E/N
BSB20211 Certificate II in Customer Contact	BSB20207 Certificate II in Customer Contact	Qualification updated. Total number of units reduced from 10 to 9 and core and elective units updated. Removal of management and sales units from the electives list and units incorporated for outbound customer contact and for product knowledge for customer service operations.	N
BSB30211 Certificate III in Customer Contact	BSB30207 Certificate III in Customer Contact	Qualification updated. Number of core units reduced and revised to ensure they suit all industry sectors, particularly inbound centres.	E
BSB40311 Certificate IV in Customer Contact	BSB40307 Certificate IV in Customer Contact	Qualification updated. Number of core units reduced and revised to cover the training needs of inbound centres.	E

Mapping of Qualifications Key: E = equivalent, N = not equivalent			
BSB07 Version 6 Qualifications code and title	BSB07 V5 Qualifications code and title	Comments	E/N
BSB50311 Diploma of Customer Contact	BSB50307 Diploma of Customer Contact	Qualification updated. Number of core units reduced and revised to cover the training needs of inbound centres.	E
BSB60407 Advanced Diploma of Management	BSB60407 Advanced Diploma of Management	Qualification updated to include Contact Centre Operations units of competency as electives.	E
Deleted	BSB60307 Advanced Diploma of Customer Contact	Deleted due to lack of demand and uptake. Customer contact units incorporated into BSB60407 Advanced Diploma of Management as elective units.	N/A

Note:

All previous mapping between earlier versions of BSB07 is available on the IBSA website:
<http://www.ibsa.org.au/training-packages/by-industry/business-services.aspx>

Mapping of units to previous version of Training Package

Mapping of units of competency Key: E = equivalent, N = not equivalent			
BSB07 Version 6 Units of competency code and title	BSB07 V5 Units of competency code and title	Comments	E/N
	BSBCCO201A Action customer contact	Deleted and replaced by BSBCCO203A Conduct customer contact.	N/A
BSBCCO203A Conduct customer contact	BSBCCO201A Action customer contact	New unit. Supersedes BSBCCO201A. Escalating enquiries and KPIs incorporated into the performance criteria. Use of multichannel communication systems emphasised in the performance criteria and range statement.	N

Mapping of units of competency Key: E = equivalent, N = not equivalent			
BSB07 Version 6 Units of competency code and title	BSB07 V5 Units of competency code and title	Comments	E/N
	BSBCCO201A Action customer contact	Deleted and replaced by BSBCCO203A Conduct customer contact.	N/A
	BSBCCO202A Conduct data collection	Deleted and replaced by BSBCCO204A Collect data.	N/A
BSBCCO204A Collect data	BSBCCO202A Conduct data collection	New unit. Supersedes BSBCCO202A. Performance criteria and range statement amended to refer to 'contact' as opposed to 'calls', in line with the need to address multi-channel communication. 'Escalating calls' included in the performance criteria. Critical aspects reviewed to succinctly address the essence of the unit.	E
	BSBIND101A Work effectively in a customer	Deleted and replaced by BSBCCO205A.	N/A
BSBCCO205A Prepare for work in a customer contact environment	BSBIND101A Work effectively in a customer contact centre environment	New unit. Supersedes BSBIND101A. Performance criteria on performance management and team objective formation deleted. Problem solving deleted from required skills, and knowledge of organisational procedures, policies and guidelines deleted from required knowledge.	N
BSBCCO301B Use multiple information systems	BSBCCO301A Use multiple information systems	Revised unit. Required skills updated to focus on learning and development practices and compliance with policy and procedures. Use of database management system (DBMS) to control data access, enforce data integrity, manage concurrency, and access information incorporated into the performance criteria in line with the customer contact industry's escalated use of technology. Critical aspects reviewed to succinctly address the	E

Mapping of units of competency Key: E = equivalent, N = not equivalent			
BSB07 Version 6 Units of competency code and title	BSB07 V5 Units of competency code and title	Comments	E/N
	BSBCCO201A Action customer contact	Deleted and replaced by BSBCCO203A Conduct customer contact.	N/A
		essence of the unit.	
BSBCCO302B Deploy customer service field staff	BSBCCO302A Deploy customer service field staff	Revised unit. Required skills updated to focus on learning and development practices and compliance with policy and procedures. Critical aspects reviewed to succinctly address the essence of the unit.	E
BSBCCO303B Conduct a telemarketing campaign	BSBCCO303A Conduct a telemarketing campaign	Revised unit. Required skills updated to focus on learning and development practices and compliance with policy and procedures.	E
BSBCCO304C Provide sales solutions to customers	BSBCCO304B Provide sales solutions to customers	Revised unit. Required skills updated to focus on learning and development practices and compliance with policy and procedures. Escalation of contact incorporated in range statement.	E
BSBCCO305B Process credit applications	BSBCCO305A Process credit applications	Revised unit. Required skills updated to focus on learning and development practices and compliance with policy and procedures.	E
BSBCCO306B Process complex accounts	BSBCCO306A Process complex accounts	Revised unit. Required skills updated to focus on learning and development practices and compliance with policy and procedures.	E
BSBCCO307A Work effectively in customer contact		New unit	N/A

Mapping of units of competency Key: E = equivalent, N = not equivalent			
BSB07 Version 6 Units of competency code and title	BSB07 V5 Units of competency code and title	Comments	E/N
	BSBCCO201A Action customer contact	Deleted and replaced by BSBCCO203A Conduct customer contact.	N/A
BSBCCO308A Conduct outbound customer contact		New unit	N/A
BSBCCO309A Develop product and service knowledge for customer contact operation		New unit	N/A
BSBCCO403A Schedule customer contact activity		New unit	N/A
BSBCCO404A Collect, analyse and record information		New unit	N/A
	BSBCCO402A Gather, collate and record information	Deleted and replaced by BSBCCO405A Survey stakeholders to gather and record information.	N/A
BSBCCO405A Survey stakeholders to gather and record information	BSBCCO402A Gather, collate and record information	New unit. Supersedes BSBCCO402A. Title changed to reflect the true focus of the unit.	N
BSBCCO406A Run a multicentre		New unit	N/A
	BSBCCO401A Administer customer contact telecommunications technology	Deleted and replaced by BSBCCO407A	N/A
BSBCCO407A Administer customer	BSBCCO401A Administer customer	New unit. Supersedes BSBCCO401A. Title changed, required skills updated	E

Mapping of units of competency Key: E = equivalent, N = not equivalent			
BSB07 Version 6 Units of competency code and title	BSB07 V5 Units of competency code and title	Comments	E/N
	BSBCCO201A Action customer contact	Deleted and replaced by BSBCCO203A Conduct customer contact.	N/A
contact technology	contact telecommunications technology	to relate to multicentre technology, and focus on learning and development practices and compliance with policy and procedures.	
BSBCCO501B Develop business continuity strategy	BSBCCO501A Develop business continuity strategies	Revised unit. Required skills updated to focus on learning and development practices and compliance with policy and procedures.	E
BSBCCO502A Establish a multicentre		New unit	N/A
BSBCCO503A Manage data interrogation		New unit	N/A
BSBCCO504A Integrate customer contact operations in the organisation	BSBCCO609A Integrate customer contact operations within the organisation	New unit. Required skills updated to focus on learning and development practices and compliance with policy and procedures. Code changed to better reflect the work outcome at a Diploma level.	E
BSBCCO601B Optimise customer contact operations	BSBCCO601A Optimise customer contact operations	Revised unit. Required skills updated to focus on learning and development practices and compliance with policy and procedures.	E
BSBCCO602B Manage customer contact information	BSBCCO602A Manage customer contact information	Revised unit. Required skills updated to focus on learning and development practices and compliance with policy and procedures.	E
BSBCCO603B Design and launch new customer	BSBCCO603A Design and launch new customer contact	Revised unit. Required skills updated to focus on learning and development practices and compliance with policy	E

Mapping of units of competency Key: E = equivalent, N = not equivalent			
BSB07 Version 6 Units of competency code and title	BSB07 V5 Units of competency code and title	Comments	E/N
	BSBCCO201A Action customer contact	Deleted and replaced by BSBCCO203A Conduct customer contact.	N/A
contact facilities	facilities	and procedures.	
BSBCCO604B Develop and maintain a service level strategy	BSBCCO604A Develop and maintain a service level strategy	Revised unit. Required skills updated to focus on learning and development practices and compliance with policy and procedures.	E
BSBCCO605B Develop and maintain a customer contact marketing strategy	BSBCCO605A Develop and maintain a customer contact marketing strategy	Revised unit. Required skills updated to focus on learning and development practices and compliance with policy and procedures.	E
BSBCCO606B Forecast and plan using customer contact traffic information analysis	BSBCCO606A Forecast and plan using customer contact traffic information analysis	Revised unit. Required skills updated to focus on learning and development practices and compliance with policy and procedures.	E
BSBCCO607B Manage customer contact centre staffing	BSBCCO607A Manage customer contact centre staffing	Revised unit. Required skills updated to focus on learning and development practices and compliance with policy and procedures.	E
BSBCCO608B Manage customer contact operational costs	BSBCCO608A Manage customer contact operational costs	Revised unit. Required skills updated to focus on learning and development practices and compliance with policy and procedures.	E
	BSBCCO609A Integrate customer contact operations within the organisation	Deleted and replaced by BSBCCO504A Integrate customer contact operations in the organisation.	
BSBCMM301B Process customer complaints	BSBCMM301A Process customer complaints	Revised unit. Required skills updated to focus on learning and development practices and compliance with policy and procedures.	E

Mapping of units of competency Key: E = equivalent, N = not equivalent			
BSB07 Version 6 Units of competency code and title	BSB07 V5 Units of competency code and title	Comments	E/N
	BSBCCO201A Action customer contact	Deleted and replaced by BSBCCO203A Conduct customer contact.	N/A
BSBCOM603C Plan and establish compliance management systems	BSBCOM603B Plan and establish compliance management systems	Revised unit. Required knowledge updated to incorporate current Australian Standards.	E
BSBCON601B Develop and maintain business continuity plans	BSBCON601A Develop and maintain business continuity plans	Revised unit. Required knowledge updated to incorporate current Australian Standards.	E
BSBCUS201B Deliver a service to customers	BSBCUS201A Deliver a service to customers	Revised unit. Required skills updated to focus on learning and development practices and compliance with policy and procedures.	E
BSBCUS301B Deliver and monitor a service to customers	BSBCUS301A Deliver and monitor a service to customers	Revised unit. Performance criteria amended so that the learner is not required to 'incorporate evidence of customer satisfaction in decision to modify products or services'. Required skills updated to focus on learning and development practices and compliance with policy and procedures.	E
BSBCUS401B Coordinate implementation of customer service strategies	BSBCUS401A Coordinate implementation of customer service strategies	Revised unit. Required skills updated to focus on learning and development practices and compliance with policy and procedures.	E
BSBCUS402B Address customer needs	BSBCUS402A Address customer needs	Revised unit. Required skills updated to focus on learning and development practices and compliance with policy and procedures.	E
BSBCUS403B	BSBCUS403A	Revised unit. Required skills updated	E

Mapping of units of competency Key: E = equivalent, N = not equivalent			
BSB07 Version 6 Units of competency code and title	BSB07 V5 Units of competency code and title	Comments	E/N
	BSBCCO201A Action customer contact	Deleted and replaced by BSBCCO203A Conduct customer contact.	N/A
Implement customer service standards	Implement customer service standards	to focus on learning and development practices and compliance with policy and procedures.	
BSBCUS501C Manage quality customer service	BSBCUS501B Manage quality customer service	Revised unit. Required skills updated to focus on learning and development practices and compliance with policy and procedures.	E
	BSBIND101A Work effectively in a customer contact centre environment	Deleted and replaced by BSBCCO205A Prepare for work in a customer contact environment	N
BSBITS401B Maintain business technology	BSBITS401A Maintain business technology	Revised unit. Required knowledge and Range Statement changed to include environmentally sustainable design practices.	E
BSBPUR501C Develop, implement and review purchasing strategies	BSBPUR501B Develop, implement and review purchasing strategies	Revised unit. Required knowledge and Range Statement changed to include environmentally sustainable practices.	E
BSBPUR503C Manage international purchasing	BSBPUR503B Manage international purchasing	Revised unit. Required knowledge and Range Statement changed to include environmentally sustainable practices.	E
BSBRKG403C Set up a business or records system for a small business	BSBRKG403B Set up a business or records system for a small business	Revised unit. Required knowledge and Range Statement changed to include environmentally sustainable practices.	E
BSBRSK501B Manage risk	BSBRSK501A Manage risk	Revised unit. Required knowledge updated to incorporate current Australian Standards.	E

Mapping of units of competency Key: E = equivalent, N = not equivalent			
BSB07 Version 6 Units of competency code and title	BSB07 V5 Units of competency code and title	Comments	E/N
	BSBCCO201A Action customer contact	Deleted and replaced by BSBCCO203A Conduct customer contact.	N/A
BSBSMB405B Monitor and manage small business operations	BSBSMB405A Monitor and manage small business operations	Revised unit. Required knowledge and Range Statement changed to include environmentally sustainable practices	E
BSBWOR203B Work effectively with others	BSBWOR203A Work effectively with others	Revised unit. Required knowledge and Range Statement changed to include environmentally sustainable practices	E
BSBWOR301B Organise personal work priorities and development	BSBWOR301A Organise personal work priorities and development	Revised unit. Performance criteria and required skills updated to focus on learning and development practices, KPIs and compliance with policy and procedures.	E

Note:

All previous mapping between earlier versions of BSB07 is available on the IBSA website:
<http://www.ibsa.org.au/training-packages/by-industry/business-services.aspx>

Historical and General Information

Units of competency for inclusion in Business Services qualifications

BSB07 Business Services Training Package qualifications allow for the inclusion of units from outside the specified field or domain in the BSB07 Business Services Training Package, and from other endorsed Training Packages or accredited courses.

The qualification rules in BSB07 on occasion, allow for units to be selected from a higher or lower qualification. The qualification rules will provide specific advice wherever this rule is applicable. The general rule is that other elective units of competency may be chosen from a qualification level directly below or above the qualification being undertaken. The purpose of this is to allow a choice that will most accurately deliver the requirements of a business, or groups of businesses, or will maximise the employability of an individual or group.

When the qualification rule allows units to be selected from a qualification above and a qualification below these units can be chosen in addition to the elective units listed, even if the elective units are at the same indicative level.

For example, if the unit BSBHRM402A *Recruit, select and induct staff* is listed as an elective unit and selected as an elective unit, another unit could be selected from another qualification at the same indicative level.

The electives units listed are not included in the rule that applies to electives selected from other qualifications, Training Packages or accredited courses.

Advice on selection of elective units of competency

Note also that when packaging a qualification, elective units are to be selected from an equivalent level qualification unless otherwise stated.

Advice on prerequisite units

There are no prerequisite units specified within individual BSB07 units of competency. Each unit in BSB07 describes work activities required by business and contains an outline of the knowledge and skills required for that work, which are sufficient for that work. The units have been designed in line with this principle, i.e. the knowledge and skills that are integral to the work requirements are described sufficiently in the unit.

Work outcome

All vocational education qualifications must lead to a work outcome. The unique flexibility of the BSB07 Business Services Training Package qualifications is their feature; it allows for Registered Training Organisations (RTOs) to vary programs to meet:

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

Maximising employability

In all cases, when packaging units to form a BSB07 qualification, RTOs must follow the principle of providing groups and individuals with the broadest possible combination of skills and attributes.

When combining units, therefore, choices must be exercised so that duplication of work outcomes do not occur either within the BSB07 or among other Training Packages.

Hence, when packaging units to form BSB20107 Certificate II in Business, it would **not** be legitimate to include BSBCMM201A Communicate in the workplace and a communication unit from another Training Package.

The Customer Contact units of competency and qualifications were previously a stream within the ICT02 Telecommunications Training Package. The IBSA Board determined that as these qualifications have broad, cross-industry application they should be relocated into BSB07.

What does BSB07 Business Services Training Package cover?

BSB07 Business Services Training package covers a diverse range of industries and occupations comprising the Business Services sector. Business Services is a discrete industry as well as a diverse range of cross-industry functions and services supporting the commercial activities of all industries. In our global, knowledge-based economy, this very large, dynamic and growing industry is vital to Australia's economic progress. Business Services industries covered by this Training Package are described in the following pages.

Administration

The Administration category in BSB07 contains qualifications covering general, education, medical and legal administration.

