



**Australian Government**

**Department of Education,  
Science and Training**



# **PRD01 Property Development and Management Training Package**

**Volume 3 of 5**

**Version Number: 5**  
**Review Date: 31 December 2005**

**ISC** INDUSTRY  
SKILLS  
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Creating Australia's Future

# **PRD01 Property Development and Management Training Package**

The material contained within this document refers only to the endorsed components of PRD01 Property Development and Management Training Package for the Business Broking Sector.

This volume is not to be used in isolation, but must be used in the context of the whole endorsed Training Package.

## **Volume 3 of 5**

Separate documents exist that cover the endorsed components of PRD01 Property Development and Management Training Package for each of the following:

- Real Estate and Stock & Station Agency Sectors
- Spatial Information Services Sector
- Property Operations and Development Sector
- Access Consulting Sector

This Training Package is to be reviewed by 31 December 2005.

## **PRD01 Property Development and Management Training Package**

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## TABLE OF CONTENTS

<b>Version Modification History.....</b>	<b>6</b>
<b>Information on the Business Broking Sector of the Property Development and Management Training Package .....</b>	<b>7</b>
Business Broking qualifications .....	7
New Apprenticeships .....	7
Language and literacy .....	7
Key competencies in the standards .....	8
<b>Qualifications Framework.....</b>	<b>9</b>
The Australian Qualifications Framework.....	9
<b>Assessment Guidelines.....</b>	<b>18</b>
Introduction.....	18
Assessment System Overview.....	18
Australian Quality Training Framework Assessment Requirement.....	18
Licensing/registration requirements.....	19
Pathways.....	22
<b>Designing Assessment Tools.....</b>	<b>24</b>
Use of Assessment Tools.....	24
Using Prepared Assessment Tools.....	24
Developing Assessment Tools.....	24
Conducting Assessment.....	25
Access and Equity.....	26
Futher Sources of Information.....	27
General Resources.....	27
Assessment Resources.....	27
Assessment Tool Design and Conducting Assessment.....	28
Assessor Training.....	28
Assessment System Design and Management.....	28
<b>Units</b>	
PRDBB01A Work effectively in the business broking sector.....	29
PRDBB02A Obtain prospects for listing.....	38
PRDBB03A Appraise business.....	44
PRDBB04A List business for sale.....	51
PRDBB05A Promote and market listed business.....	57
PRDBB06A Negotiate and execute sales.....	63
PRDBB07A Value a business.....	69
PRDBB08A Merge and/or acquire a business.....	79
PRDBB09A Manage agency risk.....	86
PRDRE01A Develop a strategic business plan.....	92
PRDRE02A Manage agency performance.....	96
PRDRE03A Develop and implement client service strategies.....	100
PRDRE04A Manage and monitor effective client service.....	103
PRDRE05A Market agency.....	106
PRDRE06A Manage human resources.....	110
PRDRE08A Manage efficient financial systems.....	115
PRDRE09A Implement and monitor financial management systems.....	119
PRDRE28A Maintain trust account.....	123
BSBADM408A Prepare financial reports.....	126
BSBADM501A Manage the establishment and maintenance of a workgroup network.....	130
BSBADM502A Manage meetings.....	136
BSBADM505A Manage payroll.....	142
BSBCMN403A Establish business networks.....	147
BSBCMN404A Develop teams and individuals.....	152
BSBCMN405A Analyse and present research information.....	157
BSBCMN406A Maintain business technology.....	163
BSBCMN407A Coordinate business resources.....	168
BSBCMN408A Report on financial activity.....	173
BSBCMN410A Coordinate implementation of customer service strategies.....	179
BSBFLM404A Lead work teams.....	184

## Table of Contents

---

BSBFLM502A Provide leadership in the workplace.....	189
BSBFLM504A Facilitate work teams.....	195
BSBFLM509A Promote continuous improvement.....	200
BSBFLM511A Develop a workplace learning environment.....	205
BSBMKG401A Profile the market.....	210
BSBMKG402A Analyse consumer behaviour for specific markets.....	215
BSBMKG403A Analyse market data.....	219
BSBMKG404A Forecast market and business needs.....	223
BSBMKG405A Implement and monitor marketing activities.....	229
BSBMKG407A Make a presentation.....	235
BSBSBM401A Establish business and legal requirements.....	239
BSBSBM402A Undertake financial planning.....	244
BSBSBM403A Promote the business.....	248
BSBSBM404A Undertake business planning.....	253
BSBSBM405A Monitor and manage business operations.....	259
BSBSBM406A Manage finances.....	264
BSBSBM407A Manage a small team.....	269
FNBACC01B Provide financial and business performance information.....	274
FNBACC30A Provide management accounting information.....	279

## Version Modification History

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

Version	Release Date	Comments
5	8/08/2005	The review date for this Training Package has now been extended to 31 December 2005.
5	20/06/2005	Addition of Access Consulting sector units of competency and two additional qualifications: PRD40605 Certificate IV in Property (Access Consulting) and PRD50605 Diploma of Property (Access Consulting)
4	8/06/2004	Addition of Property Operations and Development Sector competency standards and four additional qualifications PRD30504 Certificate III in Property (Operations), PRD40504 Certificate IV in Property (Operations), PRD50504 Diploma of Property, Asset and Facilities Management and PRD60504 Advanced Diploma of Property, Asset and Facilities Management
3	23/09/2003	Addition of Business Broking Sector standards and two additional qualifications PRD40403 Certificate IV in Property (Business Broking) and PRD50403 Diploma of Property (Business Broking)
2	11/12/2002	Release of Spatial Information Services Sector
1	1/06/2001	Primary release including Real Estate and Stock and Station Sectors

**Forms control:** All endorsed training packages will have a version number displayed on the imprint page of every volume constituting that training package. Every training package will display an up-to-date copy of this modification history form, to be placed immediately after the contents page of the first volume of the training package. Comments on changes will only show sufficient detail to enable a user to identify the nature and location of the change. Changes to training packages will generally be batched at quarterly intervals. This modification history form will be included within any displayed sample of that training package and will constitute all detail available to identify changes.

## **Information on the Business Broking Sector of the Property Development and Management Training Package**

National competency standards for Business Broking industry create a new vocational pathway for this industry sector.

Business Broking competency standards have been developed in a manner that maximises common ground for all the vocations that are encompassed by this sector, in the interests of flexible career paths.

### **Business Broking qualifications**

The development of the competency standards has been defined on the basis of identifiable outcomes in significant performance areas. Differences between workforce needs in the States and Territories, in addition to the needs of small and large business indicated that flexibility was required in the Certificate IV and Diploma electives.

### **Qualifications packaging rationale**

Historically there has been a relationship apparent between the Business Broking sector and the Real Estate and Property Management sector. Both of those industries have similar dealings and transactions, however it is generally accepted that future pathways to a career in Business Broking will open more to people with commerce, financial or business management backgrounds.

To allow for maximum training flexibility other industry or cross-industry standards have been packaged into the qualifications. Many business broker agencies are found in the small to medium business sector, therefore a mix of marketing, administration, legal, finance and small business electives can be found at the Certificate IV level. This allows candidates and employers to select a broad base of electives to satisfy qualification packaging arrangements.

The qualification at the Diploma level provides a suitable vocational training base for managerial and supervisory occupational roles within a Business Broking agency.

At Certificate IV level the qualification covers the technical work functions required of operational Business Broking employees.

The diversity of the industry has required maximum flexibility in the development of qualifications, particularly in the choice of elective units. The industry requires RTOs to ensure that, in developing programs to provide for specific employment streams or occupations, within these qualifications they:

- examine the requirements of the industry
- consult with relevant associations, and
- respond to regional and technical differences

This advice should be utilised prior to training delivery and the issuing of a qualification for the business/administrative streams covered by the Business Broking qualifications.

### **New Apprenticeships**

There may be some opportunity for the Business Broking sector to utilise New Apprenticeships as a viable career entry point to the industry.

New Apprenticeships are declared through State/Territory training authorities and are available in related industry sectors, for example Real Estate and Business Services.

### **Language and literacy**

The workplace communication aspects of a Business Broker are both implicitly and explicitly expressed in the competency standards. A good source of information regarding workplace

communication requirements of Business Brokers are outlined as underpinning skills in the units of competency. Common language and literacy skills required across the standards include:

- reading and interpreting a variety of written workplace information relating to business broking including regulatory, legislative and financial information
- using information technology to conduct e-business transactions
- interacting with clients and relating to people from a range of social, cultural and ethnic backgrounds

### **Key competencies in the standards**

The key competencies have been identified and incorporated at the end of each unit of competency to ensure the complete information for assessment is available.



# Qualifications Framework

## The Australian Qualifications Framework

### What is the Australian Qualifications Framework?

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

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

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

### Qualifications

Training Packages can incorporate the following eight AQF qualifications.

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

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

### Statement of Attainment

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

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

### AQF Guidelines and Learning Outcomes

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

## Certificate I

### *Characteristics of Learning Outcomes*

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

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

### *Distinguishing Features of Learning Outcomes*

Do the competencies enable an individual with this qualification to:

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

## Certificate II

### *Characteristics of Learning Outcomes*

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

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

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

### *Distinguishing Features of Learning Outcomes*

Do the competencies enable an individual with this qualification to:

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

### **Certificate III**

#### *Characteristics of Learning Outcomes*

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

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

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

#### *Distinguishing Features of Learning Outcomes*

Do the competencies enable an individual with this qualification to:

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

### **Certificate IV**

#### *Characteristics of Learning Outcomes*

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

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

#### *Distinguishing Features of Learning Outcomes*

Do the competencies enable an individual with this qualification to:

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

## Diploma

### *Characteristics of Learning Outcomes*

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

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

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

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

### *Distinguishing Features of Learning Outcomes*

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

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

## Advanced Diploma

### *Characteristics of Learning Outcomes*

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

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

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

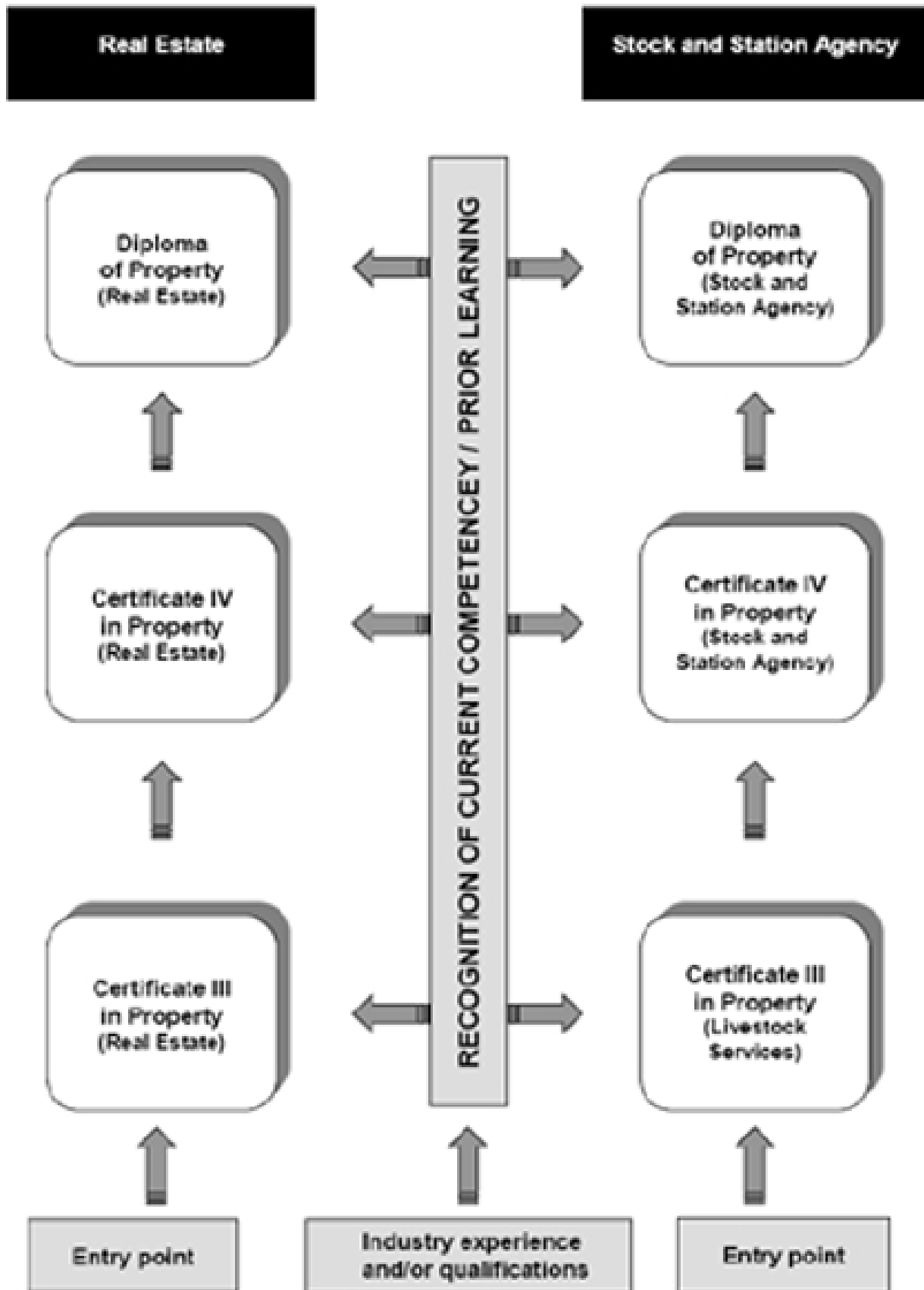
The degree of emphasis on breadth as against depth of knowledge and skills may vary between qualifications granted at this level.