There are five stand-alone Business Administration qualifications at Certificate III level. They are BSB30407 Certificate III in Business Administration, BSB30507 Certificate III in Business Administration (International Education), BSB30907 Certificate III in Business Administration (Education), BSB31007 Certificate III in Business Administration (Legal) and BSB31107 Certificate III in Business Administration (Medical).

The BSB30407 Certificate III in Business Administration has been designed for individuals working in office administration assistant or junior personal assistant positions, and replaces what was formerly known as the Specialist Administration stream in BSB01. The Medical Administration qualification is for those working in roles such as a medical receptionist, medical records clerk or medical secretary. The Legal Administration qualification is aimed at individuals working in roles such as a legal receptionist or junior legal administration. The Education qualification is suitable for persons working in roles such as education program support worker, school support officer or student services officer.

The units covered in BSB30407 Certificate III in Business Administration include general administrative and IT competencies, such as word processing, keyboarding, scheduling and using a range of software packages to produce documents and databases. Medical administration units cover areas such as medical terminology, preparing accounts, maintaining patient records, medical supplies control and confidentiality. The legal administration units cover areas such as searching public records, delivering court documents and legal terminology.

There are also skill sets in this area covering medical transcription and legal transcription.

BSB30507 Certificate III in Business Administration (International Education) was developed as part of a suite of International Education qualifications. This qualification reflects the role of an individual working in international education administration providing technical advice and support to a team. Typical job roles may include student recruitment and admissions officer, administrative assistant or receptionist within the international office of a university, or a registered training provider such as a TAFE or ELICOS private training provider.

BSB40507 Certificate IV in Business Administration is designed for people working in roles such as administration officer, accounts supervisor or executive personal assistant roles.

BSB50407 Diploma of Business Administration qualification is for people in senior administration roles, such as administration manager or office manager roles.

Advertising

There are three qualifications in this domain: BSB40107 Certificate IV in Advertising, BSB50107 Diploma of Advertising and BSB60110 Advanced Diploma of Advertising. Workers with these qualifications could include copywriters, media buyers, media analysts, account planners, production managers, art directors, and advertising managers.

The Certificate IV reflects those skills required by a member of an advertising team with units in areas such as target market and audience profiling, pre-campaign testing, production monitoring, advertisement scheduling and media buying. At the Diploma the focus shifts to include research, developing creative concepts, evaluating media options and creating advertisements. The Diploma also contains units on media planning, presenting campaign options to clients, developing advertising strategies and briefs, as well as managing the financial aspects of a campaign. The units at Advanced Diploma reflect higher order management functions in advertising including developing, managing, executing and evaluating an advertising campaign.

Business

There are six business qualifications in BSB07, which range from Certificate I to Advanced Diploma. These qualifications have been designed to be generic, broad-based and contextualised for enterprises, regions, localities and groups across the full spectrum of Australian industry. The qualifications provide essential cross-industry skills for all enterprises. They also provide a pathway for those wishing to continue on with their business studies into the higher education sector.

Business Sales

BSB40610 Certificate IV in Business Sales is designed for individuals working in organisations where sales are among services provided, but selling is not the core business. As a result, this qualification is distinguished from sales that take place in businesses whose core business involves retailing and wholesaling, which are covered by other endorsed Training Packages.

Workers with this qualification could include sales account assistants, sales agents and sales representatives. The qualification contains units on building client relationships, developing product knowledge, identifying prospects and presenting sales solutions. It also has units covering securing buyer commitment, post-sale follow-up and self-evaluating sales performance.

Compliance Management

Compliance Management units are designed to implement and maintain an organisation's established compliance, program management systems. There are no specific compliance management qualifications. The units are ideally packaged at Certificate IV, Diploma and Advanced Diploma levels, in BSB40207 Certificate IV in Business, BSB50207 Diploma of Business, BSB51107 Diploma of Management and BSB60207 Advanced Diploma of Business. These units were developed in 2004, following extensive consultation and have been updated to be consistent with AS 3806:2006 Compliance programs, AS ISO 10002:2006 Customer satisfaction – Guidelines for complaints handling in organizations, and AS ISO 15489:2004 Records management.

Customer Contact

There are five qualifications in Customer Contact ranging from a Certificate II to an Advanced Diploma qualification.

The Certificate II is designed for customer service representatives, call/contact centre agents or telesales representatives. The Certificate III is also suitable for customer service representatives, call/contact centre agents or telesales representatives, as well as more senior customer service representatives. Units of competency covered in these qualifications include meeting customer requirements, resolving customer complaints, working effectively in a contact centre environment and actioning customer contact.

The Certificate IV qualification has been designed for analysts, quality assurance officers, schedulers, subject matter expert/coaches and team leaders. Units of competency covered in this qualification include developing teams and individuals, coordinating customer service strategies, implementing operational plans, providing leadership and managing stress in the workplace.

The Diploma is designed for analysts, campaign managers, quality assurance officers, schedulers, subject matter expert/coaches and experienced team leaders. The units of competency included in this qualification focus on the development of management skills, such as facilitating continuous improvement and capitalising on change and innovation, and ensuring team effectiveness and a safe workplace.

The Advanced Diploma is designed for a wide range of managers, such as contact centre managers, customer service managers, operations and workforce managers. Units of competency in this qualification include managing customer contact information, configuring and optimising customer contact technology, developing a business plan and managing customer contact operational costs.

These qualifications were previously contained as a stream within ICT02 Telecommunications Training Package. The IBSA board has determined that these qualifications have broad application across IBSA's industries and should be relocated into BSB07.

Human Resource Management

The Human Resource Management category reflects ongoing fundamental changes in the work of human resource managers to contributing strategically and operationally to organisational performance.

There are three Human Resource Management qualifications in BSB07. These are BSB41007 Certificate IV in Human Resources, BSB50607 Diploma of Human Resources Management and BSB60907 Advanced Diploma of Management (Human Resources). Workers with these qualifications could include human resource assistants, human resource officers, payroll officers, human resource managers, human resource coordinators, human resource consultants, recruiters and organisational change managers.

The units in these qualifications cover the range of human resource functions, including recruitment, selection, performance management, workforce planning, industrial relations, remuneration and benefits, managing outsourced services, mediation and rehabilitation programs. The four units from the Employment Services domain in BSB01 have been transferred to the Human Resource Management area in BSB07. Flexible packaging rules allow the human resource management units to be incorporated into other qualifications.

Franchising

There are two qualifications in this domain, BSB40707 Certificate IV in Franchising and BSB50507 Diploma of Franchising. The Certificate IV is targeted at franchisees and covers establishing and operating a franchise, managing compliance and the relationship with the franchisor. The Diploma covers establishing a franchise, managing the opening of new sites and expansion, managing relationships with franchisees, and closing a franchise.

There is also a skill set for consultants assisting people to buy into a franchise, or to franchise an existing business operation.

Governance

There are three governance qualifications in BSB07: the revised qualification BSB41910 Certificate IV in Business (Governance), replacing the BSB41907, the BSB50710 revised Diploma of Business (Governance) replacing the BSB50707 and BSB40907 Certificate IV in Governance.

BSB41910 Certificate IV in Business (Governance) and BSB50710 Diploma of Business (Governance) are specialist qualifications for board members of Indigenous organisations. These qualifications follow a review and development by IBSA and the Office of the Registrar of Indigenous Corporations.

BSB40907 Certificate IV in Governance is a generic governance qualification designed for board members with responsibility for coordinating high quality governance within an organisation. There are units on implementing board member responsibilities, analysing financial reports and working within an organisational structure. There are also several electives within the qualification that allow for a specialisation in Indigenous governance. Such units cover maintaining and protecting Indigenous culture, communicating with the community, managing Indigenous cultural processes, and contributing to a culturally appropriate workplace.

Intellectual Property

Intellectual Property units are designed for organisations to protect, manage and use intellectual property, and include units relating to patents, trademarks, design and copyright. There are no specific intellectual property qualifications. The intellectual property units can be packaged as electives in a range of qualifications from Certificate III to Advanced Diploma. These units were developed in 2008 following extensive consultation, after a scoping report identified a high perceived importance of intellectual property and a strong stated need for competency-based related training.

International Education Services

BSB30507 Certificate III in Business Administration (International Education) reflects the role of an individual working in international education administration providing technical advice and support to a team. Typical job roles may include student recruitment and admissions officer, administrative assistant or receptionist within the international office of a university, or a registered training provider such as a TAFE or ELICOS private training provider.

International Trade/Business

There are twenty-three units in the three International Trade/Business qualifications in BSB07. The three qualifications are BSB30607 Certificate III in International Trade, BSB41107 Certificate IV in International Trade, and BSB50807 Diploma of International Business. These qualifications are designed for workers and managers in export and import enterprises, and other specialist personnel involved with international trade and business.

The units cover a diverse range of skills and knowledge involved with the work of international trade/business across a range of levels. The units cover activities such as assisting in the process of importing and exporting goods, international transfer of services and international transport of goods, researching international business opportunities and markets, marketing goods and services internationally, obtaining specialist permits for import and export of goods, forecasting international market and business needs, and promoting products and services to international markets.

Legal Services

There are three qualifications in BSB07 related to Legal Services. These are BSB31007 Certificate III in Business Administration (Legal), BSB40110 Certificate IV in Legal Services and BSB50110 Diploma of Legal Services. The qualifications at Certificate IV and Diploma are designed for people working in occupations such as legal assistants, legal secretaries, legal services, assistant paralegals, support officers and legal support recruitment consultants.

The Certificate III qualification is described in more detail in the Business Administration field above.

The units in the Legal Services qualifications cover areas such as searching public records, keeping time and disbursement records, preparing court documents, and researching legal information.

Management

There are three management qualifications in BSB07: BSB40807 Certificate IV in Frontline Management, BSB51107 Diploma of Management and BSB60407 Advanced Diploma of Management.

The Certificate IV in Frontline Management, Diploma of Management and Advanced Diploma of Management incorporate units from the frontline and strategic management domains in BSB01. The qualifications are applicable to anyone with management responsibility across the full variety of organisations within the Australian economy.

The Certificate IV is designed for workers in team leader, supervisory, front desk or line management positions. The Diploma is designed for middle managers, while the Advanced Diploma is for senior managers moving towards the executive level.

The units cover areas such as finance, operations, leadership, knowledge management, entrepreneurship, risk management, customer service, diversity planning, strategy development and the execution of business goals.

Marketing

There are three marketing qualifications in BSB07. BSB41307 Certificate IV in Marketing is designed for roles including marketing assistant, direct marketing assistant, marketing coordinator or public relations officer. The qualification covers units in areas such as profiling markets, analysing consumer behaviour, conducting market research and making marketing presentations.

BSB51207 Diploma of Marketing is designed for those working as brand managers, category managers, direct marketing managers, marketing team leaders and public relations managers. Units covered by this qualification include evaluating marketing opportunities, establishing the marketing mix, implementing marketing activities, conducting a marketing audit and interpreting market trends.

BSB60507 Advanced Diploma of Marketing is a qualification for individuals working in senior strategic marketing positions, such as marketing directors, marketing strategic directors and national, regional or global marketing managers. Units in this qualification cover areas such as managing the marketing function of an organisation, developing marketing objectives and plans.

Occupational Health and Safety

There are four occupational health and safety (OHS) qualifications from Certificate III to Advanced Diploma. These qualifications were originally developed in 2004, following extensive consultation to meet organisational needs in coordinating and maintaining OHS programs. The qualifications apply to a range of vocations including occupational health and safety coordinator, occupational health and safety officer, both generalist office manager and office manager with an occupational health and safety specialisation.

Management (Learning)

There are two qualifications at a Vocational Graduate Certificate and Vocational Graduate Diploma level in Management (Learning).

The Vocational Graduate Certificate and the Vocational Graduate Diploma reflect the roles of individuals who apply substantial specialised knowledge and skills in the field of learning and capability development.

Both qualifications are relevant to leaders and managers in an organisation where learning is used to build capability – in these roles they harness learning to enhance existing practices and thinking, workforce capability and career development. Typical job roles include human resources development (HRD) operational manager, organisational learning and leadership manager, workforce capability development leader and managers providing career development research or information.

Project Management

There are three qualifications in this field: Certificate IV, Diploma and Advanced Diploma. These units and qualifications were originally designed in 2004, following extensive consultation. They were subsequently updated to apply to wide ranging vocational applications, including project authorisation, project scope, management of the project, costing, risk management, integrative processes, procurement and human resources project management.

Purchasing

As well as being a specific work role, purchasing is also a cross-industry and generic work function; all organisations are involved in purchasing to some extent. Units from the Purchasing area may be used in a wide range of qualifications or in the specific Purchasing qualifications at Certificate IV or Diploma, in BSB07. The Purchasing qualifications are BSB41607 Certificate IV in Purchasing and BSB51507 Diploma of Purchasing.

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

Quality Auditing

There is one qualification in this field, BSB51607 Diploma of Quality Auditing. The qualification applies to a wide range of specialised and managerial quality audit vocations, including planning, conducting and evaluating quality improvements, and organising and supporting quality audit systems. These units and qualification were originally developed in 2004, following extensive consultation and were subsequently streamlined to eliminate duplication.

Recordkeeping

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

There are four qualifications relating to recordkeeping in BSB07: BSB30807 Certificate III in Recordkeeping, BSB41707 Certificate IV in Recordkeeping, BSB51707 Diploma of Recordkeeping and BSB60807 Advanced Diploma of Recordkeeping. Workers with these qualifications would include records officers, records managers, corporate archivists and privacy officers. There is also a skill set for new recordkeepers.

The Certificate III is designed for those working in positions such as assistant records clerks, assistant registry officers and administration officers. Units in this qualification cover retrieving information, controlling, maintaining and deleting records. The Certificate IV is designed for those working in medical records, records clerks, records officers, registry officers and project assistants. Units covered include areas such as reviewing record status, setting up a recordkeeping system and electronic recordkeeping.

The Diploma is targeted at those in senior recordkeeping positions such as archivists, records management coordinators and senior records officers. Units in this qualification cover areas such as managing and monitoring a business records management system, developing the recordkeeping system and classification systems. The Advanced Diploma qualification is suitable for senior archivists, project managers or records managers and includes units related to the design, security and conceptualisation of an organisation's recordkeeping system; particular emphasis is placed on ensuring the recordkeeping function supports the strategic objectives of the organisation.

Small Business Management

The BSB01 Small Business Management qualification was reviewed and, in response to needs identified through consultation and research undertaken for the Indigenous Small Business Skills Development Project, the following alterations and additions were made to the BSB01 Business Services Training Package:

- development of a new Certificate III – BSB30307 Certificate III in Micro Business Operations
- revision of BSB40407 Certificate IV in Small Business Management
- development of skill sets
- redevelopment of the existing small business management units and the development of new small business management units.

The consultation process undertaken with Indigenous small business organisations, individuals and small business stakeholders facilitated a careful investigation of existing national competency standards to determine whether the training and development needs of small business and micro business were being met. The resultant analysis and further industry consultation refined and updated existing Small Business Management competency standards and produced new competency standards which meet the new and emerging needs of the expanding small business and micro business industry sectors.

Unionism and Industrial Relations

There are two qualifications in this specific competency field, BSB41807 Certificate IV in Unionism and Industrial Relations and BSB51807 Diploma of Unionism and Industrial Relations. The Certificate IV is designed to cater for union organisers and workplace union representatives, while the Diploma is suitable for union officials.

The Certificate IV contains units including communicating with workers, promoting union values, principles and policies, providing advice to union members, undertaking negotiations, bargaining and negotiation. The Diploma includes units on developing campaigns, strategic planning, policy development and presenting cases for members.

Features of the BSB07 Business Services Training Package Qualifications

BSB07 Business Services Training Package contains 59 qualifications across a range of Business Services from Certificate I through to Advanced Diploma levels.

There are no direct links between the qualifications and licensing, legislative or regulatory requirements. However, where required, a unit of competency will specify relevant licensing, legislative or regulatory requirements that impact on the unit.

The qualification structures have been designed on a core plus electives model, and feature the flexibility to accommodate a wide variety of industry contexts and to suit individual enterprise requirements. An added feature of the qualifications in BSB07 is that suggested electives are provided for some qualifications to achieve different vocational outcomes and Employability Skills summaries have been added to the qualification documents.

Advice has been added regarding the pathways into and from a qualification to better articulate how learners may approach a qualification. As in BSB01, there are no unit prerequisites within BSB07; however the pathways advice provides information on suggested entry levels for learners. Advice is provided for each qualification on how a candidate may enter a qualification. The pathway into a qualification is generally expressed as requiring the candidate to have:

- a completed qualification at a level immediately prior to the qualification to be undertaken

OR

- relevant vocational experience in cases where they do not possess formal qualifications or part thereof.

Categorisation of Units of Competency

Individual Training Packages usually group or categorise units under headings, variously called ‘domains’, ‘functional areas’ or ‘fields’. This ‘sorting’ process helps users navigate content and provides a structure for the way information is presented.

As part of its work to develop a more cohesive development approach, IBSA has created a set of common headings to categorise units of competency across all eleven Training Packages under its coverage. As every IBSA Training Package is reviewed and continuously improved, units of competency will be organised and presented according to this categorisation approach. The needs of all IBSA sectors have been considered in developing the new category headings.

The new categorisation approach:

- helps users to ‘find’ units across any IBSA Training Package as they will always be grouped under consistent headings
- allows IBSA to adopt a much more holistic approach to reviewing and improving units in different content areas
- assists in the process of rationalising units, as unnecessary duplication will be immediately highlighted
- allows each Training Package to select and present only the units that are relevant to a particular industry sector.

IBSA’s unit categorisation approach has two levels of heading – Broad Competency Field and Specific Competency Field. Both of these are shown in each unit of competency in accordance with the national unit template. The table below shows an *example* of the way a unit of competency has been categorised.

Sample Unit Coding: **BSBMGT401A Show leadership in the workplace**

<i>Three letters indicating the training package for which the unit was developed</i>	<i>Three letters indicating the specific competency field of the unit</i>	<i>Three digit numeric</i>	<i>Version Identifier</i>
This unit has been developed for the Business Services Training Package (BSB)	Broad Competency Field: Management and Leadership Specific Competency Field: Management (MGT)	Number assigned to the unit of competency	This unit is a revised version of BSBFLM402A Show leadership in the workplace; however, because it has been recoded, the version identifier indicates that this is the first version of this unit with the current code.
BSB	MGT	401	A

Note: The numeric characters in the unit codes have followed the general rule of referring to the AQF qualification in which the unit is first packaged. For example, 401 indicates that this unit was first packaged at a Certificate IV level.

The following broad and specific competency fields make up BSB07. The codes applied to each specific competency field are identified in brackets.

TITLES FOR BROAD COMPETENCY FIELDS	TITLES FOR SPECIFIC COMPETENCY FIELDS (alpha code)	DESCRIPTION <i>This code is used to indicate:</i>
Administration	Educational Administration (EDU)	Specialist units of competency developed for application in educational environments
	General Administration	Units of competency developed for application

TITLES FOR BROAD COMPETENCY FIELDS	TITLES FOR SPECIFIC COMPETENCY FIELDS (alpha code)	DESCRIPTION <i>This code is used to indicate:</i>
	(ADM)	in a broad range of work environments
	Legal Services Administration (LEG)	Specialist units of competency developed for application in a legal work environment
	Medical Services Administration (MED)	Specialist units of competency developed for application in medical environments including doctor's surgeries, hospitals, medical centres, hospices etc.
	Purchasing and Contracting (PUR)	Specialist units of competency developed for the procurement of goods and services
Business Development	Advertising (ADV)	Specialist units of competency developed for application in an advertising work environment
	International Business (INT)	Specialist units of competency developed for application in workplace environments involved in the import and/or export of goods and services
	Marketing (MKG)	Specialist units of competency developed for application in planning, developing and implementing marketing strategies
	Public Relations (PUB)	Specialist units of competency developed for application in public relations, fundraising and sponsorship environments
	Sales (SLS)	Specialist units of competency developed for application in the sales process and in sales management
Communication	Interpersonal Communication (CMM)	Units of competency denoting the application of interpersonal skills in a range of contexts within the workplace
	Writing (WRT)	Specialist units relating to the development and use of writing skills to communicate information
Creativity and	Creative Thinking	Units of competency requiring the application

TITLES FOR BROAD COMPETENCY FIELDS	TITLES FOR SPECIFIC COMPETENCY FIELDS (alpha code)	DESCRIPTION <i>This code is used to indicate:</i>
Innovation	(CRT)	of thought to develop concepts, ideas and constructive argument for the workplace
	Innovation (INN)	Units of competency requiring the application of skills and knowledge for the development of new practices, systems and processes for the workplace
Design	Design Process (DES)	Units of competency requiring the application of skills and knowledge for the development and application of design techniques in response to workplace requirements
Finance	Financial Admin (FIA)	Units of competency applicable to financial record preparation and reporting
	Financial Management (FIM)	Units of competency related to the general management of financial functions including budgets, payroll and reporting
Industry Capability	Continuity (CON)	Specialist units of competency developed for the application of planning, resourcing and managing business continuity to ensure the resilience and critical functions/objectives of the business can be maintained in the event of a disruptive occurrence
	Industry Context (IND)	Units of competency providing an overview of the work requirements essential in specific workplace environments
	Product Skills and Advice (PRO)	Units of competency requiring the development and application of product knowledge
	Sustainability (SUS)	Specialist units of competency developed for the application of environmentally sustainable work practices
	Workplace Effectiveness (WOR)	Units of competency developed for application as core workplace skills and practices
Information and	E-Business (EBU)	Specialist units of competency developed for

TITLES FOR BROAD COMPETENCY FIELDS	TITLES FOR SPECIFIC COMPETENCY FIELDS (alpha code)	DESCRIPTION <i>This code is used to indicate:</i>
Communications Technology		application in e-business environments
	IT Analysis and Design (ITA)	Specialist units of competency developed for application in the design and analysis of computerised systems and processes
	IT Building and Implementation (ITB)	Specialist units of competency developed for application in computer network environments
	IT Support (ITS)	Specialist units of competency developed for application in the maintenance of business technology
	IT Use (ITU)	Units of competency requiring the use of computer-based hardware and software
Knowledge Management	Information Management (INM)	Specialist units of competency requiring the application of a range of information management processes including computerised and non-computerised systems
	Recordkeeping (RKG)	Specialist units of competency developed for the application of recordkeeping procedures and practices in a broad range of work environments
	Research (RES)	Specialist units of competency required for application in the sourcing, collection, analysis and presentation of information
Management and Leadership	Frontline Management (FLM)	Units of competency requiring the application of team management skills within a work group
	Franchising (FRA)	Specialist units of competency required for application in the establishment and management of a franchise
	Management (MGT)	Specialist units of competency required for leadership, organisational development and people management in the workplace
	Project Management	Specialist units of competency required for

TITLES FOR BROAD COMPETENCY FIELDS	TITLES FOR SPECIFIC COMPETENCY FIELDS (alpha code)	DESCRIPTION <i>This code is used to indicate:</i>
	(PMG)	management and direction of projects
	Small and Micro Business (SMB)	Specialist units of competency developed for application in managing and operating micro and small businesses
Regulation, Licensing and Risk	Compliance (COM)	Specialist units of competency developed for compliance monitoring and management in a range of work environments
	Governance (GOV)	Specialist units of competency developed for application by company or Board directors
	Aboriginal and Torres Strait Islander Governance (ATSI)	Specialist units of competency developed for application in Indigenous governance work environments
	Occupational Health and Safety (OHS)	Specialist units of competency developed for implementing, monitoring and managing OHS in the workplace
	Quality Auditing (AUD)	Specialist units of competency developed for the implementation of quality audit systems
	Risk Management (RSK)	Specialist units of competency developed for application in a range of risk management contexts
	Intellectual Property (IPR)	Specialist units of competency developed for the protection, management and use of intellectual property
Stakeholder Relations	Contact Centre Operations (CCO)	Specialist units of competency developed for application in a customer contact centre environment
	Customer Service (CUS)	Specialist units of competency developed for the application of customer service skills
	Relationship Management (REL)	Specialist units of competency associated with the development of client relationships and business networks

TITLES FOR BROAD COMPETENCY FIELDS	TITLES FOR SPECIFIC COMPETENCY FIELDS (alpha code)	DESCRIPTION <i>This code is used to indicate:</i>
Workforce Development	Diversity (DIV)	Specialist units of competency required for the development of a culturally sensitive workplace
	Human Resource Management (HRM)	Specialist units of competency required for the selection, induction, termination and wellbeing of staff
	Learning and Development (LED)	Units of competency for application in development of the workforce
	Recruitment and Employment Services (EMS)	Specialist units of competency developed for application in the provision of recruitment/employment services
	Workplace Relations (WRK)	Specialist units of competency applied in workplace review processes, dealing with and through trade unions, and in a range of industrial relations contexts

Introduction to the Industry

The business services industry is a major contributor to the Australian economy and employs a significant proportion of the workforce. However, it is not recognised as a distinct industry within the ANZSIC classification scheme used by the ABS and so the exact size and nature of the industry is difficult to quantify.

The business services industry comprises small, medium and large enterprises including multinationals and franchises. An estimated 87% of business services enterprises are SMEs. The industry includes a number of significant sectors or domains, including:

- Administration
- Advertising
- Business development
- Business governance
- Communication
- Creativity, innovation and design
- Finance
- Industry capability and workforce development

- Information and Communications Technology
- Knowledge management
- Mail house and despatch
- Management and leadership
- Regulation, licensing and risk
- Stakeholder relations and customer contact

Business services workers provide the crucial services that keep all other industries functioning. Together receptionists, office managers, secretaries and personal assistants make up a workforce of more than 400,000. Counted together all business services occupations could account for as much as 15% of the Australian workforce. The graph below shows the workforce size (in 2008) for major business services occupations.

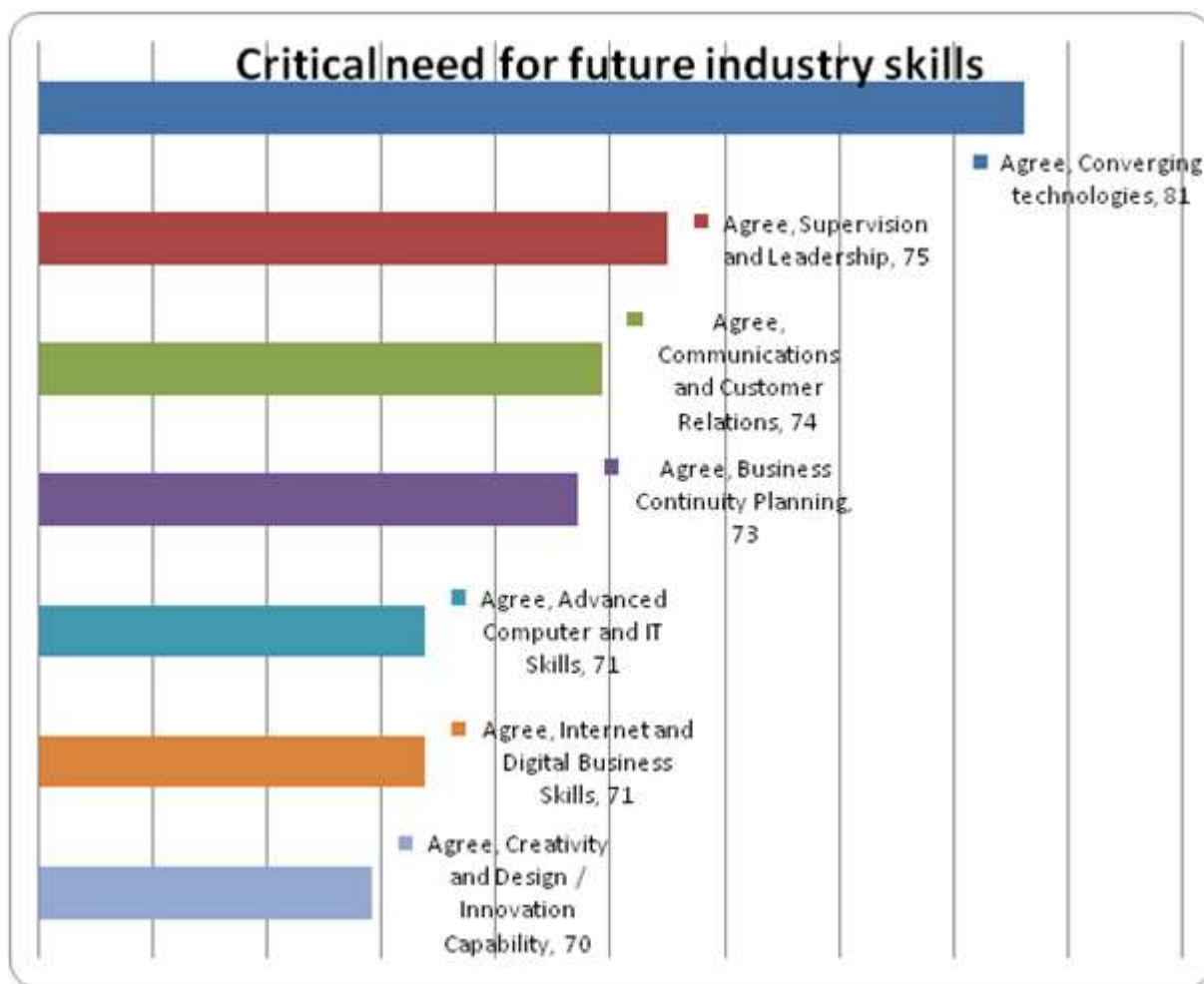
Emerging issues

In 2009 employers from the Business Services industry responding to IBSA's online e-scan survey indicated that the general issues they were most concerned about were:

- the economy and global financial downturn/recovery
- business taxes tariffs and regulations
- addressing environmental sustainability/green credentials (ISO14001).

Each of these issues was of concern to more than half of all Business Services industry survey respondents. In addition, almost two thirds of Business Services industry survey respondents reported that it is not easy to find applicants with the right mix and level of skills, and 42% reported that it is not easy to move quickly to adjust staff numbers and skills to suit business changes.

Survey respondents identified a critical need for skills in converging technologies including combinations of creative, IT skills and business development skills. The graph below shows areas of critical need for future industry skills as identified by the survey respondents.



Source: *IBSA online e-scan survey of the Business Services industry, November 2009.*

Further detail on industry concerns was gathered through consultations with industry.

Workforce skills

Many people (particularly in SMEs) have not had assistance with literacy and numeracy and do not have the basic skills or capabilities to assimilate information – they lack learning skills and support. Numeracy is a particular problem for the calculation of currencies, import duties, GST and other tasks that require basic maths and it is difficult to get the message through, especially to small business, that training is available.

People in SMEs also lack core business skills and don't know where to go to access training for skill gaps. The economic climate is forcing people out of big business – they are starting small businesses or buying franchises without the necessary business skills. There is considerable naivety – people don't know what it takes to run a business.

Workforce flexibility

It is necessary to reskill to accommodate the restructures coming out of the economic conditions. Businesses need to consider how to address shrinkage and ensure they still have the required pool of skills available in their remaining workforce – it's not enough just to think about head counts and ratios and getting rid of training and marketing to cut costs. They need to keep training going so the business has the necessary skills for when the economy recovers.

Technology

This is the start of the mobile, highly-connected workforce, how workplaces are designed and where people work will change and both businesses and workers need to be prepared for what the change will mean (possibly increased isolation, need for greater independence and self-motivation).

Demographic

Older generation is staying in the workforce longer and employers need to encourage them to pass information on before they leave, they also need strategies for enabling people to stay on in more flexible or part-time roles. Impact of migration and even greater multiculturalism in the workplace – need for greater cultural awareness in working with and managing others, and also dealing with customers from a variety of backgrounds (example of Honda running training for dealers on how to sell to Indian customers). Different cultures can also impact on workforce culture, perhaps making the workforce too compliant, less questioning/assertive and less innovative.

Leadership

People are looking for good leaders who know how to empower a team. Leadership is different from management and is important for innovation and for getting the best out of your workforce. Leaders (and others) need emotional intelligence (not just a qualification) and this is largely developed through experience.

Economy

A greater focus on the bottom line and profitability means that employers are reluctant to release people for training. Business is more risk averse and may be unwilling to invest in training.