### *Distinguishing Features of Learning Outcomes*

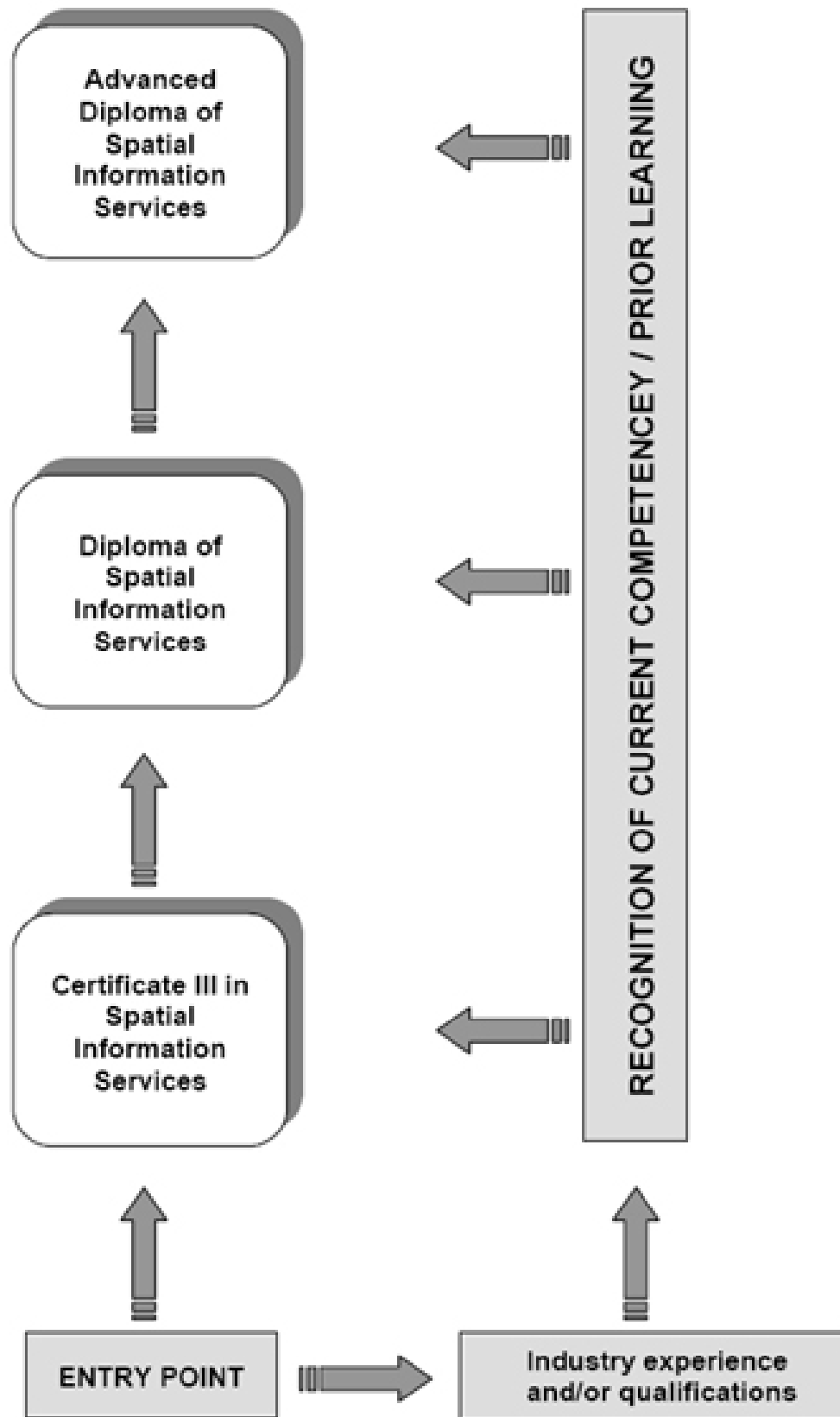
Do the competencies or learning outcomes enable an individual with this qualification to:

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

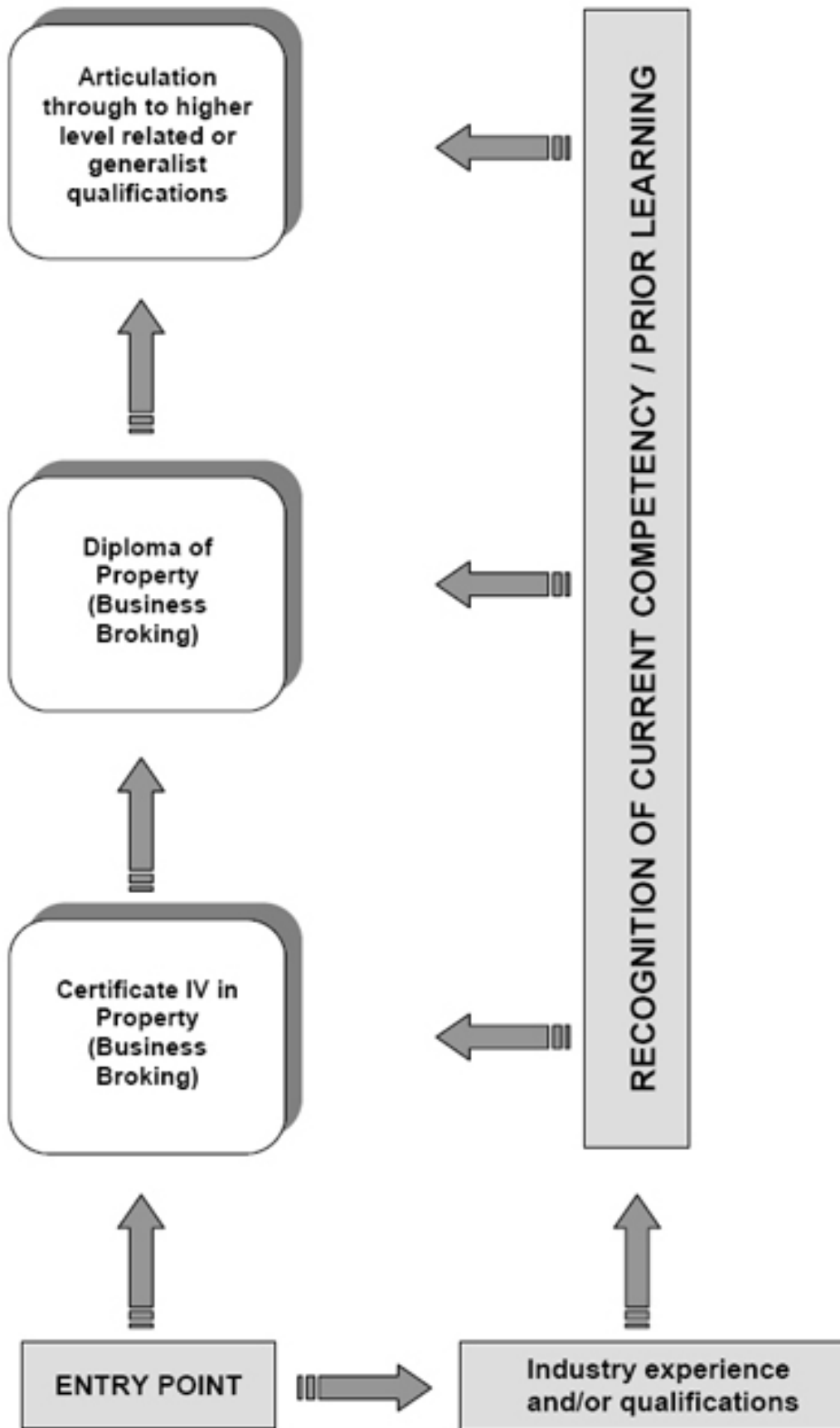
# Real Estate/Stock and Station Agency Qualification Flowchart



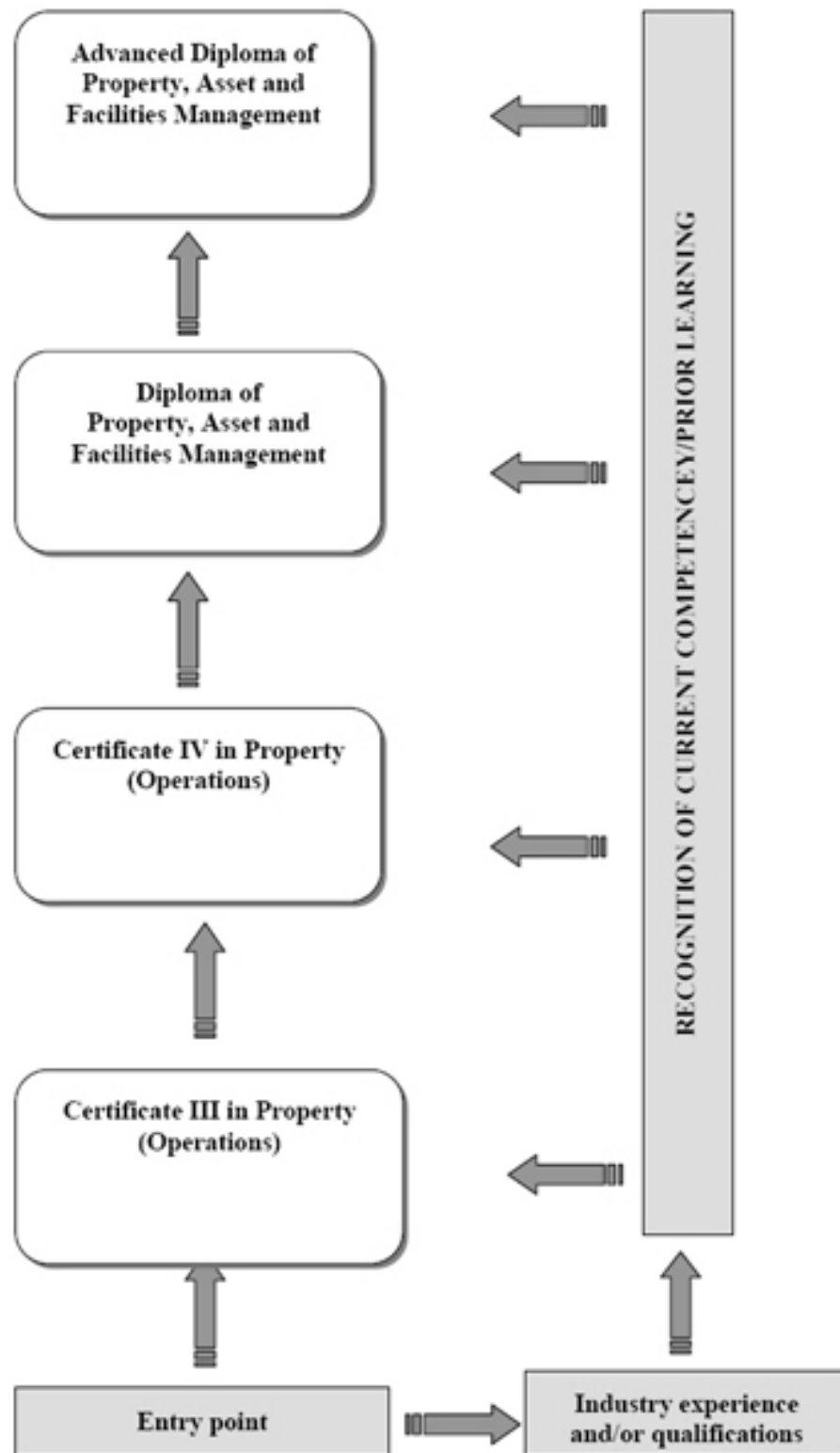
# Spatial Information Services Qualification Flowchart



# Business Broking Qualification Flowchart

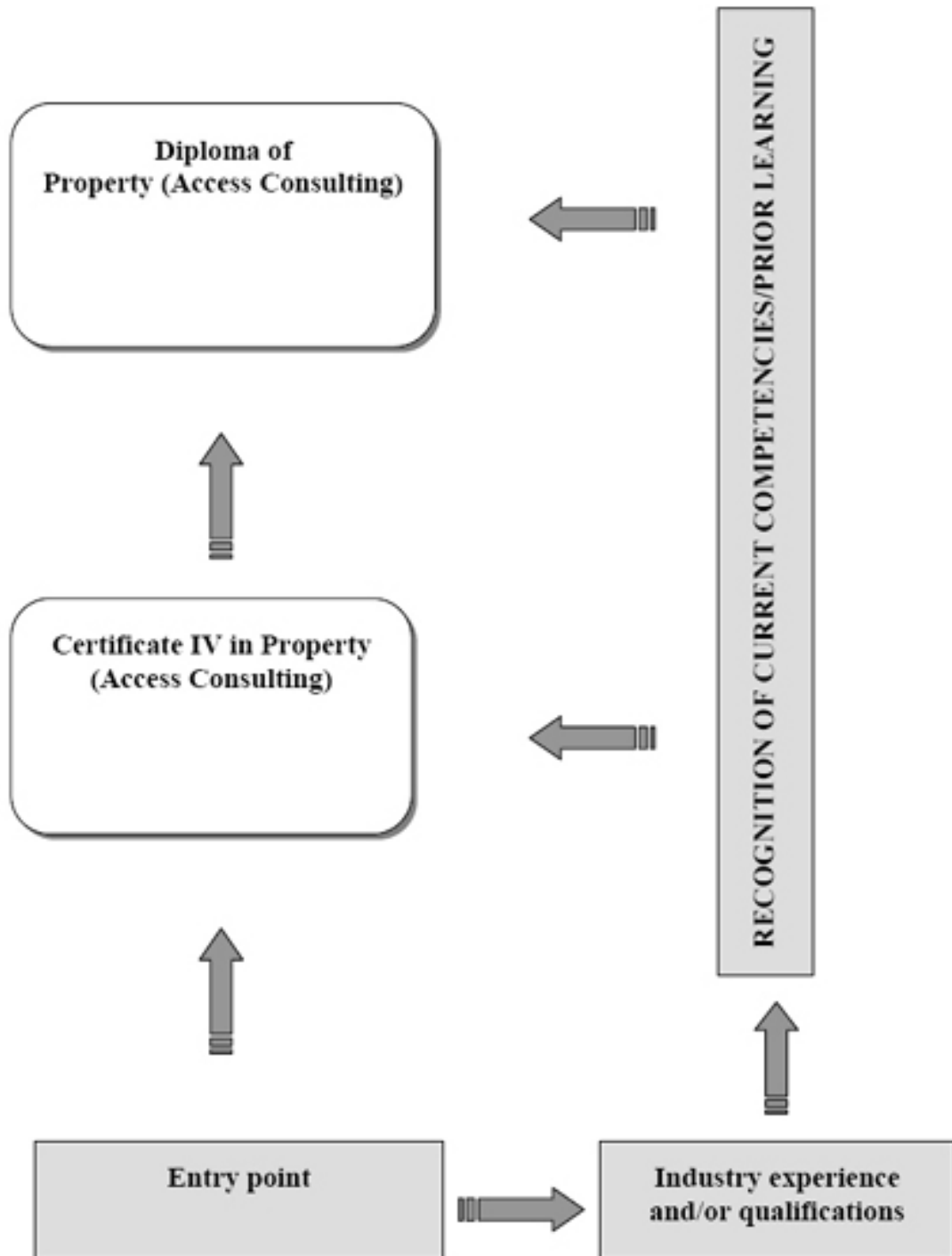


# Property Operations and Development Qualifications Flowchart





## Access Consulting qualifications flowchart



## Assessment Guidelines

### Introduction

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

### Assessment System Overview

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

### Benchmarks for Assessment

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

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

### Australian Quality Training Framework Assessment Requirements

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

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

### Registration of Training Organisations

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

### Quality Training and Assessment

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

### Assessor Competency Requirements

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

---

## Assessment Requirements

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

## Assessment Strategies

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

## Mutual Recognition

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

## Access and Equity and Client Services

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

## Partnership Arrangements

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

## Recording Assessment Outcomes

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

## Issuing AQF Qualifications and Statement of Attainment

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

## Licensing/registration requirements

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

Licensing and registration requirements that apply to specific industries, and vocational education and training, vary between each State and Territory, and can regularly change. The developers of this Training Package, and ANTA, consider that the licensing/registration requirements described in this section apply to RTOs, assessors or candidates with respect to this Training Package. While reasonable care has been taken in its preparation, the developers of this Training Package and ANTA cannot guarantee that the list is definitive or accurate at the time of reading; the information in this section is provided in good faith on that basis.