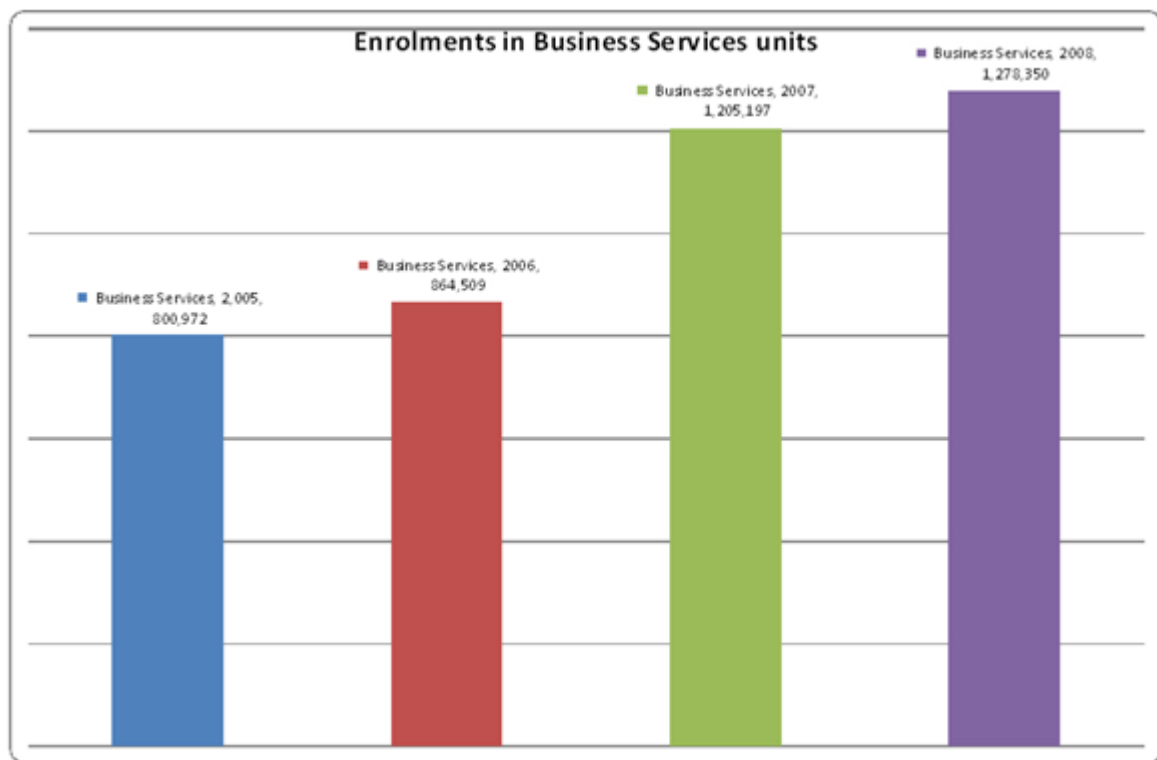
Business Services Training Package

IBSA's Business Services Training Package is the most heavily used of all training packages for publicly funded VET, accounting for 13.1% of all activity in 2008. Although the current training package for this industry sector is BSB07, most of the NCVER data reported here refers to use of the previous package BSB01.



Source: *NCVER VET Provider Collection 2008*

Enrolments in units of competency from the Business Services Training Packages increased significantly between 2005 and 2008 as shown in the graph below.



Source: NCVER VET Provider Collection 2008

Competency Standards - Industry Contextualisation

What is competency?

The broad concept of industry competency concerns the ability to perform particular tasks and duties to the standard of performance expected in the workplace. Competency requires the application of specified skills, knowledge and attitudes relevant to effective participation in an industry, industry sector or enterprise.

Competency covers all aspects of workplace performance and involves performing individual tasks; managing a range of different tasks; responding to contingencies or breakdowns; and, dealing with the responsibilities of the workplace, including working with others. Workplace competency requires the ability to apply relevant skills, knowledge and attitudes consistently over time and in the required workplace situations and environments. In line with this concept of competency Training Packages focus on what is expected of a competent individual in the workplace as an outcome of learning, rather than focussing on the learning process itself.

Competency standards in Training Packages are determined by industry to meet identified industry skill needs. Competency standards are made up of a number of units of competency each of which describes a key function or role in a particular job function or occupation. Each unit of competency within a Training Package is linked to one or more AQF qualifications.

Contextualisation of Units of Competency by RTOs

RTOs may contextualise units of competency to reflect local outcomes required.

Contextualisation could involve additions or amendments to the unit of competency to suit particular delivery methods, learner profiles, specific enterprise equipment requirements, or to otherwise meet local needs. However, the integrity of the overall intended outcome of the unit of competency must be maintained. Any contextualisation of units of competency in this endorsed Training Package must be within the bounds of the following advice. In contextualising units of competency, RTOs:

- must not remove or add to the number and content of elements and performance criteria
- may add specific industry terminology to performance criteria where this does not distort or narrow the competency outcomes
- may make amendments and additions to the range statement as long as such changes do not diminish the breadth of application of the competency and reduce its portability
- may add detail to the evidence guide in areas such as the critical aspects of evidence or resources and infrastructure required where these expand the breadth of the competency but do not limit its use.

Components of Units of Competency

The components of units of competency are summarised below, in the order in which they appear in each unit of competency.

Unit Title

The unit title is a succinct statement of the outcome of the unit of competency. Each unit of competency title is unique, both within and across Training Packages.

Unit Descriptor

The unit descriptor broadly communicates the content of the unit of competency and the skill area it addresses. Where units of competency have been contextualised from units of competency from other endorsed Training Packages, summary information is provided. There may also be a brief second paragraph that describes its relationship with other units of competency, and any licensing requirements.

Employability Skills statement

A standard Employability Skills statement appears in each unit of competency. This statement directs trainers and assessors to consider the information contained in the Employability Skills Summary in which the unit of competency is packaged.

Prerequisite Units (optional)

If there are any units of competency that must be completed before the unit, these will be listed.

Application of the Unit

This sub-section fleshes out the unit of competency's scope, purpose and operation in different contexts, for example, by showing how it applies in the workplace.

Competency Field (Optional)

The competency field either reflects the way the units of competency are categorised in the Training Package or denotes the industry sector, specialisation or function. It is an optional component of the unit of competency.

Sector (optional)

The industry sector is a further categorisation of the competency field and identifies the next classification, for example an elective or supervision field.

Elements of Competency

The elements of competency are the basic building blocks of the unit of competency. They describe in terms of outcomes the significant functions and tasks that make up the competency.

Performance Criteria

The performance criteria specify the required performance in relevant tasks, roles, skills and in the applied knowledge that enables competent performance. They are usually written in passive voice. Critical terms or phrases may be written in bold italics and then defined in range statement, in the order of their appearance in the performance criteria.

Required Skills and Knowledge

The essential skills and knowledge are either identified separately or combined. Knowledge identifies what a person needs to know to perform the work in an informed and effective manner. Skills describe the application of knowledge to situations where understanding is converted into a workplace outcome.

Range Statement

The range statement provides a context for the unit of competency, describing essential operating conditions that may be present with training and assessment, depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts. As applicable, the meanings of key terms used in the performance criteria will also be explained in the range statement.

Evidence Guide

The evidence guide is critical in assessment as it provides information to the Registered Training Organisation (RTO) and assessor about how the described competency may be demonstrated. The evidence guide does this by providing a range of evidence for the assessor to make determinations, and by providing the assessment context. The evidence guide describes:

- conditions under which competency must be assessed including variables such as the assessment environment or necessary equipment
- relationships with the assessment of any other units of competency
- suitable methodologies for conducting assessment including the potential for workplace simulation
- resource implications, for example access to particular equipment, infrastructure or situations
- how consistency in performance can be assessed over time, various contexts and with a range of evidence, and expectations at the AQF qualification level involved

Employability Skills in units of competency

The detail and application of Employability Skills facets will vary according to the job-role requirements of each industry. In developing Training Packages, industry stakeholders are consulted to identify appropriate facets of Employability Skills which are incorporated into the relevant units of competency and qualifications.

Employability Skills are not a discrete requirement contained in units of competency (as was the case with Key Competencies). Employability Skills are specifically expressed in the context of the work outcomes described in units of competency and will appear in elements, performance criteria, range statements and evidence guides. As a result, users of Training Packages are required to review the entire unit of competency in order to accurately determine Employability Skills requirements.

How Employability Skills relate to the Key Competencies

The eight nationally agreed Employability Skills now replace the seven Key Competencies in Training Packages. Trainers and assessors who have used Training Packages prior to the introduction of Employability Skills may find the following comparison useful.

Employability Skills	Mayer Key Competencies
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Communication	Communicating ideas and information
Teamwork	Working with others and in teams
Problem solving	Solving problems Using mathematical ideas and techniques
Initiative and enterprise	
Planning and organising	Collecting, analysing and organising information Planning and organising activities
Self-management	
Learning	
Technology	Using technology

When analysing the above table it is important to consider the relationship and natural overlap of Employability Skills. For example, using technology may involve communication skills and combine the understanding of mathematical concepts.

Explicitly embedding Employability Skills in units of competency

- This Training Package seeks to ensure that industry-endorsed Employability Skills are explicitly embedded in units of competency. The application of each skill and the level of detail included in each part of the unit will vary according to industry requirements and the nature of the unit of competency.

Employability Skills must be both explicit and embedded within units of competency. This means that Employability Skills will be:

- embedded in units of competency as part of the other performance requirements that make up the competency as a whole
- explicitly described within units of competency to enable Training Packages users to identify accurately the performance requirements of each unit with regards to Employability Skills.

This Training Package also seeks to ensure that Employability Skills are well-defined and written into units of competency so that they are apparent, clear and can be delivered and assessed as an essential component of unit work outcomes.

The following table contains examples of embedded Employability Skills for each component of a unit of competency. Please note that in the examples below the bracketed skills are provided only for clarification and will not be present in units of competency within this Training Package.

Example Employability Skills unit

Unit component	Example of embedded Employability Skill
Unit Title	Manage operational plan (planning and organising, self management).
Unit Descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to develop and monitor implementation of the operational plan to provide efficient and effective workplace practices within the organisation's productivity and profitability plans.</p> <p>Management at a strategic level requires systems and procedures to be developed and implemented to facilitate the organisation's operational plan (planning and organising, self management, problem solving, initiative and enterprise).</p>
Element	Monitor and review operational performance (communication, problem solving)
Performance Criteria	Plan and implement systems to ensure that mentoring and coaching are provided to support individuals and teams to effectively, economically and safely use resources (planning and organising, communication, team work, learning).

Range Statement	<p>Consultation processes may refer to:</p> <ul style="list-style-type: none"> • email/intranet communications, newsletters or other processes and devices which ensure that all employees have the opportunity to contribute to team and individual operational plans (technology, communication)
Required Skills and Knowledge	<ul style="list-style-type: none"> • literacy skills to access and use workplace information and to write a succinct and practical plan • technology skills to use software to produce and monitor the plan against performance indicators • planning and organisational skills • coaching skills to work with people with poor performance

	<ul style="list-style-type: none"> • numeracy skills to allocate and manage financial resources (communication, technology, planning and organising, learning).
Evidence Guide	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • development of an operational plan with details of how it will be implemented and monitored • knowledge of models and methods for operational plans (self management, communication, problem solving, initiative and enterprise, planning and organising, self management).

Competency Standards - Industry Contextualisation

RTOs may contextualise units of competency to reflect local outcomes required.

Contextualisation could involve additions or amendments to the unit of competency to suit particular delivery methods, learner profiles, specific enterprise equipment requirements, or to otherwise meet local needs. However, the integrity of the overall intended outcome of the unit of competency must be maintained.

Any contextualisation of units of competency in this endorsed Training Package must be within the bounds of the following advice. In contextualising units of competency, RTOs:

- must not remove or add to the number and content of elements and performance criteria
- may add specific industry terminology to performance criteria where this does not distort or narrow the competency outcomes
- may make amendments and additions to the range statement as long as such changes do not diminish the breadth of application of the competency and reduce its portability
- may add detail to the evidence guide in areas such as the critical aspects of evidence or resources and infrastructure required where these expand the breadth of the competency but do not limit its use.
-

Employability Skills

Employability Skills replacing key competency information from 2006

In May 2005, the approach to incorporate employability skills within Training Package qualifications and units of competency was endorsed. As a result, from 2006 employability skills have replaced key competency information in Training Packages.

Background to employability skills

Employability skills are also sometimes referred to as generic skills, capabilities or key competencies. The employability skills discussed here build on the Mayer Committee's key competencies, which were developed in 1992 and attempted to describe generic competencies for effective participation in work.

The Business Council of Australia (BCA) and the Australian Chamber of Commerce and Industry (ACCI), produced the Employability Skills for the Future report in 2002 in consultation with other peak employer bodies and with funding provided by the Department of Education, Science and Training (DEST) and the Australian National Training Authority (ANTA). Officially released in 2002, copies of the report are available from the DEST website at: www.dest.gov.au/archive/ty/publications/employability_skills/index.htm.

The report indicated that business and industry now require a broader range of skills than the Mayer Key Competencies Framework and featured an Employability Skills Framework identifying the following eight employability skills:

- Communication
- Teamwork
- Problem solving
- Initiative and enterprise
- Planning and organising
- Self-management
- Learning
- Technology.

The report demonstrated how employability skills can be further described for particular occupational and industry contexts by sets of facets. The facets listed in the report are the aspects of the employability skills that the sample of employers surveyed identified as being important work skills. These facets were seen by employers as being dependent both in their nature and priority on an enterprise's business activity.

Employability Skills Framework

The following table contains the employability skills facets identified in the report Employability Skills for the Future.

Skill	Facets
	Aspects of the skill that employers identify as important. The nature and application of these facets will vary depending on industry and job type.
Communication that contributes to productive and harmonious relations across employees and customers:	<ul style="list-style-type: none"> • listening and understanding • speaking clearly and directly • writing to the needs of the audience • negotiating responsively • reading independently • empathising • using numeracy effectively • understanding the needs of internal and external customers • persuading effectively • establishing and using networks

Skill	Facets
	Aspects of the skill that employers identify as important. The nature and application of these facets will vary depending on industry and job type.
	<ul style="list-style-type: none"> • being assertive • sharing information • speaking and writing in languages other than English.
Teamwork that contributes to productive working relationships and outcomes:	<ul style="list-style-type: none"> • working across different ages irrespective of gender, race, religion or political persuasion • working as an individual and as a member of a team • knowing how to define a role as part of the team • applying teamwork to a range of situations, e.g. future planning and crisis problem solving • identifying the strengths of team members • coaching and mentoring skills, including giving feedback.
Problem solving that contributes to productive outcomes:	<ul style="list-style-type: none"> • developing creative, innovative and practical solutions • showing independence and initiative in identifying and solving problems • solving problems in teams • applying a range of strategies to problem solving • using mathematics, including budgeting and financial management to solve problems • applying problem solving strategies across a range of areas • testing assumptions, taking into account the context of data and circumstances • resolving customer concerns in relation to complex project issues.
Initiative and enterprise that contribute to innovative outcomes:	<ul style="list-style-type: none"> • adapting to new situations • developing a strategic, creative and long-term vision • being creative • identifying opportunities not obvious to others • translating ideas into action • generating a range of options • initiating innovative solutions.
Planning and organising that contribute to long and short-term strategic planning:	<ul style="list-style-type: none"> • managing time and priorities – setting time lines, coordinating tasks for self and with others • being resourceful • taking initiative and making decisions • adapting resource allocations to cope with contingencies • establishing clear project goals and deliverables

Skill	Facets
	<p>Aspects of the skill that employers identify as important. The nature and application of these facets will vary depending on industry and job type.</p>
	<ul style="list-style-type: none"> • allocating people and other resources to tasks • planning the use of resources, including time management • participating in continuous improvement and planning processes • developing a vision and a proactive plan to accompany it • predicting – weighing up risk, evaluating alternatives and applying evaluation criteria • collecting, analysing and organising information • understanding basic business systems and their relationships.
<p>Self-management that contributes to employee satisfaction and growth:</p>	<ul style="list-style-type: none"> • having a personal vision and goals • evaluating and monitoring own performance • having knowledge and confidence in own ideas and visions • articulating own ideas and visions • taking responsibility.
<p>Learning that contributes to ongoing improvement and expansion in employee and company operations and outcomes:</p>	<ul style="list-style-type: none"> • managing own learning • contributing to the learning community at the workplace • using a range of mediums to learn – mentoring, peer support and networking, IT and courses • applying learning to technical issues (e.g. learning about products) and people issues (e.g. interpersonal and cultural aspects of work) • having enthusiasm for ongoing learning • being willing to learn in any setting – on and off the job • being open to new ideas and techniques • being prepared to invest time and effort in learning new skills • acknowledging the need to learn in order to accommodate change.
<p>Technology that contributes to the effective carrying out of tasks:</p>	<ul style="list-style-type: none"> • having a range of basic IT skills • applying IT as a management tool • using IT to organise data • being willing to learn new IT skills • having the OHS knowledge to apply technology • having the appropriate physical capacity.