The Australian property industry licensing/regulatory environment is administered currently by departments, boards or offices in the eight States/Territories. Generally, across all Australian jurisdictions persons seeking to conduct business in the property industry must meet the requirements

of, and gain, a 'real estate licence' to operate.

ACT	Agents Board of the ACT PO Box 960 CIVIC SQUARE ACT 2608 Phone (02) 6205 0603 <a href="http://www.fairtrading.act.gov.au">www.fairtrading.act.gov.au</a> Link to Agents Board from this URL
New South Wales	NSW Department of Fair Trading 1 Fitzwilliam Street PARRAMATTA NSW 2150 Phone (02) 9619 8733 <a href="http://www.fairtrading.nsw.gov.au">www.fairtrading.nsw.gov.au</a>
Northern Territory	Agents Licensing Board GPO Box 4160 DARWIN NT 0801 Phone (08) 8999 6962 <a href="http://www.nt.gov.au">www.nt.gov.au</a>
Queensland	Office of Fair Trading Client Services Branch GPO Box 3111 BRISBANE QLD 4001 Phone (07) 3245 1523 <a href="http://www.fairtrading.qld.gov.au">www.fairtrading.qld.gov.au</a>
South Australia	Office of Consumer & Business Affairs Business and Occupational Services GPO Box 1719 ADELAIDE SA 5001 Phone (08) 8204 9686 <a href="http://www.ocba.sa.gov.au">www.ocba.sa.gov.au</a>
Tasmania	Auctioneers' & Real Estate Agents' Council of Tasmania 2 Davey Street HOBART TAS 7000 Phone (03) 6234 2700 <a href="http://www.thecouncil.com.au">www.thecouncil.com.au</a>
Victoria	Business Licensing Authority 452 Flinders Street MELBOURNE VIC 3000 Phone (03) 9627 7299 <a href="http://www.bla.vic.gov.au">www.bla.vic.gov.au</a>
Western Australia	Real Estate Agents & Business Agents Supervisory Board 219 St Georges Terrace PERTH WA 6000

	Phone (08) 9282 0871 <a href="http://www.reba.wa.gov.au">www.reba.wa.gov.au</a>
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## **Real Estate and Stock and Station Agency**

In order to conduct assessment for statutory licensing or other industry registration requirements, assessors may have to meet additional requirements. Similarly, selected units of competency and qualifications in this Training Package have been identified as forming a basis for a range of statutory licensing and registration systems. Currently, however, licensing requirements in the property services industry (Real Estate and Stock and Station Agency sectors) vary across jurisdictions.

RTOs and candidates should contact the relevant licensing body in their State/Territory for specific advice in relation to Real Estate and Stock and Station Agents licence requirements. Please refer to the table above following for contact details across jurisdictions.

## **Spatial Information Services**

Licensing and regulatory arrangements do not affect the Spatial Information Services vocational qualifications. There are some State/Territory variations in the licensing requirements for some vocations that fall under the banner of Spatial Information Services but licensing applies at a higher level than the qualifications offered by this Training Package.

## **Business Broking**

Persons seeking to conduct business sales transactions must meet the requirements of, and gain, a 'licence' to operate. In the development of the Business Broking competency standards care has been taken to identify aspects of competence required in the area of business sales by licensing authorities. The development of the Business Broking standards may lead to opportunities for mutual recognition and national consistency in the area of licensing. The proposed qualifications may provide a base for portability of registration across jurisdictions. Flexible use of required electives may assist where there are different requirements. Business Broking units of competency may also be appropriate for Continuing Professional Development (CPD) purposes.

Candidates should contact the relevant licensing body in their State/Territory for specific advice in relation to Real Estate and/or Business Broking licence requirements in their State/Territory (refer table at the beginning of this section for details).

## **Property Operations and Development**

In the development of the Property Operations and Development competency standards care has been taken to identify aspects of competency required by licensing authorities. The development of the Property Operations and Development competency standards may lead to opportunities for mutual recognition and national consistency in the area of licensing. The proposed qualifications may provide a base for portability of registration across jurisdictions. Flexible use of required electives may assist where there are different requirements. The Property Operations and Development units of competency may also be appropriate for Continuing Professional Development (CPD) purposes.

Candidates should contact the relevant licensing body for specific advice in relation to licence requirements in their State or Territory (refer table at the beginning of this section for details).

## **Access Consulting**

The developers of this Training Package consider that no licensing or registration requirements apply to RTOs, assessors or candidates with respect to the Access Consulting sector of this Training Package. However, a number of state and territory building regulatory authorities may decide to introduce licensing or registration requirements for access consultants upon the introduction of the Disability Discrimination Act Premises Standard if they are providing advice on access issues in relation to buildings. Contact the relevant state or territory department(s) to check if there are any licensing or

registration requirements with which you must comply.

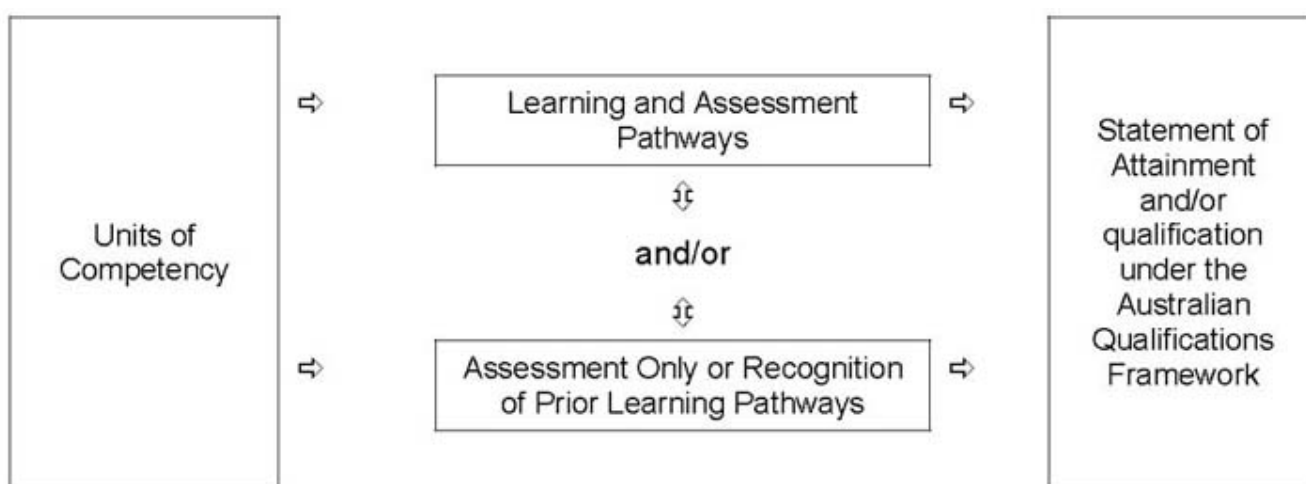
Issues concerning the anticipated impact of regulatory requirements have been integrated into the performance criteria of the relevant units and must be reflected in the assessment process.

## Pathways

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

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

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



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

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

### Learning and Assessment Pathways

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

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

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

### Assessment-Only or Recognition of Prior Learning Pathway

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

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

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

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

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

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

### **Combination of Pathways**

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

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

### **Assessor Requirements**

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

### **Assessor Competencies**

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

- 7.3 a The RTO must ensure that assessments are conducted by a person who has:
- i the following competencies<sup>1</sup> from the Training Package for Assessment and Workplace Training, or demonstrated equivalent competencies:
    - a TAAASS401A Plan and organise assessment;
    - b TAAASS402A Assess competence;
    - c TAAASS404A Participate in assessment validation;
  - ii relevant vocational competencies, at least to the level being assessed.
- b However, if a person does not have all of the competencies in Standards 7.3 a (i) and the vocational competencies as defined in 7.3 a (ii), one person with the competencies listed in Standard 7.3 a (i), and one or more persons who have the competencies listed in Standard 7.3 a (ii) may work together to conduct assessments.

<sup>1</sup> A person who holds the competencies BSZ401A Plan assessment, BSZ402A Conduct assessment, and BSZ403A Review assessment from the Training Package for Assessment and Workplace Training will be accepted for the purposes of this standard. A person who has demonstrated equivalent competencies to BSZ401A and BSZ402A and BSZ403A in the period up to 12 months following publication of the Training and Assessment Training Package will also be accepted for the purposes of this standard.

## Designing Assessment Tools

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

### Use of Assessment Tools

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

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

### Using Prepared Assessment Tools

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

### Developing Assessment Tools

When developing assessment tools, assessors must ensure that they:

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

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



## Conducting Assessment

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

### Mandatory Assessment Requirements

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

#### **8 RTO Assessments**

The RTO's assessments meet the requirements of the endorsed components of Training Packages and the outcomes specified in accredited courses within the scope of its registration.

##### 8.1 The RTO must ensure that assessments (including RPL):

- i. comply with the assessment guidelines included in the applicable nationally endorsed Training Packages or the assessment requirements specified in accredited courses;
- ii. lead to the issuing of a statement of attainment or qualification under the AQF when a person is assessed as competent against nationally endorsed unit(s) of competency in the applicable Training Package or modules specified in the applicable accredited course;
- iii. are valid, reliable, fair and flexible;
- iv. provide for applicants to be informed of the context and purpose of the assessment and the assessment process;
- v. where relevant, focus on the application of knowledge and skill to standard of performance required in the workplace and cover all aspects workplace performance, including task skills, task management skills, contingency management skills and job role environment skills;
- vi. involve the evaluation of sufficient evidence to enable judgements to be made about whether competency has been attained;
- vii. provide for feedback to the applicant about the outcomes of the assessment process and guidance on future options in relation to those outcomes;
- viii. are equitable for all persons, taking account of individual needs relevant to the assessment; and
- ix. provide for reassessment on appeal.

##### 8.2 a The RTO must ensure that RPL is offered to all applicants on enrolment

- b The RTO must have an RPL process that:
- i. is structured to minimise the time and cost to applicants; and
  - ii. provides adequate information, support and opportunities for participants to engage in the RPL process.

## Access and Equity

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

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

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## 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

Australian Training Products Ltd  
Level 25, 150 Lonsdale Street  
MELBOURNE VIC 3000  
PO Box 12211  
A'Beckett Street Post Office  
MELBOURNE VIC 8006  
Telephone: (03) 9655 0600  
Fax: (03) 9639 4684  
Web: [www.atpl.net.au](http://www.atpl.net.au)  
Email: [sales@atpl.net.au](mailto:sales@atpl.net.au)

Innovation and Business Industry Skills Council  
Building B, Level 2  
192 Burwood Road  
HAWTHORN VIC 3122  
Telephone: (03) 9815 7000  
Fax: (03) 9815 7001  
Email: [virtual@ibsa.org.au](mailto:virtual@ibsa.org.au)

### General Resources

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

*AQF Implementation Handbook, third Edition*. Australian Qualifications Framework Advisory Board, 2002, [aqf.edu.au](http://aqf.edu.au)

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

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

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

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

### Assessment Resources

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

Printed and/or CD ROM versions of the Guides can be purchased from Australian Training Products

(ATP). The resource includes the following guides:

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

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

### **Assessment Tool Design and Conducting Assessment**

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

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

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

### **Assessor Training**

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

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

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

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

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

### **Assessment System Design and Management**

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

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

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

**PRDBB01A****Unit Descriptor****Work effectively in the business broking sector**

This competency standard covers the skills and knowledge required to work effectively in providing business broking services. It requires the ability to comply with legal and procedural requirements, complete daily work activities, and identify opportunities for professional development. It requires a knowledge of methods for improving a professional knowledge base and maintaining a professional approach in business broking.

**Unit Sector**

Business broking

**ELEMENT****PERFORMANCE CRITERIA**

- |   |  |
|---|--|
| 1. Model high standards of performance                              | <p>1.1 <i>Business broking services and work practices</i> are planned and implemented in accordance with client and <i>agency values and requirements</i></p> <p>1.2 All work reflects an understanding and respect of individual differences and work processes are adapted as appropriate to meet the <i>specific needs of the client</i> and other staff</p> <p>1.3 Breaches of organisational codes of ethics/and or practices are recognised and reported in accordance with agency and professional standards and procedures</p>  |
| 2. Develop and maintain professional competence                     | <p>2.1 <i>Feedback</i> from clients and colleagues is used to identify and develop ways to improve competence in providing business broking services</p> <p>2.2 Personal knowledge and skills in providing business broking services are assessed against occupational <i>competency standards and other relevant benchmarks</i> to determine professional development needs and priorities</p> <p>2.3 Opportunities for <i>personal development strategies</i> to maintain currency of professional competency in providing effective business broking services are identified, planned and implemented</p> <p>2.4 <i>Professional networks</i> are participated in to identify and build relationships with relevant individuals and organisations to obtain and maintain personal knowledge</p> |
| 3. Interpret and apply financial, legal and procedural requirements | <p>3.1 <i>Legal and procedural requirements</i> relevant to business broking services are identified and accessed in accordance with agency requirements</p> <p>3.2 Key legal and procedural principles relating to agency values and requirements are identified and interpreted in accordance with legislative requirements</p> <p>3.3 <i>Financial information</i> relevant to business are identified and assessed in accordance with agency requirements</p> <p>3.4 Own interpretation and application of financial, legal and procedural requirements is confirmed with <i>appropriate person(s)</i> to ensure consistency</p> <p>3.5 Own work performance and/or ethics demonstrate a commitment to comply with applicable legislative and procedural requirements</p>                      |

## KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. Information below highlights how these processes are applied in this competency standard.