Employability Skills summary

An employability skills summary is included for each qualification. Summaries provide a lens through which to view employability skills at the qualification level and capture the key aspects or facets of the employability skills that are important to the job roles covered by the qualification. Summaries are designed to assist trainers and assessors to identify and include important industry application of employability skills in learning and assessment strategies.

The following is important information for trainers and assessors about employability skills summaries:

- Employability skills summaries provide examples of how each skill is applicable to the job roles covered by the qualification.
- Employability skills summaries contain general information about the industry context which is further explained as measurable outcomes of performance in the units of competency in each qualification.
- The detail in each employability skills summary will vary depending on the range of job roles covered by the qualification in question.
- Employability skills summaries are not exhaustive lists of qualification requirements or checklists of performance (which are separate assessment tools that should be designed by trainers and assessors after analysis at the unit level).
- Employability skills summaries contain information that may also assist in building learners' understanding of industry and workplace expectations.
-

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) Essential Standards for Initial and Continuing Registration*. 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 2007 requirements; licensing/registration requirements; and assessment pathways.

Quality assessment underpins the credibility of the vocational education and training sector. The Assessment Guidelines of a Training Package are an important tool in supporting quality assessment.

Assessment within the National Skills 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.

Assessment must be carried out in accordance with the:

- benchmarks for assessment

- specific industry requirements
- principles of assessment
- rules of evidence
- assessment requirements set out in the AQTF

Benchmarks for Assessment

The endorsed units of competency in this Training Package 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).

Principles of Assessment

All assessments carried out by RTOs are required to demonstrate compliance with the principles of assessment:

- validity
- reliability
- flexibility
- fairness
- sufficiency

These principles must be addressed in the:

design, establishment and management of the assessment system for this Training Package development of assessment tools, and the conduct of assessment.

Validity

Assessment is valid when the process is sound and assesses what it claims to assess. Validity requires that:

(a)	assessment against the units of competency must cover the broad range of skills and knowledge that are essential to competent performance
(b)	assessment of knowledge and skills must be integrated with their practical application
(c)	judgement of competence must be based on sufficient evidence (that is, evidence gathered on a number of occasions and in a range of contexts using different assessment methods). The specific evidence requirements of each unit of competency provide advice on sufficiency

Reliability

Reliability refers to the degree to which evidence presented for assessment is consistently interpreted and results in consistent assessment outcomes. Reliability requires the assessor to have the required competencies in assessment and relevant vocational competencies (or to assess in conjunction with someone who has the vocational competencies). It can only be achieved when assessors share a common interpretation of the assessment requirements of the unit(s) being assessed.

Flexibility

To be flexible, assessment should reflect the candidate's needs; provide for recognition of competencies no matter how, where or when they have been acquired; draw on a range of methods appropriate to the context, competency and the candidate; and support continuous competency development.

Fairness

Fairness in assessment requires consideration of the individual candidate's needs and characteristics, and any reasonable adjustments that need to be applied to take account of them. It requires clear communication between the assessor and the candidate to ensure that the candidate is fully informed about, understands and is able to participate in, the assessment process, and agrees that the process is appropriate. It also includes an

opportunity for the person being assessed to challenge the result of the assessment and to be reassessed if necessary.

Sufficiency

Sufficiency relates to the quality and quantity of evidence assessed. It requires collection of enough appropriate evidence to ensure that all aspects of competency have been satisfied and that competency can be demonstrated repeatedly. Supplementary sources of evidence may be necessary. The specific evidence requirements of each unit of competency provide advice on sufficiency. Sufficiency is also one of the rules of evidence.

Rules of Evidence

The rules of evidence guide the collection of evidence that address the principles of validity and reliability, guiding the collection of evidence to ensure that it is valid, sufficient, current and authentic.

Valid

Valid evidence must relate directly to the requirements of the unit of competency. In ensuring evidence is valid, assessors must ensure that the evidence collected supports demonstration of the outcomes and performance requirements of the unit of competency together with the knowledge and skills necessary for competent performance. Valid evidence must encapsulate the breadth and depth of the unit of competency, which will necessitate using a number of different assessment methods.

Sufficient

Sufficiency relates to the quality and quantity of evidence assessed. It requires collection of enough appropriate evidence to ensure that all aspects of competency have been satisfied and that competency can be demonstrated repeatedly. Supplementary sources of evidence may be necessary. The specific evidence requirements of each unit of competency provide advice on sufficiency.

Current

In assessment, currency relates to the age of the evidence presented by a candidate to demonstrate that they are still competent. Competency requires demonstration of current performance, so the evidence collected must be from either the present or the very recent past.

Authentic

To accept evidence as authentic, an assessor must be assured that the evidence presented for assessment is the candidate's own work.

Assessment Requirements of the Australian Quality Training Framework

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 AQTF 2010 *Essential Standards for Registration*.

The AQTF 2010 *Essential Standards for Initial and Continuing Registration* can be downloaded from < www.training.com.au >.

The following points summarise the assessment requirements.

Registration of Training Organisations

Assessment must be conducted by, or on behalf of, an RTO formally registered by a State or Territory Registering Body in accordance with the AQTF. The RTO must have the specific units of competency and/or AQF qualifications on its scope of registration.

Quality Training and Assessment

Each RTO must provide quality training and assessment across all its operations. See the AQTF 2010 *Essential Standards for Initial and Continuing Registration*, Standard 1.

Assessor Competency Requirements

Each person involved in training, assessment or client service must be competent for the functions they perform. AQTF 2010 *Essential Standards for Initial and Continuing Registration*, Standard 1 for assessor (and trainer) competency requirements. See also the AQTF 2010 *Users' Guide to the Essential Standards for Registration* Appendix 2.

Assessment Requirements

The RTOs assessments, including RPL, must meet the requirements of the relevant endorsed Training Package. See the AQTF 2010 *Essential Standards for Initial and Continuing Registration*.

Assessment Strategies

Each RTO must have strategies for training and assessment that meet the requirements of the relevant Training Package or accredited course and are developed in consultation with industry stakeholders. See the AQTF 2010 *Essential Standards for Initial and Continuing Registration*.

National Recognition

Each RTO must recognise the AQF qualifications and Statements of Attainment issued by any other RTO. See the AQTF 2010 *Essential Standards for Initial and Continuing Registration*.

Access and Equity and Client Outcomes

Each RTO must adhere to the principles of access and equity and maximise outcomes for its clients. See the AQTF 2010 *Essential Standards for Initial and Continuing Registration*.

Monitoring Assessments

Training and/or assessment provided on behalf of the RTO must be monitored to ensure that it is in accordance with all aspects of the AQTF 2010 *Essential Standards for Initial and Continuing Registration*.

Recording Assessment Outcomes

Each RTO must manage records to ensure their accuracy and integrity. See the AQTF 2010 *Essential Standards for Initial and Continuing Registration*.

Issuing AQF Qualifications and Statements of Attainment

Each RTO must issue AQF qualifications and Statements of Attainment that meet the requirements of the current 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 when an individual has completed one or more units of competency from nationally recognised qualification(s)/courses(s). See the AQTF and the edition of the AQF Implementation Handbook-available on the AQF Council website < www.aqf.edu.au>.

Licensing/Registration Requirements

This section provides information on licensing/registration requirements for BSB07 Business Services Training Package, with the following important disclaimer.

The developers of this Training Package, and DEEWR, consider that no licensing or registration requirements apply to registered training organisations (RTOs), assessors or candidates with respect to this Training Package. Contact the relevant state or territory department(s) to check if there are any licensing or registration requirements with which you must comply. For further information on this topic contact IBSA at www.ibsa.org.au.

Requirements for Assessors

This section outlines the requirements and responsibilities of assessors assessing qualifications and units of competency in BSB07, including:

- vocational competency requirements
- responsibilities in making assessment judgements
- the need to maintain currency in assessment practice.

Competency requirements of assessors

The benchmarks for demonstration of this vocational competence are the relevant units of competency in BSB07 Business Services Training Package or equivalent competence.

Persons who conduct assessments against individual units of competency from BSB07 Business Services Training Package **must hold formal recognition of competence in each unit in which they wish to conduct assessment or be able to demonstrate equivalent competence.**

Responsibilities of assessors

Assessors have significant responsibilities. Their judgement certifies that candidates have demonstrated competency to the standard required in the workplace.

In making the judgement of competence against BSB07 units of competency, assessors must evaluate the evidence and assess the risks. Constraints and pressures are widespread – time, cost, the demand for a quick outcome – but compromise and diminution of unit requirements are not viable options. Faithful adherence to the content and intent of the Training Package in the assessment process is critical.

Maintaining currency

An important aspect of maintaining competence in training and assessment is the currency of competence. Assessors have a responsibility to maintain currency in all areas of their own vocational competence.

Moy (2001) defines industry currency as maintaining, upgrading and if required, widening competence in the specialised industry skills and knowledge needed to deliver and assess vocational education and training (VET) courses.

Currency also includes maintaining professional knowledge about the industry sector, including technologies and workplace practices. This may be achieved through:

- attendance at relevant professional development activities
- participation in networks, communities of practices or mentoring activities
- personal development through reading of industry journals.
-

Requirements for RTOs

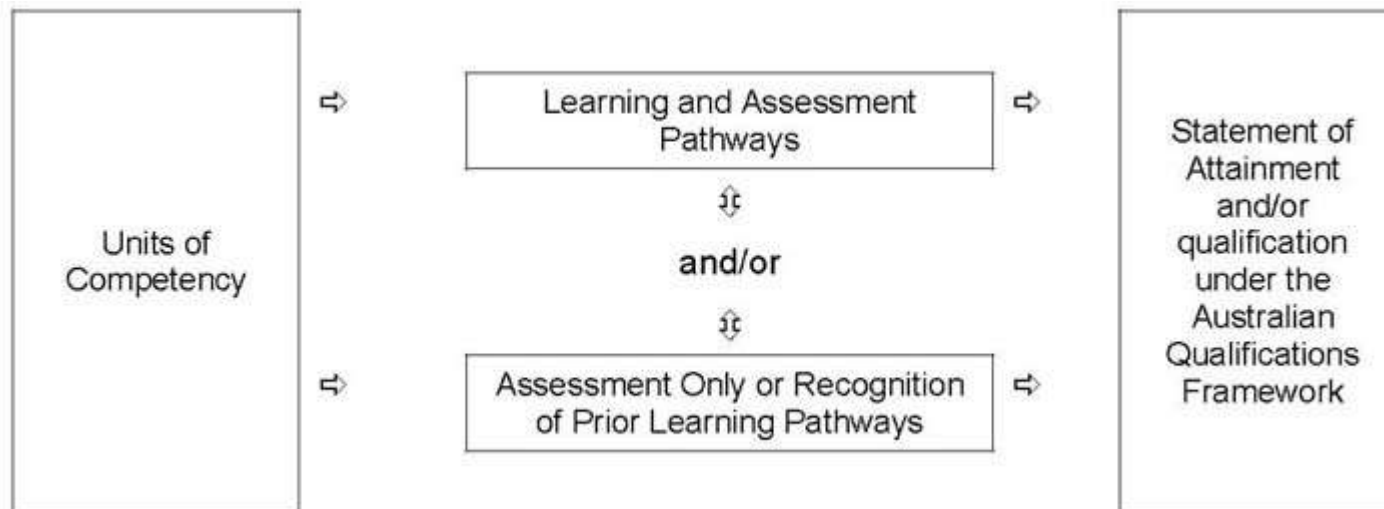
Because of the potentially sensitive nature of some of the cultural information covered in the Certificate IV in Business (Governance) and the Diploma of Business (Governance) particular care should be taken when choosing an appropriately qualified and suitable person or persons to deliver and undertake assessment in these qualifications.

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 Assessment Guidelines of the Training Package, and the AQTF, 2 where relevant, the Australian Qualifications Framework.

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 Australian 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.

Credit Pathways

Credit is the value assigned for the recognition of equivalence in content between different types of learning and/or qualifications which reduces the volume of learning required to achieve a qualification.

Credit arrangements must be offered by all RTOs that offer Training Package qualifications. Each RTO must have a systematic institutional approach with clear, accessible and transparent policies and procedures.

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 acquired, provided that the learning is relevant to the unit of competency outcomes.

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is an assessment process which determines the credit outcomes of an individual application for credit.

The availability of Recognition of Prior Learning (RPL) provides all potential learners with access to credit opportunities.

The recognition of prior learning pathway is appropriate for candidates who have previously attained skills and knowledge and who, when enrolling in qualifications, seek to shorten the duration of their training and either continue or commence working. This may include the following groups of people:

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.

As with all assessment, RPL assessment should be undertaken by academic or teaching staff with expertise in the subject, content of skills area, as well as knowledge of and expertise in RPL assessment policies and procedures.

Assessment methods used for RPL should provide a range of ways for individuals to demonstrate that they have met the required outcomes and can be granted credit. These might include:

questioning (oral or written) consideration of a portfolio and review of contents consideration of third party reports and/or other documentation such as documentation such as articles, reports, project material, papers, testimonials or other products prepared by the RPL applicant that relate to the learning outcomes of the relevant qualification component mapping of learning outcomes from prior formal or non-formal learning to the relevant qualification components

observation of performance, and participation in structured assessment activities the individual would normally be required to undertake if they were enrolled in the qualification component/s.

In a 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. Where the outcomes of this process indicate that the candidate is competent, structured training is not required. The RPL requirements of the AQTF 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, work samples and/or observation of the candidate. The onus is on candidates to provide sufficient evidence to satisfy assessors that they currently hold the relevant competencies. In judging evidence, the assessor must ensure that the evidence of prior learning is:

authentic (the candidate's own work);

- alid (directly related to the current version of the relevant endorsed unit of competency);

- reliable (shows that the candidate consistently meets the endorsed unit of competency);

- current (reflects the candidate's current capacity to perform the aspect of the work covered by the endorsed unit of competency); and

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

Credit Transfer

Credit transfer is a process which provides learners with agreed and consistent credit outcomes based on equivalences in content between matched qualifications.

This process involves education institutions:

mapping, comparing and evaluating the extent to which the defined learning outcomes and assessment requirements of the individual components of one qualification are equivalent to the learning outcomes and assessment requirements of the individual components of another qualification

making an educational judgment of the credit outcomes to be assigned between the matched components of the two qualifications

setting out the agreed credit outcomes in a documented arrangement or agreement, and publishing the arrangement/agreement and credit available.

Combination of Pathways

Credit may be awarded on the basis of a combination of credit transfer plus an individual RPL assessment for additional learning. Once credit has been awarded on the basis of RPL, subsequent credit transfer based on these learning outcomes should not include revisiting the RPL assessment but should be based on credit transfer or articulation or other arrangements between providers.

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 specific requirements on the vocational competence and experience for assessors, to ensure that they meet the needs of industry and their obligations under AQTF, and clarifies how others may contribute to the assessment process where one person alone does not hold all the required competencies.

Assessor Competencies

The AQTF specifies mandatory competency requirements for assessors. For information, Element 1.4 from the AQTF 2007 *Essential Standards for Registration* follows:

1.4		Training and assessment is delivered by trainers and assessors who:
	a)	have the necessary training and assessment competencies as determined by the National Quality Council or its successors, and
	b)	have the relevant vocational competencies at least to the level being delivered or assessed, and
	c)	can demonstrate current industry skills directly relevant to the training/assessment being undertaken, and
	d)	continue developing their Vocational Education and Training (VET) knowledge and skills as well as their industry currency and trainer/assessor competence.
		* See AQTF 2010 <i>Users' Guide to the Essential Standards for Registration</i> Appendix 2

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 judgments 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 relate to the current version of the relevant unit of competency. The current unit of competency can be checked on the National Register < www.ntis.gov.au >.

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 continuous improvement of assessment strategies as required under Standard 1 of the AQTF 2007
- meet the assessment requirements expressed in Standard 1 of the AQTF 2010

Essential Standards for Initial and Continuing Registration.

A key reference for assessors developing assessment tools is TAE10 Training and Education Training Package.

Language, Literacy and Numeracy

The design of assessment tools must reflect the language, literacy and numeracy competencies required for the performance of a task in the workplace and not exceed these expectations.

Conducting Assessment

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

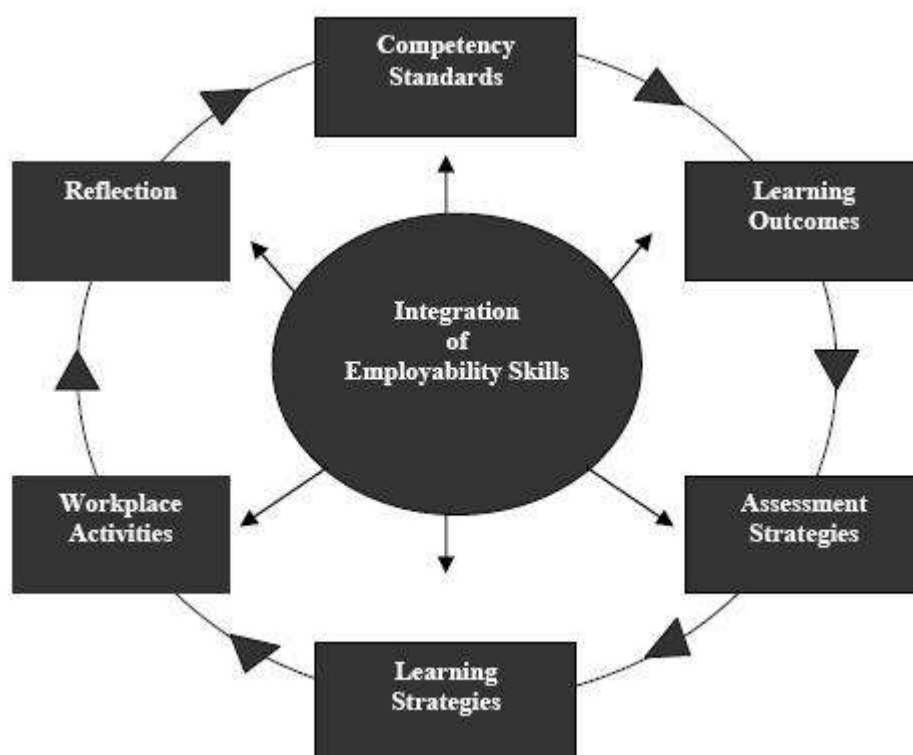
Mandatory Assessment Requirements

Assessments must meet the criteria set out in the 2010 *Essential Standards for Initial and Continuing Registration*. For information, the mandatory assessment requirements from Standard 1 from the AQTF 2010 *Essential Standards for Initial and Continuing Registration* are as follows:

1.5		Assessment, including Recognition of Prior Learning:
	a)	meets the requirements of the relevant Training Package or accredited course,
	b)	is conducted in accordance with the principles of assessment and the rules of evidence, and
	c)	meets workplace and, where relevant, regulatory requirements.
	d)	is systematically validated.

Assessment of Employability Skills

Employability Skills are integral to workplace competency. As such they must be considered in the design, customisation, delivery and assessment of vocational education and training programs in an integrated and holistic way, as represented diagrammatically below.



Employability Skills are embedded and explicit within each unit of competency, and an Employability Skills Summary is available for each qualification. Training providers must use Employability Skills information in order to design valid and reliable training and assessment strategies. This analysis could include:

- reviewing units of competency to locate relevant Employability Skills and determine how they are applied within the unit
- analysing the Employability Skills Summary for the qualification in which the unit or units are packaged to help clarify relevant industry and workplace contexts and the application of Employability Skills at that qualification outcome
- designing training and assessment to address Employability Skills requirements.

Employability Skills in the Business Services Training Package context

BSB07 Business Services Training Package seeks to ensure that industry-endorsed employability skills are explicitly embedded in units of competency. The application of each skill and the level of detail included in each part of the unit will vary according to industry requirements and the nature of the unit of competency.

Employability skills are both explicit and embedded within units of competency. This means that employability skills are:

- embedded in units of competency as part of the other performance requirements that make up the competency as a whole

- explicitly described within units of competency to enable Training Package users to identify accurately the performance requirements of each unit with regard to employability skills.

The National Quality Council has endorsed a model for assessing and reporting Employability Skills, which contains further suggestions about good practice strategies in teaching, assessing, learning and reporting Employability Skills. The model is available from < <http://www.training.com.au/>>.

The endorsed approach includes learners downloading qualification specific Employability Skills Summaries for Training Package qualifications from an online repository at < <http://employabilityskills.training.com.au>>

For more information on Employability Skills in Innovation and Business Industry Skills Council Training Packages go to the Innovation and Business Industry Skills Council website at <http://www.ibsa.org.au>.

Employability Skills are reported on each qualification using the following statement on the qualification testamur: "A summary of the Employability Skills developed through this qualification can be downloaded from <http://employabilityskills.training.com.au> "

Access and Equity

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

Under the rules for their development, Training Packages must reflect and cater for the increasing diversity of Australia's VET clients and Australia's current and future workforce. The flexibilities offered by Training Packages should enhance opportunities and potential outcomes for all people so that we can all benefit from a wider national skills base and a shared contribution to Australia's economic development and social and cultural life.

Reasonable adjustments

It is important that education providers take meaningful, transparent and reasonable steps to consult, consider and implement reasonable adjustments for students with disability.

Under the *Disability Standards for Education 2005*, education providers must make reasonable adjustments for people with disability to the maximum extent that those adjustments do not cause that provider unjustifiable hardship. While "reasonable adjustment" and "unjustifiable hardship" are different concepts and involve different considerations, they both seek to strike a balance between the interests of education providers and the interests of students with and without disability.

An adjustment is any measure or action that a student requires because of their disability, and which has the effect of assisting the student to access and participate in education and training on the same basis as students without a disability. An adjustment is reasonable if it achieves this purpose while taking into account factors such as the nature of the student's disability, the views of the student, the potential effect of the adjustment on the student and others who might be affected, and the costs and benefits of making the adjustment.

An education provider is also entitled to maintain the academic integrity of a course or program and to consider the requirements or components that are inherent or essential to its nature when assessing whether an adjustment is reasonable. There may be more than one adjustment that is reasonable in a given set of circumstances; education providers are required to make adjustments that are reasonable and that do not cause them unjustifiable hardship.

The Training Package Guidelines provides more information on reasonable adjustment, including examples of adjustments. Go to <http://www.deewr.gov.au/tpdh/Pages/home.aspx>.

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

This section provides a list of useful contacts and resources to assist trainers and assessors in planning, designing, conducting and reviewing their programs for this Training Package.

Innovation and Business Skills Australia Level 11

176 Wellington Parade

East Melbourne Vic 3002

Tel: 03 9815 7000

Fax: 03 9815 7001

Web: www.ibsa.org.au

Email: reception@ibsa.org.au

Technical and Vocational Education and Training (TVET) Australia Limited

Level 21, 390 St Kilda Road, Melbourne VIC 3150

PO Box 12211, A'Beckett Street Post Office

Melbourne VICTORIA 8006

Tel: 03 9832 8100

Fax: 03 9832 8198

Email: sales@tvetaustralia.com.au

Web: www.tvetaustralia.com.au

For information on the TAA04 Training and Assessment Training Package contact:

Innovation and Business Skills Australia
Level 11

176 Wellington Parade

East Melbourne Vic 3002

Tel: 03 9815 7000

Fax: 03 9815 7001

Web: www.ibsa.org.au

Email: reception@ibsa.org.au

General resources

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

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

Australian Quality Training Framework 2007 (AQTF 2007) - for information and resources go to www.training.com.au/aqtf2007.

AQTF 2007 Essential Standards for Registration. Training organisations must meet these standards in order to deliver and assess nationally recognised training and issue nationally recognised qualifications. They include three standards, a requirement for registered training organisations to gather information on their performance against three quality indicators, and nine conditions of registration.

AQTF 2007 User's Guide to the Essential Standards for Registration. A Users' Guide for training organisations who must meet these standards in order to deliver and assess nationally recognised training and issue nationally recognised qualifications.

AQTF 2007 Standards for Accredited Courses. State and territory accrediting bodies are responsible for accrediting courses. This standard provides a national operating framework and template for the accreditation of courses.

TAA04 Training and Assessment Training Package. This is available from Innovation and Business Skills Australia (IBSA), the Innovation and Business 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).

Training Package Development Handbook (DEST, August 2007). Can be downloaded from www.deewr.gov.au.

Assessment resources

Training Package Assessment Guides – a range of resources to assist RTOs in developing Training Package assessment materials (originally developed by ANTA with funding from the Department of Education, Training and Youth Affairs) and made up of 10 separate titles, as described at the publications page of www.deewr.gov.au. Go to www.resourcegenerator.gov.au.

Printed and/or CD versions of the guides can be purchased from Technical and Vocational Education and Training (TVET) Australia Limited. 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 (available from TVET).

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

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

Assessment system design and management

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

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

Support for employment, training and assessment of people with specific needs

Association of Competitive Employment (ACE) National Network

ACE represents agencies who deliver open employment services for people who have a disability.

PO Box 5198

Alphington VIC 3078

Tel: 03 9411 4033

Fax: 03 9411 4053

Email: info@acenational.org.au

Website: www.acenational.org.au

Australian Disability Clearinghouse on Education and Training (ADCET)

ADECT provides information about inclusive post-secondary education and training teaching, learning and assessment strategies and support services for people who have a disability.

ADCET

Locked Bag 1335

Launceston TAS 7250

Tel: 03 6324 3787

Fax: 03 6324 3788

Website: www.adcet.edu.au

Australian Association of the Deaf

PO Box 1083

Stafford QLD 4053

Tel: 07 3357 8266

Fax: 07 3357 8377

TTY: 07 3357 8277

Email: aad@aad.org.au

Website: www.aad.org.au

Australian Federation of Deaf Societies

PO Box 1060

Parramatta NSW 2124

Tel: 02 8833 3615

Fax: 02 9893 8333

TTY: 02 9893 8858

Australian Federation of Disability Organisations

247 Flinders Lane

Melbourne VIC 3000

Tel: 03 9662 3324

Fax: 03 9662 3325

Email: office@afdo.org.au

Website: www.afdo.org.au

Blind Citizens Australia

PO Box 24

Sunshine VIC 3020

Tel: 03 9372 6400

Fax: 03 9372 6466

TTY: 03 9372 9275

Freecall: 1800 033 660

Email: bca@bca.org.au

Website: www.bca.org.au

Brain Injury Australia

PO Box 82

Mawson ACT 2607

Tel: 02 6290 2253

Fax: 02 6290 2252

Email: bianational@apex.net.au

Carers Australia

PO Box 73

Deakin West ACT 2600

Tel: 02 6122 9900

Fax: 02 6122 9999

Email: caa@carersaustralia.com.au

Website: www.carersaustralia.com.au

Commonwealth Disability Services Program Contacts

www.facs.gov.au or by telephone:

ACT: 02 6274 5206

New South Wales: 02 263 3818

Northern Territory: 08 8946 3555

Queensland: 07 3360 2800

South Australia: 08 8236 6111

Tasmania: 03 6221 1411

Victoria: 03 9285 8523

Western Australia: 08 9346 5311

Deafness Forum of Australia

The forum coordinates the annual National Hearing Awareness Week, held in the last complete week of August.

218 Northbourne Avenue

Braddon ACT 2612

Tel: 02 6262 7808

Fax: 02 6262 7810

TTY: 02 6262 7809

Email: info@deafnessforum.org.au

Website: www.deafnessforum.org.au

Website: www.hearingawareness.org.au

Mental Health Foundation Australia

270 Church Street

Richmond VIC 3121

Tel: 03 9427 0407

Fax: 03 9427 1294

Email: admin@mhfa.org.au

Website: www.mhfa.org.au

National Council on Intellectual Disability

PO Box 771

Mawson ACT 2607

Tel: 02 6296 4400

Fax: 02 6296 4488

Email: ncid@dice.org.au

Website: www.dice.org.au

National Ethnic Disability Alliance

PO Box 381

Harris Park NSW 2150

Tel: 02 9687 8933

Fax: 02 9635 5355

TTY: 02 9687 6325

Website: www.neda.org.au

Physical Disability Council of Australia Ltd

PO Box 77

Northgate QLD 4013

Tel: 07 3267 1057

Fax: 07 3267 1733

Email: pdca@pdca.org.au

Website: www.pdca.org.au

SANE Australia

PO Box 226

South Melbourne VIC 3205

Tel: 03 9682 5933

Fax: 03 9682 5944

Freecall: 1800 18 SANE

Email: info@sane.org

Email: helpline@sane.org

Website: www.sane.org

SAI Global

Standards Australia publications distributor.

Tel: 131 242

Fax: 1300 65 49 49

Email: sales@sai-global.com

Website: www.saiglobal.com

Standards Australia

Standards Australia develops standards and codes for building access.

Standards Australia Limited

Level 10, The Exchange Centre
20 Bridge Street
Sydney NSW 2000
Tel: 1800 035 822
Email: mail@standards.org.au

Women with Disabilities Australia WWDA

PO Box 605
Rosny Park TAS 7018
Tel: 03 6244 8288
Fax: 03 6244 8255
Email: wwda@ozemail.com.au
Website: www.wwda.org.au

For information on the TAE10 Training and Education Training Package contact: Innovation & Business Skills Australia

Telephone: (03) 9815 7000

Facsimile: (03) 9815 7001

Email: virtual@ibsa.org.au

Web: www.ibsa.org.au

General Resources

AQF Implementation Handbook, Fourth Edition 2007. Australian Qualifications Framework Advisory Board, 2002 < www.aqf.edu.au>

Australian Quality Training Framework (AQTF) and AQTF 2010 Users" Guide to the Essential Standards for Registration
<http://www.training.com.au/pages/menuitem5cbe14d51b49dd34b225261017a62dbc.aspx>

For general information and resources go to <http://www.training.com.au/>

The National Register is an electronic database providing comprehensive information about RTOs, Training Packages and accredited courses - < www.ntis.gov.au>

The Training Package Development Handbook site provides National Quality Council policy for the development of Training Packages. The site also provides guidance material for the application of that policy, and other useful information and links.
<http://www.deewr.gov.au/Skills/Overview/Policy/TPDH/Pages/main.aspx>

Assessment Resources

Registered training organisations (RTOs) are at the forefront of vocational education and training (VET) in Australia. They translate the needs of industry into relevant, quality, client-focussed training and assessment.

RTOs should strive for innovation in VET teaching and learning practices and develop highly flexible approaches to assessment which take cognisance of specific needs of learners, in order to improve delivery and outcomes of training.

Resources can be purchased or accessed from: TVET Australia provides an integrated service to enable users of the national training system to identify and acquire training materials, identify copyright requirements and enter licenses for use of that material consistent with the scope and direction of the NQC. <http://www.productservices.tvetaustralia.com.au/>

Appendices

Appendix A: Training and Assessment for People with Specific Needs

Disability Standards for Education were formed under the Disability Discrimination Act 1992 and were introduced in August 2005; they clarify the obligations of education and training providers to ensure that students who have a disability are able to access and participate in education without experiencing discrimination.

DEST provides further information in the *Disability Standards for Education 2005 Guidance Notes*, accessible via the DEST website (www.dest.gov.au/NR/rdonlyres/11D73DAB-5477-42F2-AB39-BE2F5BD9BC04/15407/DisabilityStandards_GuidanceNotes_004_screen.pdf).

Good vocational education and training and assessment is often about making adjustments to what we do to meet the learning support needs of individuals. The information provided in this section is aimed at assisting teachers/trainers to meet the reasonable adjustment needs of people who have a disability.

According to the Australian Bureau of Statistics (ABS), 2003, *Survey of Disability, Ageing and Carers (SDAC)* in the section on education and employment:

‘In 2003, one in four people (24%) aged 15–64 years with a profound or severe core-activity limitation, who were living in households, had completed Year 12. This compares to half (49%) of those without a disability. People with a profound or severe core-activity limitation were less likely to have completed a diploma or higher qualification (14%) than those without a disability (28%).’

Employment-related findings, for people aged 15–64 years living in households, from the ABS 2003 *SDAC* include:

- those with a profound level of core-activity limitation had a much lower labour force participation rate (15%) than people without a disability (81%)
- people with a disability who were employed were more likely to work part-time (37%) than those who were employed and did not have a disability (29%)
- people employed in agriculture, forestry and fishing (16%) had a relatively high disability rate

compared to the overall rate for those employed (11%).’

Clearly there is much work still to be done to ensure people who have a disability are able to participate in vocational education and training and employment as fully as possible.

What is a disability?

A disability presents some impairment to everyday activity. Some people with a disability do not have any impairments resulting from their disability. For example, a person who has a hearing impairment which is compensated for by a hearing aid may function without any adjustments. While some people with a disability may have an impairment because of the environment, not the disability itself. For example, hearing loss can be accentuated in a room with loud, competing noise and poor acoustics.

A disability may affect or relate to a range of human functions including mobility, stamina, lifting ability, memory, vision, hearing, speech, comprehension and mood swings. This may be due to accidents, illness or birth.