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

1 = perform the task/process

2 = perform and administer the process

3 = perform, administer and design the task/process

Key Competency	Example of Application	Performance Level
Communicating ideas and information	convey information and receive feedback on own performance.	2
Collecting analysing and organising information	analysing own performance and existing and future networks and practices.	2
Planning and organising activities	organising to seek performance feedback and implement strategies to improve own performance.	2
Working with others and in teams	working with other staff within the agency and networks to receive feedback and monitor performance and to provide professional and high quality business broking services.	2
Using mathematical ideas and techniques	address differences between actual and expected performance and to analyse and improve workplace practices.	1
Solving problems	ensure accounts balance.	2
Using technology	prepare and present information relevant to the professional development process and professional work practice.	2

## RANGE STATEMENT

The range statement provides information about the context in which the unit of competency is carried out. It allows for different work practices, and work and knowledge requirements as well as for differences between organisations and workplaces. The following variables may be present for this particular unit:

### **Business broking services**

may relate to:

- appraising businesses
- working effectively in the business broking sector
- managing agency risk
- valuing a business
- obtaining prospects for a listing
- listing businesses for sale
- promoting and marketing of listed businesses
- negotiating and executing sales
- merging or acquiring a business

### **Work practices**

may relate to:

- obtaining prospects for listing
- engaging clients
- handling deposits for trust accounts
- securing custom
- listing businesses
- conducting appraisals
- marketing listed businesses
- negotiating and executing sales
- managing the business broking agency
- providing support within the business broking agency
- undertaking routine functions within the agency
- promoting the agency and its services

### **Agency values and requirements**

may be outlined and reflected in:

- quality assurance and/or procedures manual
- goals, objectives, plans, systems and processes
- business and performance plans
- mission statements, strategic plans
- sales and client liaison procedure manuals
- legal and organisational policy/guidelines
- access and equity principles and practice guidelines
- ethical standards
- Occupational Health and Safety policies, procedures and programs
- quality and continuous improvement processes and standards

**Clients**

may include:

- potential vendors
- vendors
- prospective purchasers
- purchasers
- agents/third parties for purchasers and vendors

**Specific needs**

may relate to:

- language (verbal, non-verbal, English)
- traditional practices and observations
- beliefs, values
- food, diet
- dress
- religious and spiritual observances
- social conventions
- cultural stereotypes
- conventions of gender/sexuality

**Industry and professional association standards and procedures**

may include:

- code of conduct/code of ethics
- legislative and statutory requirements outlined in relevant legislation (e.g. taxation, business and corporation law, franchises)
- industry standards
- Occupational Health and Safety

**Feedback**

may include:

- formal and informal discussions, reviews and evaluations with:
  - existing and previous clients
  - peers, staff and managers
- information provided by others involved in a professional capacity both internal and external to the organisation



**Competency standards and other relevant benchmarks**

may relate to:

- all those personal and technical knowledge, skills and attitudinal aspects (competencies) required to effectively and efficiently undertake the day-to-day tasks and duties of the practitioner's work function and specifically:
  - competency standards for the business broking industry
  - other relevant industry, cross-industry and enterprise competency standards
- other benchmarks such as:
  - quality assurance standards
  - industry and agency codes of conduct and code of ethics
  - statutory and legislative requirements in terms of qualification levels and business broking practice
- professional bodies' competencies and codes of practice/ethics
- organisational HRD policies and procedures
- occupational or functional roles
- professional accreditation and re-accreditation requirements

**Personal development strategies**

may include:

- accessing internal and external short course or qualification based training
- development of improved interpersonal/technical skills
- updating stress management abilities
- adapting work rotation to facilitate changing personal/work priorities
- formal/informal learning programs
- utilisation of existing strengths to focus future career development
- cultural awareness/sensitivity
- involvement in community activities
- coaching, mentoring and/or supervision
- counselling
- updating/maintaining knowledge base on business broking issues and current context for work/professional practice
- establishment of new career paths

**Professional networks and associations**

may include:

- professional/occupational associations
- regional associations
- peak bodies
- professional networks
- relevant committees and reference groups
- tertiary and vocational education providers
- employee assistance programs
- trainers, teachers and academics
- agency networks
- interest groups
- other workers

**Industry legal and procedural requirements**

may be included in:

- legal status and organisational policy/guidelines
- trade practices legislation
- industrial relations
- shareholder disputes
- commercial lease legislation
- insurance claims
- local government legislation
- anti-discrimination and diversity
- consumer protection legislation
- relevant industry codes of practice
- privacy/confidentiality requirements
- State/Territory government statutes
- court precedents
- industry self-regulation or licensing requirements
- Australian Securities and Investments Commission and Australian Competition and Consumer Commission requirements
- Australian Taxation Office requirements

**Appropriate persons**

may include:

- those internal to the agency (e.g. other staff, managers, accounts departments, clerical support)
- local community, regional and national organisations and contacts
- professional associations
- branches of own or associated brokerages
- associated service providers (e.g. advertising agencies, solicitors, media outlets, taxation consultants)

**Financial information**

may include:

- source documents (e.g. bank statements, cheque butts, supplier invoices, credit and debit cards)
- information relating to owner operator income (e.g. owner operator market replacement cost)
- trading information (e.g. expenditure items relating to gross sales and gross profit, occupancy conditions including net and gross rentals, level of equity and levels of debt)

## EVIDENCE GUIDE

The evidence guide identifies the requirements to be demonstrated to confirm competence for this unit. Assessment must confirm sufficient ability to use appropriate skills and knowledge to monitor and maintain a professional knowledge base and professional practice. Assessment of performance should be over a period of time covering all categories within the range statement that are applicable in the learning environment.

### Critical aspects

- Working ethically and professionally with clients, colleagues and external agencies and modelling and maintaining high standards of performance.
- Applying relevant legislation in regard to transactions involving businesses.
- Seeking and accepting feedback from a range of appropriate personnel and clients and maintaining involvement in support processes and networks.
- Identifying professional development needs and opportunities and prioritising and implementing strategies to address those needs and opportunities

### Context of assessment

Assessment against this unit may involve the following:

- continuous assessment in a setting that simulates the conditions of performance described in the elements, performance criteria and range of variables statements that make up the unit
- continuous assessment in the workplace, taking into account the range of variables affecting performance
- self-assessment on the same terms as those described above
- simulated assessment or critical incident assessment, provided that the critical incident involves assessment against performance criteria and an evaluation of underpinning knowledge and skill required to achieve the required performance outcomes

### Resources required for assessment include:

- access to suitable opportunities (simulated or real) and resources to demonstrate competence
- assessment instruments, including personal planner and assessment record book
- access to a registered provider of assessment services

**Underpinning knowledge**

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

- Agency/brokerage"s business structure, service standards and best practice models.
- Understanding of relevant State/Territory consumer protection and trade practices legislation in regard to business broking transactions.
- Knowledge to interpret and apply financial frameworks including interpretation of profit and loss statements and balance sheets including assessment of owner operator income.
- Understanding of business legal structures and status.
- Understanding of business financial structures and status.
- Understanding mechanisms to obtain and analyse client and colleague comments and feedback.
- Relevant legislation that affects business broking, business structure and operations and appraisals, especially in regard to franchises/business structures and the sale of businesses.
- Understanding of current organisational and professional procedures, practices, and social, ethical and business standards.
- Understanding of how to identify and prioritise personal learning needs.
- Understanding of how to develop professional networks.
- Basic valuation principles and methodologies.
- Knowledge of trust accounting principles and practices.
- An understanding of risk factors relating to a variety of transactions.
- An understanding of specific limitations of work role, responsibility and professional abilities.

**Underpinning skills**

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

- adapt work processes to meet the specific needs of clients or colleagues as required
- monitor own performance and identify any personal development needs
- use basic accounting principles (double entry bookkeeping and accrual accounting)
- maintain trust accounts
- identify ways to improve performance through seeking feedback from clients and colleagues
- acknowledge the impact and differentiation between professional and personal values when working with clients
- access learning opportunities to extend own personal work competencies to improve service delivery in business broking
- develop and expand professional networks and participate in positive relationship building to further enhance skills and knowledge
- interpret accurately and comply with legal and procedural requirements
- read and understand a variety of information relating to business broking services
- identify and accurately complete appropriate documentation
- relate to people from a range of social, cultural and ethnic backgrounds

**PRDBB02A****Unit Descriptor****Obtain prospects for listing**

This competency standard covers the process of seeking out and securing the listing of businesses with a business brokerage. It requires the ability to identify marketing opportunities that match the brokerage's focus and area of expertise, to engage prospective clients and promote the brokerage in order to secure new listings and custom. A knowledge of the agency's brief, current market trends and conditions, and sales and promotion techniques is required.

**Unit Sector**

Business broking

**ELEMENT****PERFORMANCE CRITERIA**

- |  |   |
|--|---|
| 1. Identify and develop marketing opportunities  | <ul style="list-style-type: none"> <li>1.1 Relationships with <i>targeted groups</i> are established and conducted in accordance with <i>agency practice</i></li> <li>1.2 <i>Potential clients</i> suitable to agency's brokerage are identified and targeted in line with agency's expertise, focus, business plan and <i>marketing strategies</i></li> <li>1.3 Potential clients are engaged through use of <i>appropriate interpersonal communication</i> skills and marketing strategies</li> <li>1.4 <i>Appropriate rapport</i> is established and maintained with potential clients to ensure delivery of a quality service to maximise new business opportunities</li> </ul> |
| 2. Discuss options to encourage client patronage | <ul style="list-style-type: none"> <li>2.1 Potential <i>clients' needs, motivations and expectations</i> are established, clarified and discussed sensitively</li> <li>2.2 Potential clients are provided with <i>information</i> about available choices for meeting their needs and expectations and assisted in the selection of preferred and realistic options</li> <li>2.3 Recommendations made to potential clients emphasise suitable service and listing options and are in accordance with agency practice</li> <li>2.4 The prospective client's agreement to list with the agency is sought and wherever possible secured</li> </ul>                                     |
| 3. Secure client patronage                       | <ul style="list-style-type: none"> <li>3.1 <i>Points of agreement, and rights and obligations</i> are discussed and accurately documented to ensure clarity and to avoid potential misunderstandings and conflicts</li> <li>3.2 All relevant documentation relating to obtaining and beginning listings is completed in accordance with <i>legislative, industry and agency requirements</i></li> <li>3.3 <i>Suitable arrangements</i> are made for further contact with the agency to complete the listing process</li> <li>3.4 Opportunities for repeat or future business are maximised in accordance with agency procedures and requirements</li> </ul>                         |

## KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. Information below highlights how these processes are applied in this competency standard.

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

1 = perform the task/process

2 = perform and administer the process

3 = perform, administer and design the task/process

Key Competency	Example of Application	Performance Level
Communicating ideas and information	convey information and engage client, and to clarify understanding of potential clients' needs and motivations.	2
Collecting analysing and organising information	analysing market trends relevant to business broking services and in assessing the most appropriate listing service for a potential client	2
Planning and organising activities	organising promotional materials and presentations to potential clients and structuring information to be provided to potential clients.	2
Working with others and in teams	working with other staff within the agency and networks to provide effective client service and agency promotion.	2
Using mathematical ideas and techniques	analyse market trends, business prices, and to establish fee and pricing structures.	2
Solving problems	address potential clients' needs and expectations and to overcome difficulties in obtaining the potential client's custom.	2
Using technology	analyse market trends, determine possible fee structures and prepare and present information regarding agency services.	2

## RANGE STATEMENT

The range statement provides information about the context in which the unit of competency is carried out. It allows for different work practices, and work and knowledge requirements as well as for differences between organisations and workplaces. The following variables may be present for this particular unit:

### Targeted groups

may include:

- professional associations
- local community networks
- specific business sectors and industries
- business sectors/groupings identified as fitting within the agency's focus and expertise
- new emerging areas of business opportunity for the brokerage

**Agency practice**

may be outlined within:

- quality assurance and/or procedures manual
- goals, objectives, plans, systems and processes
- business and performance plans
- marketing plans
- mission statements, strategic plans
- privacy/confidentiality requirements
- sales and client liaison procedure manuals
- legal and organisational policy/guidelines
- access and equity principles and practice guidelines
- ethical standards
- Occupational Health and Safety policies, procedures and programs
- quality and continuous improvement processes and standards

**Potential clients**

may include:

- specific business types identified as fitting within the agency/brokerage's brief and focus
- new business types identified by the agency/brokerage

**Marketing strategies**

may include:

- sales pitch that fits with agency's philosophy and target audience
- promotion of the agency's services
- literature and materials that explain and promote brokerage's services
- presentations and displays
- media announcements
- client functions
- service launches
- advertisements
- web pages

**Appropriate interpersonal communication skills**

may include:

- active listening
- using appropriate body language
- summarising and paraphrasing to check understanding of potential client's message
- providing an opportunity for the potential client to clarify their understanding of services offered
- soft questioning and seeking feedback from the potential client to confirm own understanding of their needs
- listening actively to what the potential client is communicating
- summarising and paraphrasing to check understanding of the potential client's message



<b>Appropriate rapport</b>	relates to use of techniques that promote and maintain an effective relationship with the vendor/purchaser, establish and build confidence and trust in the brokerage and its representatives, and make the vendor/purchaser feel individual and valued
<b>Client's needs, motivations and expectations</b>	may relate to: <ul style="list-style-type: none"><li>• motivation for selling</li><li>• expectations of agency</li><li>• expectation of market</li><li>• need to sell within a specified time-frame</li></ul>
<b>Information</b>	may include: <ul style="list-style-type: none"><li>• highlighting the advantages of listing the potential client's business with the agency and the agency's approach to business broking</li><li>• the range of listing options</li><li>• fees and fee structures for business broking services</li><li>• reliable information on market trends and indicators</li><li>• advice to the potential client of the market's possible impact on the proposed business listing</li><li>• details of tenure</li></ul>
<b>Points of agreement</b>	need to be identified by: <ul style="list-style-type: none"><li>• the client and/or those acting as their agents</li><li>• the agency/brokerage</li></ul>
<b>Rights and obligations</b>	relate to: <ul style="list-style-type: none"><li>• rights and obligations of the client</li><li>• the rights and obligations of the agency</li></ul>
<b>Legislative industry and agency requirements</b>	may relate to: <ul style="list-style-type: none"><li>• legislative and statutory requirements for the provision of business broking services</li><li>• industry and agency codes of conduct and practice, code of ethics</li><li>• organisational policy, guidelines and requirements</li><li>• policies and procedures relating to own role, responsibility and delegation</li><li>• records and information systems</li><li>• reporting and communication structures</li><li>• business and performance plans including organisational goals and objectives</li><li>• access and equity policy, principles and practice</li><li>• client service policies</li><li>• privacy/confidentiality requirements</li><li>• Occupational Health and Safety policies, procedures and programs</li><li>• terms and conditions of employment</li></ul>

**Suitable arrangements**

may include:

- arrangements for listing the business
- arrangements for conducting an appraisal

**EVIDENCE GUIDE**

The evidence guide identifies the requirements to be demonstrated to confirm competence for this unit. Assessment must confirm sufficient ability to use appropriate skills and knowledge to identify and obtain prospects for listing for a business brokerage. Assessment of performance should be over a period of time covering all categories within the range statement that are applicable in the learning environment.

**Critical aspects**

- Preparing and structuring advice on services provided by the agency/brokerage.
- Analysis of market trends as they relate to business broking opportunities and threats.
- Engaging potential clients and providing the best opportunity to secure their business.
- Clarifying concerns and explaining listing procedures to client.

**Context of assessment**

Assessment against this unit may involve the following:

- continuous assessment in a setting that simulates the conditions of performance described in the elements, performance criteria and range of variables statements that make up the unit
- continuous assessment in the workplace, taking into account the range of variables affecting performance
- self-assessment on the same terms as those described above
- simulated assessment or critical incident assessment, provided that the critical incident involves assessment against performance criteria and an evaluation of underpinning knowledge and skill required to achieve the required performance outcomes

**Resources required for assessment include:**

- access to suitable opportunities (simulated or real) and resources to demonstrate competence
- assessment instruments, including personal planner and assessment record book
- access to a registered provider of assessment services

**Underpinning knowledge**

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

- Understanding of organisation"s business structure, services and client service procedures.
- Knowledge of the organisation"s policy and procedures for client service including ethical behaviour and promotional strategies.
- Understanding of service standards and best practice models.
- Principles and techniques of public relations and agency"s services and promotion
- Strategies for planning and monitoring activities.
- Knowledge of client engagement methods and promotional techniques and protocols.
- Understanding mechanisms to obtain and analyse client comments and feedback.
- Knowledge of the relevant legislation from all levels of government that affect business operation and listings, especially in regard to franchises/business structures and the sale and appraisal of businesses, Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination.

**Underpinning skills**

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

- read and understand a variety of information relating to business broking services and relevant market information
- prepare and present information specific to target audience that clearly communicates the intended message regarding the agency"s services
- select and use technology appropriate to a task
- engage clients, promote agency services, provide information on products, and encourage business from potential clients
- deal with potential clients" concerns and issues
- identify market trends and positions and business broking opportunities
- relate to people from a range of social, cultural and ethnic backgrounds

**PRDBB03A****Unit Descriptor****Appraise business**

This competency standard covers the process of conducting an appraisal of a business prior to promoting and marketing the business for sale. It requires the ability to research current market trends and data and the business using established evaluation methods, advise the client and document the appraisal. It requires a knowledge of market trends and the business broking environment, legislation relating to business ownership, evaluation methodologies and client liaison techniques.

**Unit Sector**

Business broking

**ELEMENT****PERFORMANCE CRITERIA**

- |                          |  |
|--------------------------|--|
| 1. Research market       | <p>1.1 <i>Appropriate information</i> is identified and organised in a format suitable for analysis in accordance with <i>legislative and agency requirements</i></p> <p>1.2 <i>Business technology</i> is used to access and organise information in accordance with agency requirements</p> <p>1.3 <i>Market information</i> is processed and analysed to assist in making an assessment of the listed business" marketability and viability</p> <p>1.4 Current business <i>financial data</i> is collected and evaluated to determine financial status in accordance with agency requirements</p> <p>1.5 Current market values of business assets and trends for similar businesses are obtained and analysed to establish benchmarks</p> <p>1.6 Client is informed of relevant current market factors and their potential impact on the business" sale/purchase price in accordance with agency requirements</p> |
| 2. Appraise the business | <p>2.1 <i>Sourceandoccupancy documents</i> are obtained and analysed in accordance with legislative and agency requirements</p> <p>2.2 The ownership and status of the business and relevant <i>associated components</i> are determined against statutory and agency requirements</p> <p>2.3 The profitability of the business and associated components is determined using appropriate <i>appraisal practices</i> in accordance with agency requirements</p> <p>2.4 <i>Market related pricing structures</i> are ascertained and assessed against purchaser/vendor expectations</p> <p>2.5 <i>Feedback</i> is collated and provided to personnel and agencies involved in the appraisal process</p> <p>2.6 <i>Recommendations</i> are made to the client regarding the purchase or selling price in accordance with agency requirements and procedures</p>  |
| 3. Complete appraisal    | <p>3.1 The <i>appraised price</i> is determined on the basis of the appraisal and is negotiated with the client</p> <p>3.2 <i>Conclusions and recommendations</i> are prepared from source documents which provide constructive advice for future appraisals</p> <p>3.3 <i>Records and documentation</i> are completed in accordance with client and agency requirements</p>   |

## KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. Information below highlights how these processes are applied in this competency standard.

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

1 = perform the task/process

2 = perform and administer the process

3 = perform, administer and design the task/process

Key Competency	Example of Application	Performance Level
Communicating ideas and information	convey information and liaise with client to assist in the appraisal process.	2
Collecting analysing and organising information	analysing status and ownership of the business and associated plant and equipment and in assessing the most appropriate appraisal for a client.	2
Planning and organising activities	organising to appraise the business, prepare business documents regarding the appraisal, and in obtaining relevant information in a timely manner.	2
Working with others and in teams	working with other staff within the agency and networks to provide effective client service and business appraisals.	2
Using mathematical ideas and techniques	appraise businesses, analyse market trends, and establish business prices.	2
Solving problems	address differences between market and appraisal realities and client's needs and expectations, and to overcome difficulties regarding client understanding and legislative considerations.	2
Using technology	analyse market trends, determine possible prices and pricing structures and prepare and present information regarding the appraisal process.	2

## RANGE STATEMENT

The range statement provides information about the context in which the unit of competency is carried out. It allows for different work practices, and work and knowledge requirements as well as for differences between organisations and workplaces. The following variables may be present for this particular unit:

### **Appropriate information**

may be obtained from sources such as:

- the business
- established media and industry analysts and commentators
- clients
- databases
- other similar businesses
- the industry
- business consultants
- court decisions
- business brokers/valuers

### **Legislative and agency requirements**

may relate to:

- legislative and statutory requirements for provision of business broking services
- industry and agency codes of conduct and practice, code of ethics
- organisational policy, guidelines and requirements
- policies and procedures relating to own role, responsibility and delegation
- privacy/confidentiality requirements
- records and information systems
- reporting and communication structures
- business and performance plans including organisational goals and objectives
- access and equity policy, principles and practice
- quality assurance and/or procedures manual
- business and performance plans
- mission statements, strategic plans
- sales and client liaison procedure manuals
- Occupational Health and Safety policies, procedures and programs

### **Business technology**

may include:

- Computer software used to store and access data and may include:
  - spreadsheet applications
  - database applications
  - word processing applications
- Internet
- intranet

**Financial data**

may include may include:

- financial budgets
- business capital
- cash flow forecasts
- statements/forecasts
- bookkeeping/accounting/stock/job costing records
- profit and loss statements
- balance sheets

**Market information**

may include:

- current market information
- raw market data and trends
- market reports, analysis and commentary
- demographic data such as size, nature of industry, shifts in usage and uptake rates
- economic conditions and business confidence levels
- global and local issues that may impact upon the identified business or sector
- opposition and competition r

**Source and occupancy documents**

may relate to:

- source documents
  - franchise agreements
  - leases
  - plant and equipment inventories
  - financial statements
  - statutory paperwork (e.g. incorporation documents)
- occupancy documents
  - leases
  - body corporate/strata agreements

**Associated components**

may include:

- stock
- work in progress
- intangible assets (e.g. goodwill)
- other tangible assets
- liabilities
- plant
- equipment
- intellectual property patents and trademarks

**Appropriate appraisal practices**

may include:

- data collection - including ownership details, plant equipment fixtures and fittings listings, financial accounts, lease and rent reviews
- vertical, horizontal and trend analysis of financial statements
- use of accounting ratios
- normalising the accounts
- use of accepted valuation methods such as:
  - capitalised earning method
  - industry adopted methods (e.g. rent rolls)
  - build-up method
  - back up method
  - excess earnings method/super profit method
  - comparable sales method
  - discounted cash flow
  - summation method
- applying the sanity test
- recommended listing price of business
- asset based
- structure of lease

**Market related pricing structures**

may relate to:

- method of sale (e.g. auction or direct purchase)
- pricing for sale of business as a whole or in component parts
- staggered purchase and/or retention arrangements
- client financed sale
- tax implications
- plant and equipment as separate sales
- encumbered or unencumbered

**Appraised price**

refers to a realistically determined buying or selling price which takes account of the valuation of the business, the terms of sale including timeframes and conditions, and current market price tolerances

**Recommendations**

may relate to:

- current market prices
- terms and condition of sale and listing
- ownership arrangements
- goodwill
- plant, equipment, fittings and fixtures
- other assets
- liabilities
- conditions of tenure

**Feedback**

may include:

- formal and informal discussions with existing and previous clients
- information from potential purchasers
- information provided by others involved in the appraisal process both internal to the organisation and external



**Conclusions and recommendations**

may relate to:

- the valuation and appraisal
- marketing options
- price and pricing structure
- market expectations
- business structure and ownership
- plant and equipment sales

**Records and documentation**

may include:

- forms and paperwork required by legislation and statutory regulation
- internal documents required for the completion of the appraisal process
- documents and pro formas for the client

**EVIDENCE GUIDE**

The evidence guide identifies the requirements to be demonstrated to confirm competence for this unit. Assessment must confirm sufficient ability to use appropriate skills and knowledge to conduct appraisals of businesses. Assessment of performance should be over a period of time covering all categories within the range statement that are applicable in the learning environment.

**Critical aspects**

- Preparing and structuring advice on the appraisal process.
- Analysing the business and associated plant and equipment and finances, as they relate to appraising a business.
- Clarifying concerns and communicating with clients to enable the appraisal process and to resolve complications.
- Documenting agreements and distributing relevant documents and information to clients and other relevant internal and external parties.

**Context of assessment**

Assessment against this unit may involve the following:

- continuous assessment in a setting that simulates the conditions of performance described in the elements, performance criteria and range of variables statements that make up the unit
- continuous assessment in the workplace, taking into account the range of variables affecting performance
- self-assessment on the same terms as those described above
- simulated assessment or critical incident assessment, provided that the critical incident involves assessment against performance criteria and an evaluation of underpinning knowledge and skill required to achieve the required performance outcomes

**Resources required for assessment include:**

- access to suitable opportunities (simulated or real) and resources to demonstrate competence
- assessment instruments, including personal planner and assessment record book
- access to a registered provider of assessment services

**Underpinning knowledge**

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

- Understanding of agency/brokerage's business structure.
- Knowledge of the organisation's policy and procedures for client service including ethical behaviour and listing procedures.
- Knowledge of service standards and agency requirements.
- Principles and techniques for checking and validating the ownership and status of a business and associated plant and equipment, and financial statements.
- Principles and techniques for communicating concerns to clients.
- Strategies for planning and monitoring activities.
- Knowledge of types of appraisal methodologies, principles and techniques for valuing a business, and benefits and limitations of each for a variety of business types.
- Knowledge of mechanisms to obtain and analyse client comments and feedback.
- Basic accounting principles (double entry bookkeeping and accrual accounting).
- Interpretation of financial data and reports including comparative balance sheets, budget sheets and profit and loss statements.
- Knowledge of the relevant legislation from all levels of government that affect business operation and appraisals, especially in regard to franchises/business structures and the sale of businesses, Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination.

**Underpinning skills**

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

- read and interpret a variety of information relating to appraising a business and relevant information regarding legislative requirements
- select and use technology appropriate to a task
- obtain information relevant to appraising a business and provide information on the appraisal process and the final appraisal
- interact with clients and deal with their concerns and issues
- identify and analyse current market trends and positions
- determine most appropriate appraisal methods
- relate to people from a range of social, cultural and ethnic backgrounds

**PRDBB04A****Unit Descriptor****List business for sale**

This competency standard covers the process of listing a business for sale with a business brokerage. It requires the ability to establish fee and cost structures, liaise with the client, assess the documents relating to the ownership of the business and associated plant, equipment, fixtures and fittings, and to complete the relative steps in preparing to list a business. It requires a knowledge of agency fee structures and paperwork as well as a knowledge of source documentation for a business and associated legalities.

**Unit Sector**

Business broking

**ELEMENT****PERFORMANCE CRITERIA**

- |   |  |
|---|--|
| 1. Establish client and agency requirements | <ul style="list-style-type: none"> <li>1.1 Agency fees and fee structures are explained to the client and negotiated as necessary in accordance with <i>agency requirements</i> and expectations</li> <li>1.2 Schedules and budgets in relation to listing and promotion are discussed with the client and in accordance with agency practice</li> <li>1.3 Any <i>questions or concerns</i> that the client may have are canvassed and clarified and wherever possible resolved in accordance with <i>agency and legislative requirements</i></li> <li>1.4 <i>Client instructions</i> in relation to the listing and potential sale are recorded for future reference and to meet legislative and agency requirements regarding sales and listings</li> </ul>  |
| 2. Establish business status                | <ul style="list-style-type: none"> <li>2.1 Client guidelines in relation to the sales process are obtained and agreed to</li> <li>2.2 <i>Source documents</i> for the business and owners and the appropriate vendor warranties are obtained in accordance with legislative and agency requirements</li> <li>2.3 The structure, ownership and status of associated plant and equipment is determined and verified in accordance with legislative and agency requirements</li> <li>2.4 Identified status and ownership concerns are communicated to the client and clarification sought</li> </ul>  |
| 3. Complete listing                         | <ul style="list-style-type: none"> <li>3.1 <i>Pricing structures</i> and <i>price break-ups</i> are determined, discussed and agreed with the client in accordance with agency practice</li> <li>3.2 <i>Marketing plans</i> and budgets for the sale of the business and related components are determined, drafted and agreed</li> <li>3.3 Formal documents are produced and distributed to reflect agreements made by relevant parties involved in the listing process</li> <li>3.4 Information is provided to clients that reflects the progress made in relation to determining the status of the business, the listing process and the terms of the agreement</li> <li>3.5 Clients are provided with <i>further information</i> about available choices for meeting their needs and are assisted in the selection of preferred options</li> <li>3.6 <i>Formal documentation</i> for the listing of the business is finalised</li> </ul> |

## KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. Information below highlights how these processes are applied in this competency standard.