According to the ABS 2003 *SDAC*:

‘one in five people in Australia (3,958,300 or 20.0%) had a reported disability. This rate was much the same for males (19.8%) and females (20.1%). Disability was defined as any limitation, restriction or impairment, which has lasted, or is likely to last, for at least six months and restricts everyday activities. Examples range from hearing loss which requires the use of a hearing aid, to difficulty dressing due to arthritis, to advanced dementia requiring constant help and supervision.’

The ABS 2003 *SDAC* information also tells us that:

‘15.2% (600 300) of people with a disability reported that the cause of their main health condition was accident or injury, 14% (557 300) that it was disease, illness or heredity, and 11% (423,500) that it was "working conditions, work or over-work".’

Health conditions can also be acquired through sporting accidents, repetitive or over-use (through regular or sporting activities), or the daily activities of life.

There are many resources available that provide information on how to adjust training and assessment for someone who has a disability; some of these are listed below.

Adjustments in training and assessment

An open mind, common sense and tailoring to individual circumstances will, as often as not, ensure individuals achieve the standards employers and training providers expect. Reasonable adjustments need only be that – reasonable. It is about identifying what adjustments might

reasonably be made and how they may be put into place.

Training and assessment can be made more appropriate and fair for a person who has a disability through attitude, preparation and application.

Attitude

The attitude of others is often the greatest barrier for people who have a disability. While most people who have a disability will only ever require minor adjustments to ensure learning is positive, some will require additional support. There are many support agencies who can provide advice, however teachers/trainers may need to take additional time to ensure their teaching/training meets the learning support needs of the individual concerned.

Positive language creates an atmosphere of mutual respect, which is essential to learning. For example, using language that identifies learners as people rather than language that identifies them by one of their characteristics conveys that the person is more important than the characteristic, such as the difference between a 'person who has an intellectual disability' and an 'intellectually disabled person'. A person who has an intellectual disability could also be identified by a range of equally important characteristics – height, age, sporting interests. However, the term 'intellectually disabled person' refers to the disability as the major, and often only, defining characteristic.

Preparation

It is important to identify any functional issues arising from the nature and extent of a person's disability. This can usually be done by discussing such issues with the individual. In most cases, this consultation will identify reasonable adjustment needs which can be put into place. There are many simple things that teachers/trainers can do to make reasonable adjustments to enable individuals who have a disability to succeed in training and assessment. In some cases, professional support may be required.

Application

Once reasonable adjustments have been implemented it is important to monitor and evaluate what has been done to ensure the best environment for continuous learning because:

- adjustments may only need to be temporary – i.e. mechanisms may only need to be in place during an induction period or due to a temporary disability, in which case evaluation will ensure appropriateness without the need for ongoing monitoring
- adjustments may need reinforcing – when adjustments need to be ongoing, monitoring may reinforce patterns of behaviour in order for them to become 'natural'
- adjustments may need improving – where adjustments are ongoing or substantial, a commitment to continuous improvement is recommended through monitoring.

In most cases an informal discussion with the person concerned may be all that is necessary. However, should adjustments be substantial, or a learner not be acquiring competence at a

reasonable rate, a more formal process may be required. This may include:

- performance indicators – training providers, learners and employers should have agreed indicators of performance which can be measured and monitored
- independent support – a third party independent of the training and/or assessment environment may need to be involved
- experimentation – if existing adjustments are not proving satisfactory, creative solutions may be needed
- continuing review – formal monitoring is encouraged if adjustments are changed or if substantial adjustments are necessary.

For further information on training and assessment for people with specific needs, the DEST website has information about the Disability Coordination Officer Programme, which ‘provides information, co-ordination and referral services for people with a disability interested in or enrolled in post-school education and training’ (www.dest.gov.au).

Reasonable adjustment

Below are some of the practical things that can be done as part of providing reasonable adjustment to learners with specific support needs to enable them to undertake training and assessment. Clearly, each case will be different and will need to be discussed with the person and in some cases expert help will be needed, at least in the initial stages.

Type of Disability	Reasonable Adjustment	
Acquired brain injury	Memory aids (posters, notes etc.) Reflective listening skills Stress minimisation Time and patience	
Hearing impairment	Audio loops for people using hearing aids Plain English documents Fire and alarm systems with flashing lights Sign language interpreters Telephone typewriters	
Intellectual disability	Additional time Assessment which is appropriate to the skill (i.e. avoiding written assessment for practical tasks) Mentors Plain English documents	

	Practical learning sessions Repetition of learning exercises	
Mobility impairment	Access to aids such as for holding documents Adjustable tables Lifting limits Note taking support Oral rather than written presentations Personal computer Wheelchair access	
Psychiatric disability	Identification and avoidance of stresses Ongoing rather than formal assessments Reflective listening skills ‘Time-out’ breaks in assessment	
Speech impairment	Information summaries Stress minimisation Time and patience Written rather than verbal opportunities	
Vision impairment	Additional writing time for assignments/tests Audio tapes Braille translations Enlarged computer screen images Enlarged text and images Good lighting or reading lamps Guide dog provision Informing the person before moving furniture Voice synthesisers on computers	

Sources of support for employment, training and assessment

There are many sources of support in the employment, training and assessment of a person who has a disability; some of these are listed below.

Association of Competitive Employment (ACE) National Network

ACE represents agencies who deliver open employment services for people who have a disability.

PO Box 5198
Alphington VIC 3078
Ph: (03) 9411 4033
Fax: (03) 9411 4053
Email: info@acenational.org.au
Website: www.acenational.org.au

Australian Disability Clearinghouse on Education and Training (ADCET)

ADECT provides information about inclusive post secondary education and training teaching, learning and assessment strategies and support services for people who have a disability.

ADCET
Locked Bag 1335
Launceston TAS 7250
Ph: (03) 6324 3787
Fax: (03) 6324 3788
Website: www.adcet.edu.au

Australian Association of the Deaf

PO Box 1083
Stafford QLD 4053
Ph: (07) 3357 8266
Fax: (07) 3357 8377
TTY: (07) 3357 8277
Email: aad@aad.org.au
Website: www.aad.org.au

Australian Federation of Deaf Societies

PO Box 1060
Parramatta NSW 2124
Ph: (02) 8833 3615
Fax: (02) 9893 8333
TTY: (02) 9893 8858

Australian Federation of Disability Organisations

247 Flinders Lane
Melbourne VIC 3000
Ph: (03) 9662 3324
Fax: (03) 9662 3325
Email: office@afdo.org.au
Website: www.afdo.org.au

Blind Citizens Australia

PO Box 24
Sunshine VIC 3020
Ph: (03) 9372 6400
Fax: (03) 9372 6466
TTY: (03) 9372 9275
Freecall: 1800 033 660

Email: bca@bca.org.au
Website: www.bca.org.au

Brain Injury Australia

PO Box 82
Mawson ACT 2607
Ph: (02) 6290 2253
Fax: (02) 6290 2252
Email: bianational@apex.net.au

Carers Australia

PO Box 73
Deakin West ACT 2600
Ph: (02) 6122 9900
Fax: (02) 6122 9999
Email: caa@carersaustralia.com.au
Website: www.carersaustralia.com.au

Commonwealth Disability Services Program Contacts

<http://www.facs.gov.au> or by telephone:

ACT (02) 6274 5206
New South Wales (02) 263 3818
Northern Territory (08) 8946 3555
Queensland (07) 3360 2800
South Australia (08) 8236 6111
Tasmania (03) 6221 1411
Victoria (03) 9285 8523
Western Australia (08) 9346 5311

Deafness Forum of Australia

The forum coordinates the annual National Hearing Awareness Week, held in the last complete week of August.

218 Northbourne Avenue
Braddon ACT 2612
Ph: (02) 6262 7808
Fax: (02) 6262 7810
TTY: (02) 6262 7809
Email: info@deafnessforum.org.au
Website: www.deafnessforum.org.au
Website: www.hearingawareness.org.au

Mental Health Foundation Australia

270 Church Street
Richmond VIC 3121
Ph: (03) 9427 0407
Fax: (03) 9427 1294
Email: admin@mhfa.org.au

Website: www.mhfa.org.au

National Council on Intellectual Disability

PO Box 771

Mawson ACT 2607

Ph: (02) 6296 4400

Fax: (02) 6296 4488

Email: ncid@dice.org.au

Website: www.dice.org.au

National Ethnic Disability Alliance

PO Box 381

Harris Park NSW 2150

Ph: (02) 9687 8933

Fax: (02) 9635 5355

TTY: (02) 9687 6325

Website: www.neda.org.au

Physical Disability Council of Australia Ltd

PO Box 77

Northgate QLD 4013

Ph: (07) 3267 1057

Fax: (07) 3267 1733

Email: pdca@pdca.org.au

Website: www.pdca.org.au

SANE Australia

PO Box 226

South Melbourne VIC 3205

Ph: (03) 9682 5933

Fax: (03) 9682 5944

Freecall: 1800 18 SANE

Email: info@sane.org

Email: helpline@sane.org

Website: www.sane.org

SAI Global

Standards Australia publications distributor.

Ph: 131 242

Fax: 1300 65 49 49

Email: sales@sai-global.com

Website: www.saiglobal.com

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Standards Australia Limited

286 Sussex Street

Sydney NSW 2000

GPO Box 476
 Sydney NSW 2001
 Ph: (02) 8206 6000
 Email: mail@standards.org.au
 Website: www.standards.org.au

Women with Disabilities Australia (WWDA)

PO Box 605
 Rosny Park TAS 7018
 Ph: (03) 6244 8288
 Fax: (03) 6244 8255
 Email: wwda@ozemail.com.au
 Website: www.wwda.org.au

Appendix B: Assessment for Indigenous Organisations

Aboriginal and Torres Strait Islander Aboriginal and Torres Strait Islander people have expressed concern about the importance of developing assessment processes along appropriate lines.

There are four main areas of concern:

- diversity
- cultural appropriateness
- community control
- accreditation.

Diversity

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

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

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

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

Cultural appropriateness

The term culture is used in a broad sense, it refers to:

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

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

It is understood that Aboriginal and Torres Strait Islander people may:

- learn better in groups than individually
- learn better in the surroundings of their community than in an institutional environment
- prefer oral communications to written forms
- learn on the basis of trial and error in the presence of an experienced person in preference to concept building approaches
- have a highly developed sense of spatial relations by which they learn; hence stories, maps and pictures would be preferable to oral explanations.

To be effective, it is necessary that training and assessment recognises, adopts and practises appropriate delivery and assessment approaches.

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

There are a number of ways a Registered Training Organisation (RTO) can establish and maintain culturally appropriate training and assessment practices, including:

- ensuring a high proportion of Aboriginal and Torres Strait Islander participation in all aspects of planning, development, delivery and evaluation
- establishing and maintaining a collaborative relationship with local Aboriginal and Torres Strait Islander communities
- as a mainstream (non-Indigenous) RTO, establishing auspice relationships with Aboriginal and

Torres Strait Islander organisations and individuals, including direct and indirect involvement of persons identified as appropriate by the local community

- ensuring ongoing training of non-Aboriginal and Torres Strait Islander staff at all levels of the RTO, delivered by Aboriginal and Torres Strait Islander personnel.

Community control

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

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

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

It is important that training providers and assessors respect and conform to the practice of community control which underpins this field within the BSB07 Business Services Training Package.

Accreditation

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

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

Secondly, until this time, recognition of current competence (RCC) has been under-utilised.

Individuals may demonstrate competence in complete units of competency through formal training, informal training or the recognition of current competence/skills, resulting in qualifications/Statements of Attainment being awarded as appropriate.

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

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

A flexible approach to assessment will be required by RTOs in order to meet the requirements of Aboriginal and Torres Strait Islander organisations and individuals under this domain within the BSB07 Business Services Training Package.

Assessment in Aboriginal and Torres Strait Islander Communities

The guiding principles that underpin assessment include:

- assessment should be transparent i.e. clearly seen and understood by the candidate and others
- assessment should empower the candidate on the basis of consent, self-assessment and

responsibility for the process

- any Board members or prospective Board members should have opportunities to demonstrate their competence/skills
- Board activities may be used as the context for assessment where possible (known as on-the-job assessment or workplace assessment); there may also be opportunities to include evidence from other relevant situations
- assessment should involve designated community experts working in collaboration with RTO assessors in order to provide appropriate recognition of cultural and community knowledge and skills
- assessments must provide constructive feedback to candidates and support for further competency development
- assessments must provide a Statement of Attainment or qualification listing the units of competency achieved
- records of candidate achievement maintained by the RTO must record the Statement of Attainment listing the units of competency achieved or qualifications achieved as required by the AQTF 2007
- a record of demonstrated competencies will assist in role clarification and performance appraisals in the workplace.

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

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

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

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

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

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

Appendix C: VET in Schools

What is VET in Schools?

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

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

How are VET in Schools programs structured?

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

- schools can be a Registered Training Organisation (RTO) in their own right
- school sectoral bodies (such as Boards of Studies or regional offices) can hold RTO status on behalf of a group of schools
- schools can work together in a partnership with an RTO.

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

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

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

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

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

Appropriate Qualifications for VET in Schools

IBSA acknowledges links between schools, businesses and the community, and strongly supports young people combining schooling with VET and workplace learning.

It is essential that all VET qualifications gained through a VET in Schools program are consistent with the outcomes detailed in the Training Package.

The AQTF 2007 Standards for Registered Training Organisations set out minimum competency standards for staff responsible for the delivery of training and the conducting of assessments; and they ensure that VET specialists have skills and competencies consistent with Training Package requirements. All schools using their own teachers for VET delivery must also be aware of the AQTF 2007 requirement for assessors to hold relevant vocational competencies, at least equal to that being delivered and assessed, in addition to teaching and assessment competence.

Schools that are RTOs generally deliver Certificate I and II qualifications. Some schools, in most states and territories, may also offer part or all of Certificate III and IV qualifications. However, the delivery of these higher qualifications often requires a partnership arrangement and presents some significant challenges as detailed below.

Schools are encouraged to establish partnerships with industry and effective work placement arrangements to maximise the quality of outcomes for students and industry alike. Recognition of competence gained through voluntary, part-time or vacation work not directly related to the industry focus of the qualification should also be considered.

Certificates I and II

Certificate I and Certificate II qualifications are the most suitable for use in VET in Schools programs. These qualifications are often preparatory in nature or include skills that can be readily trained and assessed in a school setting. For example, many of the units in Certificate I and II, Information Technology or Business qualifications describe skills that are considered foundation skills for any employment situation. However, even at this level, schools must ensure adequate attention is paid to the effective assessment of competencies dealing with work environment or Employability Skills.

Certificate III

The AQF descriptor for Certificate III qualifications includes performance expectations such as skills transference to new environments and the prospect of potential responsibility for others. A Certificate III qualification is premised on the understanding that it provides a vocational outcome in its own right and stretches beyond 'preparation for work'. It may even reflect a trade outcome. Some Certificate III qualifications, or the units of competency packaged to make up the qualification.

For these reasons, effective learning and assessment in a completely institutional environment is extremely difficult to achieve. While some 'technical' skills may be effectively learnt and assessed in an appropriately structured, simulated environment, work environment-related competencies

pose significant challenges. In these cases, Statements of Attainment for individual units are usually more appropriate than the award of full qualifications.

Certificate IV

At this AQF level, individuals need to demonstrate competence characterised by a degree of unpredictability, varying contexts, critical appraisal and management of diverse and perhaps questionable information and the assumption of responsibility for the quality and quantity of one's own work and often the work of others. Some Training Packages consider their Certificate IV graduates to be 'associate professionals and supervisors'.

It is highly unlikely that a full Certificate IV qualification could be achieved in a school environment, other than through a schools-based New Apprenticeship.

Work Placement

Work placement usually involves students spending an extended period of time in a workplace gaining experience and skills, and undergoing an assessment process related to the attainment of a qualification in a specific occupational field.

An essential feature of school–industry programs is that they involve students spending some time learning in a workplace. In recent years an increasing number of effective structured workplace learning programs have made significant progress towards greater workplace integrity for those industry training programs that are delivered predominantly off-the-job. The implementation of Training Packages means that structured workplace learning must be a consideration for all RTOs, not only schools, in the delivery of training programs.

Principles for quality workplace learning

The Ministerial Council on Employment, Education, Training and Youth Affairs (MCEETYA) endorsed the Principles for Quality Workplace Learning for school students engaged in VET programs throughout Australia. All states and territories apply the principles to their work placement programs although the nature and extent of work placement programs varies across states and territories.

The broad MCEETYA principles are documented below.