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

1 = perform the task/process

2 = perform and administer the process

3 = perform, administer and design the task/process

Key Competency	Example of Application	Performance Level
Communicating ideas and information	convey information and liaise with client to assist in the listing process.	2
Collecting analysing and organising information	analysing status and ownership of the business and associated plant and equipment and in assessing the most appropriate listing service for a client.	2
Planning and organising activities	organising to list the business, prepare business documents regarding the listing and in obtaining relevant information in a timely manner.	2
Working with others and in teams	working with other staff within the agency and networks to provide effective client service and listings.	2
Using mathematical ideas and techniques	analyse market trends, business prices, and to establish fee and pricing structures.	2
Solving problems	address client's needs and expectations and to overcome difficulties regarding client understanding and legislative considerations.	2
Using technology	analyse market trends, determine possible fee structures and prepare and present information regarding the listing process.	2

## RANGE STATEMENT

The range statement provides information about the context in which the unit of competency is carried out. It allows for different work practices, and work and knowledge requirements as well as for differences between organisations and workplaces. The following variables may be present for this particular unit:

### Agency requirements

may be outlined within:

- policy documents on pricing and fee structures
- quality assurance and/or procedures manual
- goals, objectives, plans, systems and processes
- business and performance plans
- mission statements, strategic plans
- privacy/confidentiality requirements
- sales and client liaison procedure manuals
- legal and organisational policy/guidelines
- access and equity principles and practice guidelines
- ethical standards
- Occupational Health and Safety policies, procedures and programs
- quality and continuous improvement processes and standards

### Questions or concerns

may arise regarding:

- fees and fee structures
- possible price
- the sales and market climate
- the listing process
- the agency and its reputation
- business broking opportunities and potential difficulties
- the business appraisal and marketing process
- type and term of agency agreement

### Legislative requirements

may relate to:

- legislative and statutory requirements for provision of business brokerage services
- industry and agency codes of conduct and practice, code of ethics
- policies and procedures relating to own role, responsibility and delegation
- records and information systems
- reporting and communication structures
- business and performance plans including organisational goals and objectives
- confidentiality/privacy concerns
- access and equity policy, principles and practice
- client service policies
- Occupational Health and Safety policies, procedures and programs
- terms and conditions of employment

**Client instructions**

may relate to:

- how they would like the business listed and marketed
- selling price expectations
- frequency and contact details for provision of information in relation to listing and the sale
- agency/brokerage processes that may affect them

**Formal documentation**

may include:

- agency agreements
- listing forms (including fee negotiations)
- agreements between the brokerage and the client on the listing and appraisal process
- information for the client on the listing appraisal and marketing process
- draft contracts

**Source documents**

may include:

- franchise agreements
- leases
- plant and equipment inventories
- financial records, including owners financial position
- statutory paperwork
- current documentation and official records

**Structure and ownership of the business**

may be determined and verified against:

- relevant Federal, State and Local Government legislation and by-laws
- statutory arrangements and regulations regarding incorporated bodies, public companies, corporations, businesses, sole proprietors, partnerships, franchises
- current documentation and official records

**Pricing structures and price break-ups**

may relate to:

- method of sale (e.g. auction or direct purchase)
- pricing for sale of business as a whole or in component parts
- staggered purchase and/or retention arrangements
- client financed sale
- tax implications
- plant and equipment as separate sales
- encumbered or unencumbered

**Marketing plans**

may relate to:

- type of listing
- where and how business would be marketed
- timeframes for listing and marketing
- market trends and conditions
- preferred, optimum and the minimal acceptable outcomes

**Further information**

may relate to:

- appraisal processes
- marketing processes
- agency procedures

**EVIDENCE GUIDE**

The evidence guide identifies the requirements to be demonstrated to confirm competence for this unit. Assessment must confirm sufficient ability to use appropriate skills and knowledge to effectively list a business for sale in a business broking context. Assessment of performance should be over a period of time covering all categories within the range statement that are applicable in the learning environment.

**Critical aspects**

- Preparing and structuring advice on the listing process for businesses.
- Analysing business and associated plant and equipment, ownership and status as they relate to listing a business with a brokerage.
- Clarifying concerns and communicating with clients to enable the listing process and to resolve complications.
- Documenting agreements and distributing relevant information to clients and relevant internal and external parties.

**Context of assessment**

Assessment against this unit may involve the following:

- continuous assessment in a setting that simulates the conditions of performance described in the elements, performance criteria and range of variables statements that make up the unit
- continuous assessment in the workplace, taking into account the range of variables affecting performance
- self-assessment on the same terms as those described above
- simulated assessment or critical incident assessment, provided that the critical incident involves assessment against performance criteria and an evaluation of underpinning knowledge and skill required to achieve the required performance outcomes

**Resources required for assessment include:**

- access to suitable opportunities (simulated or real) and resources to demonstrate competence
- assessment instruments, including personal planner and assessment record book
- access to a registered provider of assessment services

**Underpinning knowledge**

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

- Understanding of agency/brokerage's business structure.
- Knowledge of the organisation's policy and procedures for client service including ethical behaviour and listing procedures.
- Understanding of service standards and best practice models.
- Principles and techniques for checking and validating the ownership and status of a business and associated plant and equipment, and financial statements and communicating concerns to clients.
- Strategies for planning and monitoring activities.
- Knowledge of types of listings available and benefits and limitations of each for a variety of business types.
- Understanding mechanisms to obtain and analyse client comments and feedback.
- Knowledge of the relevant legislation from all levels of government that affect business operation and listings, especially in regard to franchises/business structures and the sale of businesses, Occupational Health and Safety and environmental issues, equal opportunity, consumer protection, industrial relations and anti-discrimination.

**Underpinning skills**

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

- read and understand a variety of information relating to listing a business and relevant information regarding legislative requirements
- select and use technology appropriate to a task
- liaise with clients
- obtain information relevant to listing a business
- provide information on recommended methods for listing
- deal with clients' concerns and issues
- identify current market trends and positions and to determine best listing options
- relate to people from a range of social, cultural and ethnic backgrounds and of varying physical and mental abilities



**PRDBB05A****Unit Descriptor****Promote and market listed business**

This competency standard covers the process of marketing a listed business within the context of a business brokerage. It requires the ability to assess appropriate marketing strategies, develop business profiles, consult with clients and potential markets and review the effectiveness of the marketing strategy. The knowledge requirements for this unit include marketing strategies and techniques within a business broking context, legislative requirements when selling a business, and budgetary considerations.

**Unit Sector**

Business broking

**ELEMENT****PERFORMANCE CRITERIA**

- |                                |   |
|--------------------------------|---|
| 1. Develop business profile    | <ul style="list-style-type: none"> <li>1.1 Possible <i>marketing strategies</i> and budgets for the sale of the business and related components are discussed, drafted and agreed</li> <li>1.2 A business profile that accurately portrays the listed business to prospective buyers is prepared, developed and made available in accordance with <i>legislative and agency requirements</i></li> <li>1.3 Necessary <i>source documents</i> are identified, obtained and made available for inspection in accordance with legislative and agency requirements</li> <li>1.4 Client is informed of any <i>potential difficulties</i> related to the sale of the listed business in its current state and is advised of appropriate options</li> </ul> |
| 2. Prepare marketing material  | <ul style="list-style-type: none"> <li>2.1 <i>Marketing materials</i> which reflect agreed property and agency marketing strategies are developed within agreed budget constraints and timeframes</li> <li>2.2 <i>Promotional methods</i> that best fit the listed business and potential market are selected and utilised to ensure maximum impact within the specified market(s)</li> <li>2.3 <i>Networks</i> are used to assist in the implementation of promotional activities</li> <li>2.4 If appropriate, business technology is used to structure and present information on listings</li> </ul>   |
| 3. Implement marketing options | <ul style="list-style-type: none"> <li>3.1 Marketing strategies are implemented and monitored against agreed budget</li> <li>3.2 Personnel and resources required to support, promote and market the listed business are identified and prepared to support the achievement of a successful outcome</li> <li>3.3 The client is informed of the marketing strategy and is kept <i>informed of progress</i> in accordance with legislative and agency requirements</li> </ul>   |

4. Review and report on marketing activities
- 4.1 The need for alternative marketing strategies and adjustments is assessed in consultation with appropriate personnel and agreement is reached with the client on any substantial change in direction
  - 4.2 *Feedback* is collated and provided to personnel and agencies involved in the promotion and marketing of the listed business
  - 4.3 Effectiveness of planning and marketing processes are assessed to identify possible improvements in future activities
  - 4.4 Costs and timelines are analysed to evaluate and improve upon future marketing strategies
  - 4.5 Conclusions and recommendations are prepared from verifiable evidence and constructive advice provided on future promotion and marketing initiatives

## KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. Information below highlights how these processes are applied in this competency standard.

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

1 = perform the task/process

2 = perform and administer the process

3 = perform, administer and design the task/process

Key Competency	Example of Application	Performance Level
Communicating ideas and information	convey information and liaise with client and relevant personnel and agencies to assist in the marketing process.	2
Collecting analysing and organising information	analysing marketing opportunities and methods to assess the most appropriate marketing strategy for the size and type of the business.	2
Planning and organising activities	organising to market the business, review the marketing process and to obtain relevant information in a timely manner.	2
Working with others and in teams	working with other staff within the agency and networks to ensure effective marketing.	2
Using mathematical ideas and techniques	prepare marketing budgets and analyse market trends and purchaser offers.	2
Solving problems	address marketing difficulties and costings, and to overcome difficulties regarding client understanding and legislative considerations.	2
Using technology	analyse market trends, determine marketing costs and prepare and present information relevant to the marketing process.	2

## RANGE STATEMENT

The range statement provides information about the context in which the unit of competency is carried out. It allows for different work practices, and work and knowledge requirements as well as for differences between organisations and workplaces. The following variables may be present for this particular unit:

### Marketing strategies

may include:

- advertising options and frequency
- e-business listings
- promotional activities
- canvassing
- media releases
- targeting known areas of potential interest in the listed business

### Legislative and agency requirements

may relate to:

- legislative and statutory requirements for provision of business broking services
- industry and agency codes of conduct and practice, code of ethics
- organisational policy, guidelines and requirements
- policies and procedures relating to own role, responsibility and delegation
- marketing plan
- privacy/confidentiality requirements
- records and information systems
- reporting and communication structures
- business and performance plans including organisational goals and objectives
- access and equity policy, principles and practice
- quality assurance and/or procedures manual
- business and performance plans
- mission statements, strategic plans
- sales and client liaison procedure manuals
- Occupational Health and Safety policies, procedures and programs

### Source documents

may include:

- franchise agreements
- plant and equipment inventories
- financial statements
- statutory paperwork (e.g. incorporation documents)
- leases - asset/property

### Potential difficulties

may relate to:

- levels of interest
- market trends and current selling prices
- legislative requirements
- allocated budgets relating to marketing and promotion
- terms and conditions of tenure

**Marketing materials**

may include:

- brochures and pamphlets
- advertising copy
- portfolio of the business
- preparation of displays

**Promotional methods**

may include:

- advertising copy
- poster/window displays
- web listings
- multi-listing or sole agency
- presentations

**Networks**

may include:

- local, regional and national media
- local community and regional organisations and contacts
- professional associations
- branches of own or associated brokerages

**Progress**

may relate to:

- buyer interest
- impact of current marketing strategies

**Information on progress**

may include:

- strategies used in the marketing and promotion of the business
- agency input into marketing the business so far
- costings
- approaches and enquiries of interest regarding the listed business
- perception of levels of interest and worth of current marketing strategies
- possible changes in the marketing strategy

**Feedback**

may be collected from:

- formal and informal discussions with existing and previous clients
- information from potential purchasers
- information provided by others involved in the appraisal process both internal to the organisation and external
- sales and completion results
- market share data

## EVIDENCE GUIDE

The evidence guide identifies the requirements to be demonstrated to confirm competence for this unit. Assessment must confirm sufficient ability to use appropriate skills and knowledge to promote and market a listed business with a view to sale. Assessment of performance should be over a period of time covering all categories within the range statement that are applicable in the learning environment.

### Critical aspects

- Preparing and structuring marketing materials and options.
- Analysing marketing options and current market trends.
- Communicating and negotiating with relevant parties and monitoring the marketing process to ensure effective marketing of the property occurs.
- Documenting relevant information on the marketing process.

### Context of assessment

Assessment against this unit may involve the following:

- continuous assessment in a setting that simulates the conditions of performance described in the elements, performance criteria and range of variables statements that make up the unit
- continuous assessment in the workplace, taking into account the range of variables affecting performance
- self-assessment on the same terms as those described above
- simulated assessment or critical incident assessment, provided that the critical incident involves assessment against performance criteria and an evaluation of underpinning knowledge and skill required to achieve the required performance outcomes

### Resources required for assessment include:

- access to suitable opportunities (simulated or real) and resources to demonstrate competence
- assessment instruments, including personal planner and assessment record book
- access to a registered provider of assessment services

**Underpinning knowledge**

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

- Understanding of agency/brokerage's business structure.
- Knowledge of the organisation's policy and procedures for client service including ethical behaviour and marketing procedures.
- Understanding of service standards and best practice models.
- Principles and techniques for marketing a business.
- Principles and techniques for communicating concerns to clients.
- Strategies for planning and monitoring marketing activities.
- Knowledge of types of marketing and benefits and limitations of each for a variety of business types.
- Understanding mechanisms to obtain and analyse client comments and feedback.
- Knowledge of the relevant legislation from all levels of government that affect marketing, business operation and appraisals, especially in regard to franchises/business structures and the sale of businesses, Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination.

**Underpinning skills**

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

- read and interpret a variety of information relating to marketing a business
- interpret and comply with legislative requirements
- select and use technology appropriate to a task
- liaise with clients, marketing agents and other staff
- obtain information relevant to marketing a business and provide information on the marketing process and its progress
- deal with potential marketing dilemmas and client concerns and issues
- identify current market trends and positions
- determine most appropriate marketing methods
- relate to people from a range of social, cultural and ethnic backgrounds

**PRDBB06A****Unit Descriptor****Negotiate and execute sales**

This competency standard covers the process of negotiating and executing sales of a listed business within the context of a business brokerage. It requires the ability to provide information to clients, negotiate and complete sales, to draft and distribute contracts and to encourage vendors/landlords/purchasers to accept appropriate offers. The knowledge requirements for this unit include inter-personal communication and negotiation techniques, sales completion strategies and legislative requirements.

**Unit Sector**

Business broking

**ELEMENT****PERFORMANCE CRITERIA**

- |                                   |   |
|-----------------------------------|---|
| 1. Provide information to clients | <p>1.1 <i>Appropriate rapport</i> is established with vendor/purchaser and their enquiries are handled promptly to enable high quality service delivery in accordance with <i>agency requirements</i></p> <p>1.2 Vendor/purchaser requirements are clarified and accurately assessed using <i>appropriate interpersonal communication techniques</i></p> <p>1.3 Potential purchasers/lessees are provided with <i>information</i> about available and prospective listings and assisted to find the listing that best matches their requirements</p> <p>1.4 Preparation and presentation of documents is discussed with the vendor to assist in best promoting the business for sale</p> <p>1.5 Purchasers and vendors are encouraged to seek clarification and are assisted to make an informed choice</p> |
| 2. Manage negotiation             | <p>2.1 <i>Factors</i> that may affect the success of a sale are identified and accounted for in negotiations with vendors and purchasers</p> <p>2.2 Relationships between the parties are managed in accordance with agency requirements</p> <p>2.3 <i>Action plans</i> are implemented to assist in moving negotiations through to successful completion</p> <p>2.4 <i>Potential areas of conflict</i> between the vendor and purchaser are managed and resolved to the satisfaction of parties to facilitate the sale/lease</p> <p>2.5 Documentation for the impending sale/lease is documented with due consideration given to <i>legislative and industry requirements</i> and <i>vendor/purchaser requirements</i></p>   |
| 3. Complete sale                  | <p>3.1 Deposits are secured and appropriate arrangements are made to account for the deposit on subsequent settlement</p> <p>3.2 Arrangements for the exchange of contracts are completed in accordance with agency and legislative requirements</p> <p>3.3 The vendor/landlord is provided with clear information about the offer and encouraged to make an informed and positive choice regarding the sale/lease of the business</p> <p>3.4 <i>Feedback</i> is collected and provided to personnel and agencies involved in the sale in accordance with legislative requirements</p> <p>3.5 Conclusions and recommendations are drawn from verifiable evidence and constructive advice on future directions of sales processes and completion rates provided</p>  |

## KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. Information below highlights how these processes are applied in this competency standard.

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

1 = perform the task/process

2 = perform and administer the process

3 = perform, administer and design the task/process

Key Competency	Example of Application	Performance Level
Communicating ideas and information	convey information and liaise with vendor/purchaser and relevant personnel and agencies to assist in the sales process.	2
Collecting analysing and organising information	analysing sales opportunities and methods to assess the most appropriate sales strategy for the size and type of the business.	2
Planning and organising activities	organising to sell the business, negotiate between parties and to obtain relevant information in a timely manner.	2
Working with others and in teams	working with other staff within the agency and networks to ensure effective negotiation and completion of sales.	2
Using mathematical ideas and techniques	calculate prices and purchaser offers.	2
Solving problems	address sales difficulties, and to overcome barriers in relation to sales negotiations, vendor and purchaser understanding and legislative considerations.	2
Using technology	analyse market trends, determine sales prices and prepare and present information relevant to the sales and negotiation process.	2

## RANGE STATEMENT

The range statement provides information about the context in which the unit of competency is carried out. It allows for different work practices, and work and knowledge requirements as well as for differences between organisations and workplaces. The following variables may be present for this particular unit:

### Appropriate rapport

relates to use of techniques that:

- promote and maintain an effective relationship with the vendor/purchaser
- establish and build confidence and trust in the brokerage and its representatives
- make the vendor/purchaser feel individual and valued



**Agency requirements**

may be outlined within:

- quality assurance and/or procedures manual
- goals, objectives, plans, systems and processes
- business and performance plans
- mission statements, strategic plans
- privacy/confidentiality requirements
- sales and client liaison procedure manuals
- legal and organisational policy/guidelines
- access and equity principles and practice guidelines
- ethical standards
- Occupational Health and Safety policies, procedures and programs
- quality and continuous improvement processes and standards

**Appropriate interpersonal communication techniques**

may include:

- active listening
- using appropriate body language
- summarising and paraphrasing to check understanding of vendor/purchaser's message
- providing an opportunity for the purchaser/vendor to clarify their understanding of the sales process
- soft questioning and seeking feedback from the vendor/purchaser to confirm own understanding of their needs and expectations
- listening actively to what the purchaser/vendor is communicating
- summarising and paraphrasing to check understanding of vendor/purchaser's message

**Information**

may include:

- business profile portfolio
- packaging and presentation of sale proposal to the prospective vendor
- advantages of various purchases and purchasing options
- levels of interest
- broad perspective on the vendor's expectations with regard to the sale or lease

**Factors**

may include:

- confidentiality agreements
- vendor motivations and requirements
- legal documentation and agreements regarding sales
- purchaser credentials including financial position
- purchaser entity/status
- purchaser needs
- purchaser capacity
- arranging appointments
- involvement of third or other parties in process and negotiations

**Action plans**

may include:

- development of the terms of contract
- strategies to ensure time-lines are met
- strategies for maintaining relationships between the parties during negotiation and providing exchange of information directly or via third parties/agents
- attending to legal requirements including the preparation and exchange of required legal documents
- arranging and facilitating a stocktake
- arrangements for obtaining deposits
- arrangements to secure vendor's initial interest
- contingency plans to accommodate changes and deal with complications
- arrangements for suitable inspection/observation times

**Potential areas of conflict**

may relate to:

- selling process
- timelines
- price
- inventory, fixtures and fittings, valuations and level of goodwill determination
- pricing structure
- involvement of agents and other parties
- transfer and transitional arrangements
- responsibility for future employee entitlements

**Legislative and industry requirements**

may include:

- legislative and statutory requirements for the sale of a business or provision of business brokerage services to sell a business
- industry and agency codes of conduct and practice, code of ethics
- organisational policy, guidelines and requirements
- policies and procedures relating to own role, responsibility and delegation
- records and information systems
- reporting and communication structures
- business and performance plans including organisational goals and objectives
- access and equity policy, principles and practice
- client service policies
- legislative and statutory requirements for provision of business brokerage services
- industry and agency codes of conduct and practice, code of ethics
- Occupational Health and Safety policies, procedures and programs
- terms and conditions of employment
- industrial awards

**Vendor/purchaser requirements**

may include:

- need for transparency
- need for quick sale
- need to specify plant and equipment and fittings and fixtures
- transitional arrangements
- use of business name
- clarification of business structure
- transfer of franchise agreements

**Feedback**

may be collected from:

- formal and informal discussions with existing and previous clients
- information from potential purchasers
- information provided by others involved in the appraisal process both internal to the organisation and external
- sales and completion results
- market share data

**EVIDENCE GUIDE**

The evidence guide identifies the requirements to be demonstrated to confirm competence for this unit. Assessment must confirm sufficient ability to use appropriate skills and knowledge to effectively negotiate and execute the sale of businesses. Assessment of performance should be over a period of time covering all categories within the range statement that are applicable in the learning environment.

**Critical aspects**

- Preparation and structuring of information and documents relating to the negotiation and completion of a sale.
- Analysis of sales process and purchaser intentions and vendor expectations.
- Communicating and negotiating with relevant parties and monitoring the sales process to ensure successful completion of the sale of the business occurs.
- Documenting and distributing relevant information to all parties pertaining to the sale.

**Context of assessment**

Assessment against this unit may involve the following:

- continuous assessment in a setting that simulates the conditions of performance described in the elements, performance criteria and range of variables statements that make up the unit
- continuous assessment in the workplace, taking into account the range of variables affecting performance
- self-assessment on the same terms as those described above
- simulated assessment or critical incident assessment, provided that the critical incident involves assessment against performance criteria and an evaluation of underpinning knowledge and skill required to achieve the required performance outcomes

**Resources required for assessment include:**

- access to suitable opportunities (simulated or real) and resources to demonstrate competence
- assessment instruments, including personal planner and assessment record book
- access to a registered provider of assessment services

**Underpinning knowledge**

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

- Understanding of agency/brokerage's business structure.
- An understanding of risk factors relating to various transactions.
- Knowledge of the organisation's policy and procedures for client service and sales including ethical behaviour and marketing procedures.
- Understanding of service standards and best practice models.
- Principles and techniques for selling a business.
- Principles and techniques for communicating concerns to purchasers and vendors.
- Conflict resolution techniques as they relate to sales processes.
- Strategies for planning and monitoring sale processes.
- Knowledge of types of sales techniques and benefits and limitations of each for a variety of clients and settings.
- Understanding mechanisms to obtain and analyse purchaser/vendor comments and feedback.
- Knowledge of the relevant legislation from all levels of government that affect the selling of a business and particularly through a brokerage, Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination.

**Underpinning skills**

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

- read and understand a variety of information relating to selling a business
- interpret and comply with relevant legislative requirements
- select and use technology appropriate to a task
- liaise with vendors, purchasers and their respective agents and other staff
- obtain information relevant to selling a business and provide information on the sales process and its progress
- deal with potential negotiation dilemmas and purchaser/vendor concerns and issues
- resolve conflicts arising from and relating to the sale process
- identify current market trends and positions
- determine most appropriate selling methods
- relate to people from a range of social, cultural and ethnic backgrounds

**PRDBB07A****Unit Descriptor****Value a business**

This competency standard covers the process of valuing a business for business broking purposes. It requires the ability to access and interpret market trends and other information relevant to the valuation of a business. It requires the ability to value the business using established evaluation methods, allowing for variations and internal and external risk assessment.

**Unit Sector**

Business broking

**ELEMENT****PERFORMANCE CRITERIA**

- |   |  |
|---|--|
| 1. Obtain, interpret and confirm instructions | <ul style="list-style-type: none"> <li>1.1 Client requirements and instructions are discussed and clarified in accordance with <i>legislative industry and agency requirements</i></li> <li>1.2 An assignment plan that best meets client valuation requirements is identified, determined and implemented</li> <li>1.3 Fees are determined and negotiated with the client in accordance with industry and agency requirements</li> <li>1.4 Instructions are confirmed with the client in accordance with agency requirements</li> <li>1.5 Advice is prepared and provided to other <i>enlisted professionals</i> involved in the valuation process</li> </ul>   |
| 2. Conduct research                           | <ul style="list-style-type: none"> <li>2.1 <i>Information sources</i> are identified and utilised to ensure that reliable data and advice is accessed</li> <li>2.2 <i>Current market data and trends</i> relative to the business are identified and analysed to assist in determining a fair and realistic valuation figure</li> <li>2.3 <i>Apparent or potential conflicts</i> in collected information are identified and accounted for in preparation for valuation</li> <li>2.4 <i>Agency and industry legal and ethical requirements</i> are adhered to in the process of gathering information and preparing for valuation</li> </ul>   |
| 3. Inspect business and premises              | <ul style="list-style-type: none"> <li>3.1 The business and associated premises are <i>fully inspected</i> in accordance with assignment plan and relevant industry practice standards</li> <li>3.2 Assignment plan and relevant documentation are referred to as required to ensure accuracy of inspection</li> <li>3.3 Inspection is documented and appropriately filed for future reference in accordance with industry and agency requirements</li> <li>3.4 Relevant enquiries are made and discussions with <i>key personnel</i> are documented in accordance with industry and agency requirements</li> <li>3.5 Actual characteristics of the business and premises are cross-referenced against other available data and inconsistencies noted</li> </ul> |

4. Conduct valuation
  - 4.1 *Internal and external analysis and risk assessment* for the identified business are conducted
  - 4.2 An accepted *valuation methodology* suitable to the business type and available information is selected and applied
  - 4.3 Any assumptions made in the valuation process are justifiable in terms of accepted valuation and ethical practices
  - 4.4 *Historical records* are normalised through adjustment of discretionary, non-operational and non-recurrent items
  - 4.5 Future profitability of the business is assessed using all available information and identifiable variables
  
5. Complete valuation and deliver to client
  - 5.1 *Valuation calculations* are reconciled to arrive at a final valuation conclusion and recorded in accordance with agency/client instructions
  - 5.2 *Records and documentation* needed for verification purposes are retained or identified for future access in accordance with the client and legal and agency requirements
  - 5.3 A report is prepared in an *acceptable format* highlighting *valuation findings and rationale* and where appropriate, provides constructive advice for future valuations
  - 5.4 Areas for improvement in valuation processes are identified and communicated to relevant agency personnel
  - 5.5 Report is delivered to the client in accordance with the assignment plan and agreed timeframes

## KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. Information below highlights how these processes are applied in this competency standard.