Quality workplace learning is integrated into a program

- It operates within a framework which provides the opportunity for all students to access it, though not all students may choose to do so; and
- It operates within the context of vocational courses, which are recognised by industry, are responsive to industry needs and forms part of a student's exit credential.

Quality workplace learning is structured

- It has a clearly articulated and documented purpose;
- There are clearly identified and documented learning outcomes for students within accredited programs, which are linked to post-school qualifications;
- They are of sufficient duration and depth to enable students to acquire a reasonable understanding of the enterprise/industry to demonstrate competence according to industry standards of at least level 1 of the AQF;
- There is a matching between the students' skills and interests and the work placements; and
- Students, teachers and employers are thoroughly prepared beforehand so that the expectations and outcomes of the work placement are clearly understood by all parties.

Quality workplace learning is monitored

- The learning is coordinated by personnel with appropriate expertise and adequate resources; and
- Support should be made available to students and employers throughout the course of the work placement.

Quality workplace learning is regulated

There are clearly stated procedures designed to ensure that:

- Students are protected from moral and physical danger;
- Students work in a non-discriminatory and harassment free environment;
- Students receive appropriate training and instruction in occupational health and safety; and
- Students are not exploited by being continuously engaged in a production or service capacity or used to substitute for the employment of employees and payment of appropriate wages.
- The students are required to understand the roles and responsibilities of employees in the workplace and are expected to follow the directions of the workplace supervisors and the other employees.

Quality workplace learning is assessed

- The assessment, according to industry standards, is of students' competencies achieved in the workplace which contributes to the overall assessment of the program; and
- There are mechanisms for the recording and reporting of students' competencies.

There is a strong correlation between these MCEETYA quality principles and the OECD characteristics of high quality learning programs detailed below.

The major 14-country study entitled *From Initial Education to Working Life: Making Transitions Work* by the OECD identified 10 characteristics of high quality workplace learning programs. These are:

Work placements that are long enough for real learning to take place.

Systematic analysis of the training capacity of the workplace, to see what it can realistically supply.

A formal training plan, setting out what has to be taught and learned, and clarifying the work-based and school-based parts of a student's program.

Employer involvement in student selection for work placements.

The presence of a trained program coordinator, able to liaise between the school and the firm and troubleshoot when problems occur.

The use of qualified, highly competent workers as workplace trainers or mentors.

Regular face-to-face contact between the coordinators and employers and in-firm supervisors.

Monitoring of the students on the job by the program coordinator.

The evaluation of student performance against the training plan at the end of the placement, with the evaluation carried out by the job supervisor and coordinator jointly.

Deliberate efforts by schools to relate what has been learned at work to students' school-based learning. (Source: OECD, 2000, *From Initial Education to Working Life: Making Transitions Work*. Organisation for Economic Cooperation and Development, Paris.)

Effective work placement is characterised by:

- activities that complement off-the-job learning programs
- clearly articulated and documented purpose
- development of appropriate attitudes towards work
- development of competence in designated industry skills and Employability Skills
- facility for on-the-job practice of skills acquired in a classroom
- flexibility
- learning in a range of behaviours appropriate to the relevant industry
- opportunities for work-based assessment
- regular and frequent use of current technology and equipment
- relevance to the VET qualification being undertaken
- recognition of student readiness
- support of industry partners.

Beyond the above, a number of other provisions are necessary for a successful work placement program. The credibility of work placements and any resultant recognition of competence requires a degree of 'seriousness' if the outcomes are to be valued by individuals and industry clients of the VET system.

It is suggested that stakeholders involved in the planning and management of work placements carefully consider and implement the following general principles:

That the RTO assume responsibility for finding placements and validating the arrangements.

That the workplace has the appropriate resources, tools and staff to conduct the placement with compliance to any legislative requirements.

That there be regular validation by the RTO that the student and assessor, where relevant, are operating according to RTO AQTF 2007 standards.

That a student on work placement must be covered by injury insurance.

That there is a formal contract setting out each party's responsibilities and obligations.

That, where possible, the workplace has on site a qualified workplace trainer and assessor in 'direct line' control of the student (to avoid training and assessment by 'proxy').

That if the placement is for assessment only then there must be clearly documented assessment tasks specifically related to the unit being assessed and evidence retained to support achievement of competence (for both best practice recording purposes and audit/appeal).

That if the placement also includes training then any 'academic pass' cannot be bestowed prior to the placement as clearly all of the learning components have not been undertaken nor can they be assessed in advance if they have not been learned.

That the training be directly related to achievement of competence while recognising the likely

acquisition of other skills and knowledge.

That where assessment occurs it be clearly related to a unit of competency relevant to the work placement.

That where more than one performance criteria (possibly over more than one unit) is being assessed there must be a clearly linked and documented relationship between the assessment and the PC.

That the qualifications level be appropriate in context i.e. if it is advanced programming OO there must be an advanced OO programming task observed and assessed

That the actual variables of the PC be documented for audit purposes and for verification of appropriateness of the range in the work placement.

In some state and territory school systems, part-time student work in an appropriate workplace may be used to fulfil work placement requirements and virtual/simulated work placements may also be legitimate.

Appendix D: Assessment in a simulated environment

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

Assessment within a simulated environment may be required because:

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

Given that simulation may be used and is often indicated as an option for assessment within the Business Services Training Package the following advice is provided:

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

Are there opportunities to:

- test the full range of equipment?

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

Appendix E: New Approaches to Units and Qualifications in IBSA Training Packages

The IBSA Perspective

IBSA industries directly employ 20% of the Australian workforce and contribute over one third of Australia's Gross Domestic Product.

Specialists from within IBSA sectors are employed everywhere – human resource managers, accountants, IT specialists, administrative personnel, trainers and assessors are employed in all industries. Blended occupations combine business and management skills with other industry specialisations. Individuals working in the IBSA cultural industry fuel our creative economy.

Sole traders	Continual creation of new industries	Technological convergence	Existing workers needing higher level skills	Global contexts
Diverse workers	Rapid change	Compliance	Outsourcing	Remote working
Blended occupations	Individual responsibility for developing and maintaining skills	Continually shifting business partnerships and alliances	Virtual enterprises	Knowledge workers
Mature workers have different skilling and recognition needs	Needs of entry level workers for full qualification			

These are the emerging features and trends within IBSA industries; what holds true for IBSA

within its own industries is also true beyond its industry portfolio.

A detailed set of design principles has been created to facilitate a more cohesive development approach across IBSA's different sectors.

These are divided as follows:

- conceptual clarity
- rationalisation and what it really means
- qualification design
- skill set design
- unit design.

Conceptual Clarity

Issue	Guiding Principles
Nature of competence – fit between performance and outcomes as opposed to skills and knowledge	<ul style="list-style-type: none"> • content will be developed on the understanding that competence (and therefore units of competency) comprises a specification of knowledge and skill and the application of that knowledge and skill to the standard of performance required in the workplace • IBSA Training Packages acknowledge the importance of essential and pre-vocational skills and may therefore incorporate units that have no direct workplace outcome e.g. creative thinking units, financial literacy units • each component of a unit of competency will be considered as an integral part of the unit and of equal importance • each unit will be developed and checked to ensure it reflects the four components of competency: task skills, task management skills, contingency management skills, job/role environment skills
Nature of competence – transferability and context	<ul style="list-style-type: none"> • IBSA will pro-actively engage with the system to explore issues around transferable skills and transfer of learning, and how this might be encouraged and fostered in different industry sectors and delivery contexts • units will begin to articulate expectations in relation to transferability under the unit section 'Application of this unit'
Recognition	<ul style="list-style-type: none"> • content development will acknowledge the importance of respecting an individual's right to recognition with a separate unit of competency where the combination of skills, knowledge, performance and outcomes can be considered unique with no realistic expectation of skills transfer to different contexts • content development will acknowledge the need to provide

separate recognition of performance, skills and knowledge which hold a unique place in a given industry context due to factors such as: licensing or other regulation, accreditation, professional organisation membership, cultural considerations

•

Rationalisation

Rationalisation and the reduction of unnecessary duplication is a national priority, though there is currently no agreed national definition of rationalisation. To provide clarity around this issue, IBSA has defined rationalisation as the re-structuring and streamlining of existing Training Package content to:

- reduce duplication within and between training products
- provide a cohesive and flexible set of national training products to meet the skill development needs of industry, the community and individuals.

Issue	Guiding Principles
Rationalisation purpose	<ul style="list-style-type: none"> • rationalisation initiatives will be based on clear evidence of benefits for users • benefits of rationalisation will be articulated and documented in the context of specific review and development work
Overall rationalisation approach	<ul style="list-style-type: none"> • primary focus of IBSA's rationalisation initiatives will be to identify commonalities across sectors, achieve better integration and reduce unnecessary duplication so that the new framework better reflects the changing nature of work
Rationalisation priorities	<ul style="list-style-type: none"> • focus of IBSA's short-term rationalisation efforts will be in key areas: <ul style="list-style-type: none"> • existing units and qualifications • units and qualifications which are the most widely used (based on NCVER and other data) • Training Packages due for review • new development • units and qualifications that have the most potential for wide use to meet emerging needs (e.g. innovation, creativity, design)
Rationalisation across contexts	<ul style="list-style-type: none"> • focus of IBSA rationalisation across workplace contexts will be placed on units and qualifications where the following criteria apply: <ul style="list-style-type: none"> • units, skill sets and qualifications covering priority skills areas where convergence is occurring and there is evidence-based demand for better integration (e.g. digital content) • established or emerging pattern of career path movement across contexts

- use of broadly similar technologies in the application of skills
 - use of underpinning literacies which are broadly similar in nature, scope and level of importance to a given task
 - well-argued case around transferability of skills and knowledge between contexts
 - reasonable expectation of system in terms of capacity to deliver on transferable skills
- Rationalisation across qualification levels
- starting point for review/development of units will be the identification of different skills, knowledge and outcomes with no assumption of a unit to fit every AQF level
 - development of units for packaging at different qualification levels will therefore depend on the identification of different skills, knowledge and outcomes
 - differentiation between units packaged at different qualification levels in the same skill area and the relationship between such units, will be clearly articulated in all unit components
 - individual units of competency have different degrees in terms of scope and complexity; IBSA development supports the position that it is qualifications which have AQF levels and not individual units of competency
 - qualification packaging rules will allow some units to be packaged across a range of AQF levels to provide appropriate flexibility

•

Qualification Design

Issue

Starting points for developing qualifications

Guiding Principles

- IBSA will construct brief but meaningful profiles from the Industry Skills Report (ISR) about emerging patterns of work, with these profiles forming the basis for qualification review and development
- in the short-term absence of reliable ISR data, the research and analysis phase of unit and qualification review or development will place a much stronger emphasis on emerging industry trends and demand
- developers will consider emerging patterns of work and provide clear justification and evidence of need for proposed qualification structures
- developers will consider the benefits of developing qualifications based around function rather than specific industry context to better reflect emerging patterns of work
- IBSA Training Packages will support and confirm the place of

Overall approach to qualification structure	<p>qualifications that may reach beyond existing notions of ‘occupational outcomes’ to reflect broad and varied individual, community and industry needs</p> <ul style="list-style-type: none"> flexibility and options will be a key feature of all qualifications to allow for ongoing change – restrictive ‘rules’ will be kept to a minimum packaging of a qualification requires that elective units be selected from an equivalent level qualification unless otherwise stated
Qualification titling and specialisation	<ul style="list-style-type: none"> qualifications will be developed around a broad understanding that national policy on qualification titling will become more flexible to allow the nomination of specialisations in brackets after the main qualification title specialisations and requirements to achieve the specialisations, will be nominated within each qualification nominated specialisations will be based on consultation around the following criteria: <ul style="list-style-type: none"> evidence-based established and emerging occupational outcomes, within and outside, traditional industry boundaries relevant links to accreditation or licensing industry development objectives and skills shortages process and guidelines for the creation of new specialisations will be nominated as part of the supporting information for qualifications
Embedding qualifications	<ul style="list-style-type: none"> IBSA has adopted a flexible approach to qualifications that allows for: <ul style="list-style-type: none"> stand-alone qualifications partial embedded based on clear evidence of need optional embedding through flexible elective choice based on clear evidence of need where specific licensing or accreditation requirements apply, those requirements will guide the structure of the qualification IBSA will add additional flexibility to any fully nested/embedded qualifications
Parity of qualifications	<ul style="list-style-type: none"> an overarching principle is that the content of qualifications will be determined by the relevant outcomes and by the way skills and knowledge are developed in different contexts development of qualifications in various IBSA sectors will be used to inform a set of guidelines around qualification parity to address issues raised by vastly divergent development philosophies

Licensing

- IBSA will scope areas under its coverage impacted by licensing and determine priorities for action
- IBSA will identify and participate in current licensing projects which impact its industry sectors
- relevant qualifications will be developed in the context of current and emerging links between licensing and the training system

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Skill Set Design

Issue

Guiding Principles

Skill sets as part of IBSA Training Packages

- skill sets are a design methodology that can be applied to provide more flexible training and skill development options within the national training system and will therefore be considered a priority development area across IBSA sectors
- NQC has supported the skill set concept (30 June 2006), defined as follows:
 - Those single units or combinations of units which link to a licence or regulatory requirement, or defined industry need.
- other skill sets may be identified and an RTO will still be able to identify a relevant combination of units to meet local, enterprise or individual needs.
- Training Package Development Handbook guides the identification of skill sets
- IBSA views skill sets as a cluster of one or more units where achievement of competency in the units links to one or more of the following:
 - industry or community recognition, meeting an identified area of skill need/skill shortage
 - industry certification/accreditation
 - regulatory compliance
 - a licence to operate in a given context
 - vendor certification
- all future IBSA development and review projects will include consideration of the need for skill set development and involve consultation with industry, the training system and individuals on priority areas

Composition and naming of skill sets

- each skill set will be named using terminology meaningful to the primary target audience
- skill sets may comprise any combination of units which meets the identified need and may include combinations of units

which:

- vary in scope and complexity
- originate in different Training Packages

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Unit Design

Issue	Guiding Principles
Scope of each unit of competency	<ul style="list-style-type: none"> • each IBSA unit will represent a discrete function and will not embed the content of other units • IBSA Training Packages support the place of units that may reach beyond existing notions of ‘workplace functions’ to reflect broad and varied individual, community and industry needs i.e. essential skills • where skills and knowledge are identified in the Required Skills and Knowledge section, clear specification of the scope of skills and knowledge required within that particular unit will be a key focus • each unit will clearly articulate relationships with other units and prerequisites will be kept to an absolute minimum • any referencing to other units will go beyond internal IBSA referencing to allow for broad application across all other relevant industry sectors • clear and explicit differentiation between units in the same skill area at different levels will be a key focus, with this differentiation to be evident within every unit component
Language	<ul style="list-style-type: none"> • all IBSA units will use plain English • IBSA cross-industry units will use context-neutral terminology to ensure they can be applied across varying contexts • generic parenthood statements will not appear in IBSA units, unless required by national policy decisions beyond the control of IBSA
Specialist versus generalist units	<ul style="list-style-type: none"> • units covering similar content areas will be developed at the same time and by the same people under a continuous improvement process to facilitate a more cohesive overall unit structure • units will provide clear information about the way different units are applied and by whom • IBSA will consider the development of support materials (e.g. unit maps) to assist users in navigating the range of available units in a given skill area and the most appropriate units for particular purposes
Unit codes	<ul style="list-style-type: none"> • unit codes will include a number denoting the advised earliest appropriate packaging level for a unit within a qualification – but this does not indicate the unit itself has an AQF level
Knowledge and research	<ul style="list-style-type: none"> • IBSA confirms and supports the value and importance of knowledge for all individuals in the workplace

- application of knowledge will remain paramount and this application will be reflected in all units
 - specific units which focus on applied knowledge to meet licensing, regulatory or other well-defined industry needs will be supported
 - for units within lower level qualifications approaches will be kept broad to allow for a focus on transferable research skills
 - existing units packaged at higher level qualification will be reviewed, with a view to better articulation of specialised combinations of knowledge, skill and performance
- Learning and development
- IBSA confirms and supports the value and importance of ongoing learning and development for all individuals
 - all units will explicitly embed learning as reflected in the current IBSA Generic Employability Skills Framework
 - IBSA Training Package content will also include units dedicated to ongoing learning and development across all levels
- Creativity, innovation and design
- all units will explicitly embed innovation and creativity as reflected in the current Employability Skills Framework
 - all IBSA Training Packages will include a suite of dedicated cross-industry units addressing creativity, innovation and design
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