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

1 = perform the task/process

2 = perform and administer the process

3 = perform, administer and design the task/process

Key Competency	Example of Application	Performance Level
Communicating ideas and information	convey information and liaise with client to assist in the valuation process.	2
Collecting analysing and organising information	analysing status and viability of the business and associated plant and equipment and in assessing the most appropriate valuation for a client.	2
Planning and organising activities	organising to value the business, analyse and prepare documents relating to the valuation and in obtaining relevant information in a timely manner.	2
Working with others and in teams	working with other staff within the agency and networks to provide effective client service and business valuations.	2
Using mathematical ideas and techniques	value businesses, analyse market trends, and calculate valuation estimates.	2
Solving problems	adjust historical records, address differences between market and valuation realities and client's needs and expectations, and to overcome difficulties regarding client understanding and legislative considerations.	2
Using technology	analyse market trends, determine possible prices and pricing structures and prepare and present information regarding the valuation process.	2

## RANGE STATEMENT

The range statement provides information about the context in which the unit of competency is carried out. It allows for different work practices, and work and knowledge requirements as well as for differences between organisations and workplaces. The following variables may be present for this particular unit:

### **Legislative industry and agency requirements**

may relate to:

- legislative and statutory requirements for provision of business broking services
- industry and agency codes of conduct and practice, code of ethics
- organisational policy, guidelines and requirements
- policies and procedures relating to own role, responsibility and delegation
- records and information systems
- reporting and communication structures
- business and performance plans including organisational goals and objectives
- access and equity policy, principles and practice
- client service policies
- privacy/confidentiality requirements
- Occupational Health and Safety policies, procedures and programs
- terms and conditions of employment

### **Enlisted professionals**

may include:

- solicitors
- real estate agents
- real estate valuers
- plant and equipment valuers
- accountants

### **Information sources**

may include:

- financial statements and account details
- annual reports
- interviews with management/proprietors and other key personnel
- source documents
- market and industry sources external to the identified business
- taxation records



**Current market data and trends**

may relate to:

- current market information
- raw market data and trends
- market reports, analysis and commentary
- demographic data such as size, nature of industry, shifts in usage and uptake rates
- economic conditions and business confidence levels
- global and local issues that may impact upon the identified business or sector
- property leases
- business brokers data bases
- municipal authorities

**Current market data and trends**

may be obtained from:

- established media and industry analysts and commentators, publications and journals
- clients
- competitors
- the industry
- business consultants

**Apparent or potential conflicts in collected information**

may arise from:

- discrepancies within and between accounting and administrative records
- historical financial records
- projections for growth and expansion in comparison to actual growth and expansion

**Agency and industry legal and ethical requirements**

may be included in:

- quality assurance and/or procedures manual
- goals, objectives, plans, systems and processes
- business and performance plans
- mission statements, strategic plans
- sales and client liaison procedure manuals
- legal and organisational policy/guidelines
- privacy/confidentiality requirements
- access and equity principles and practice guidelines
- ethical standards
- Occupational Health and Safety policies, procedures and programs
- quality and continuous improvement processes and standards
- government statutes
- court precedents
- industry self-regulation or licensing requirements
- Australian Securities and Investments Commission and Australian Competition and Consumer Commission requirements

**Full inspection of premises**

would include:

- external and internal inspection
- physical attributes

**Key personnel**

could include:

- staff of the organisation
- cleaners/building supervisors
- council and fire authorities

**Internal and external analysis and risk assessment**

may include:

- Internal:
  - background and history
  - depth of management
  - product and service diversification
  - historical financial trend analysis
  - determining financial condition
  - identifying prior ownership sales
  - assessing a business" overall strengths, weaknesses and opportunities.
  - evaluation of tangible and intangible assets
- external:
  - economic and industry conditions
  - competitive forces
  - regulatory influences
  - locating possible guideline companies to be used in the market valuation approach

**An accepted valuation methodology**

may include:

- income/earnings/cash flow approach
- asset based approach
- data collection - including ownership details, plant equipment fixtures and fittings listings, financial accounts, lease and rent reviews
- vertical, horizontal and trend analysis of financial statements
- use of accounting ratios
- normalising the accounts
- use of accepted valuation methods such as:
  - capitalised earning method
  - industry adopted methods (e.g. rent rolls)
  - build-up method
  - excess earnings method
  - comparable sales method
- applying the sanity test
- recommended listing price of business
- an analysis of taxation considerations

**Historical records**

may be normalised by:

- adjusting for discretionary items such as owner/family salaries and benefits
- identifying non-operating and non-recorded items
- removing non-operating and non-recurring income and expenses
- considering the potential value of non-recorded items
- adjusting balance sheet items to their fair market values

**Identifiable variables**

may include:

- market trends and projections
- projected sales/revenue targets
- potential buyer interest
- asset management
- tangible and intangible assets
- analysis of personnel requirements, finances, plant and equipment, methods of operation, and materials

**Valuation calculations**

should account for:

- minority interests
- minority and marketability discounts
- tangible and intangible assets

**Records and documentation**

may include:

- forms and paperwork required by legislation and statutory regulation
- internal documents required for the completion of the valuation process including financial records
- documents and pro formas for the client

**Acceptable format**

may relate to agency and industry expectations regarding the valuation report in relation to style, layout, formatting, syntax and grammar

**Valuation findings and rationale**

may cover:

- the valuation
- organisation"s history
- present operations including:
  - personnel
  - management and organisational structure
  - equipment
  - engineering
  - quality control
  - facilities
  - product lines and services
  - inventory
  - accounting
  - suppliers
  - service record and systems
  - marketing and competition
  - environmental and OH&S concerns and regulations
- financial data

**EVIDENCE GUIDE**

The evidence guide identifies the requirements to be demonstrated to confirm competence for this unit. Assessment must confirm sufficient ability to use appropriate skills and knowledge to conduct appraisals of businesses. Assessment of performance should be over a period of time covering all categories within the range statement that are applicable in the learning environment.

**Critical aspects**

- Preparing and structuring advice on the valuation process.
- Analysis of the business and associated systems and finances, as they relate to valuing a business.
- Clarifying concerns and communicating with clients to enable the valuation process and to resolve complications.
- Completing the valuation, documenting findings and making recommendations on improvements to future valuation procedures.

**Context of assessment**

Assessment against this unit may involve the following:

- continuous assessment in a setting that simulates the conditions of performance described in the elements, performance criteria and range of variables statements that make up the unit
- continuous assessment in the workplace, taking into account the range of variables affecting performance
- self-assessment on the same terms as those described above
- simulated assessment or critical incident assessment, provided that the critical incident involves assessment against performance criteria and an evaluation of underpinning knowledge and skill required to achieve the required performance outcomes

**Resources required for assessment include:**

- access to suitable opportunities (simulated or real) and resources to demonstrate competence
- assessment instruments, including personal planner and assessment record book
- access to a registered provider of assessment services

**Underpinning knowledge**

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

- Understanding of organisational legal structures, financial and accounting systems and taxation issues.
- Knowledge of the organisation's policy and procedures for client service including ethical behaviour and valuation procedures.
- Understanding of service standards and best practice models.
- Principles and techniques for valuing a business.
- Principles and techniques for checking the ownership and status of a business and associated plant and equipment, and financial statements.
- Principles and techniques for communicating concerns to clients.
- Knowledge of trust accounting principles and practices.
- Knowledge of types of valuation methodologies and benefits and limitations of each for a variety of business types.
- Understanding mechanisms to obtain and analyse client comments and feedback.
- Knowledge of the relevant legislation from all levels of government that affect business operation and valuations, especially in regard to franchises/business structures and the sale of businesses, Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination.

**Underpinning skills**

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

- read and understand a variety of information relating to valuing a business and relevant information regarding legislative requirements
- maintain trust accounts
- plan and monitor activities
- select and use technology appropriate to a task
- inspect buildings/premises and take field notes for legal purposes
- research and analyse relevant information relating to a valuation
- liaise with clients
- obtain information relevant to valuing a business and provide information on the valuation process and the final valuation
- deal with client"s concerns and issues
- identify current market trends and positions
- determine most appropriate valuation methods
- compile a professional report
- relate to people from a range of social, cultural and ethnic backgrounds

**PRDBB08A****Unit Descriptor****Merge and/or acquire a business**

This competency standard covers the process of conducting an assessment of a client's business with the aim of better enhancing its value. It requires the ability to assess the suitability of a business for merger and/or acquisition, advise the client on options and procedures as well as the ability to finalise the assessment. It requires a knowledge of merger and acquisition considerations, the business brokerage environment, legislation relating to business ownership and mergers and acquisitions, business assessment and client liaison techniques.

**Unit Sector**

Business broking

**ELEMENT****PERFORMANCE CRITERIA**

- |   |  |
|---|--|
| 1. Obtain, interpret and confirm instructions | <ul style="list-style-type: none"> <li>1.1 Client requirements and instructions are discussed and clarified in accordance with <i>legislative industry and agency requirements</i></li> <li>1.2 An assignment plan that best meets client requirements is identified, determined and implemented</li> <li>1.3 Fees are determined and negotiated with the client in accordance with industry and agency requirements</li> <li>1.4 Advice is prepared and provided to other <i>enlisted professionals</i> involved in the merger and/or acquisition process</li> </ul>  |
| 2. Assess suitability                         | <ul style="list-style-type: none"> <li>2.1 <i>Information</i> is compiled and utilised to ensure that reliable data and advice is accessed</li> <li>2.2 The <i>ownership, structure and status</i> of the business is <i>critically assessed</i> against statutory and merger/acquisition requirements</li> <li>2.3 The business potential and capacity is reviewed against both its <i>financial and strategic</i> marketability</li> <li>2.4 The assessment identifies and incorporates <i>synergistic opportunities</i></li> <li>2.5 <i>Research</i> gathered from previous mergers/acquisitions assessments is used to ensure objectivity of results</li> </ul>  |
| 3. Advise on options                          | <ul style="list-style-type: none"> <li>3.1 The suitability for merger and acquisition of the business is researched and determined using industry adopted assessment methods</li> <li>3.2 Assumptions are checked for reasonableness and recorded in accordance with <i>agency requirements</i></li> <li>3.3 Strengths and limitations of current business and <i>proposals</i> are evaluated and communicated to the client</li> <li>3.4 Client is provided with appropriate information and assisted to make an informed decision on merger/acquisition options</li> <li>3.5 Assessment and advice is provided within a timeframe that does not disadvantage the client's opportunity for maximum results</li> </ul> |
| 4. Complete assessment                        | <ul style="list-style-type: none"> <li>4.1 Arrangements are put in place for all <i>records and documentation</i> relating to the merger/acquisition process to be prepared and checked</li> <li>4.2 All relevant parties are contacted and informed of the decision</li> <li>4.3 Data and assessment findings are documented and stored correctly to inform future merger/acquisition assessments</li> <li>4.4 <i>Feedback</i> on the merger/acquisition process is encouraged and used to inform future assessments</li> </ul>   |

## KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. Information below highlights how these processes are applied in this competency standard.

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

1 = perform the task/process

2 = perform and administer the process

3 = perform, administer and design the task/process

Key Competency	Example of Application	Performance Level
Communicating ideas and information	convey information and liaise with client to assist in the merger/acquisition process.	2
Collecting analysing and organising information	analysing status and ownership of the business and associated plant and equipment and in assessing the most appropriate options for a client.	2
Planning and organising activities	organising to merge or acquire a business, prepare business documents regarding the merger/acquisition and in obtaining relevant information in a timely manner.	2
Working with others and in teams	working with other staff within the agency and networks to provide effective client service and business merger/acquisitions.	2
Using mathematical ideas and techniques	analyse businesses, analyse market trends, and establish business prices.	2
Solving problems	address differences between market and merger/acquisition realities and client's needs and expectations, and to overcome difficulties regarding client understanding and legislative considerations.	2
Using technology	analyse market trends, determine possible merger and acquisition offers and prepare and present information regarding the appraisal process.	2



## RANGE STATEMENT

The range statement provides information about the context in which the unit of competency is carried out. It allows for different work practices, and work and knowledge requirements as well as for differences between organisations and workplaces. The following variables may be present for this particular unit:

### **Legislative industry and agency requirements**

may relate to:

- legislative and statutory requirements for provision of business broking services
- industry and agency codes of conduct and practice, code of ethics
- organisational policy, guidelines and requirements
- policies and procedures relating to own role, responsibility and delegation
- records and information systems
- reporting and communication structures
- business and performance plans including organisational goals and objectives
- access and equity policy, principles and practice
- client service policies
- privacy/confidentiality requirements
- Occupational Health and Safety policies, procedures and programs
- terms and conditions of employment

### **Enlisted professionals**

may include:

- solicitors
- real estate agents
- accountants

### **Appropriate information**

may be compiled from:

- SWOT Analysis
- analysis of organisational and managerial/ownership structure
- analysis of personnel, capital (money, plant and equipment), methods, materials and markets
- financial records current and historical, internal and external, asset and liability statements
- staff records
- sales information
- interviews with key personnel

**Critical assessment of ownership, structure and status considerations**

include:

- composition of owners and stakeholders, working owners and non-working owners
- participation and voting power
- assessment of staffing structures
- potential of staffing structures
- staff training levels and requirements
- identification of key employees
- current and potential employee conflicts
- numbers of current staff as opposed to anticipated number of staff required after merger or acquisition
- the staff's ability/potential to make an offer for the business
- readiness to be presented as a "turnkey" operation
- marketability and viability of the operation (including current and historical financial viability)
- potential for synergistic opportunities
- stock, assets, liabilities, and capital
- trading/performance history
- identification and control of contingencies
- confluent liabilities
- identification of intangible assets
- transferability of rights
- operational effectiveness
- internal and external analysis and risk assessment
- an analysis of taxation considerations

**Financial and strategic buyers**

are differentiated by:

- creation of an immediate return on investment on a stand-alone basis (financial buyer) as opposed to being concerned with the creation of opportunities for value adding and long term growth (strategic buyer)
- equity buyers
- staff or internal buy out or partners

**Synergistic opportunities**

may relate to:

- combination benefits (e.g. market power, increased purchasing power)
- resource sharing (e.g. sharing distribution channels)
- functional skills transfer (e.g. learning/improving functional skills by merging)
- management skills transfer

**Synergistic opportunities**

may be identified through internal and/or external analysis (treasure hunting)

**Research**

includes:

- accurate data and information gained from previous merger and acquisition assessments
- identification and utilisation of industry approved and reliable assessment methods that best fit information available and the type of business

**Agency requirements**

may be outlined within:

- quality assurance and/or procedures manual
- goals, objectives, plans, systems and processes
- business and performance plans
- mission statements, strategic plans
- privacy/confidentiality requirements
- sales and client liaison procedure manuals
- legal and organisational policy/guidelines
- access and equity principles and practice guidelines
- ethical standards
- Occupational Health and Safety policies, procedures and programs
- quality and continuous improvement processes and standards

**Proposals**

may be:

- for immediate or longer term mergers and acquisitions
- from financial or strategic interests

**Records and documentation**

may include:

- forms and paperwork required by legislation and statutory regulation
- internal documents required for the completion of the assessment process
- documents and pro formas for clients

**Feedback**

may include:

- formal and informal discussions with existing and previous clients
- information from potential mergers or acquirers
- information provided by others involved in the appraisal process both internal and external to the organisation

## EVIDENCE GUIDE

The evidence guide identifies the requirements to be demonstrated to confirm competence for this unit. Assessment must confirm sufficient ability to use appropriate skills and knowledge to conduct appraisals of businesses in relation to merger or acquisitions. Assessment of performance should be over a period of time covering all categories within the range statement that are applicable in the learning environment.

### Critical aspects

- Preparing and structuring of advice on mergers and acquisitions and assessment outcomes.
- Analysis of business viability, organisational and staffing structures and issues and their impact on possible mergers/acquisitions.
- Identifying benefits and limitations of current business structure for merger and acquisition and strengths and weaknesses of proposals.
- Sensitive relaying of relevant information to clients.
- Identifying improvements in assessment of merger/acquisitions processes.
- Completing relevant documentation and reports.

### Context of assessment

Assessment against this unit may involve the following:

- continuous assessment in a setting that simulates the conditions of performance described in the elements, performance criteria and range of variables statements that make up the unit
- continuous assessment in the workplace, taking into account the range of variables affecting performance
- self-assessment on the same terms as those described above
- simulated assessment or critical incident assessment, provided that the critical incident involves assessment against performance criteria and an evaluation of underpinning knowledge and skill required to achieve the required performance outcomes

### Resources required for assessment include:

- access to suitable opportunities (simulated or real) and resources to demonstrate competence
- assessment instruments, including personal planner and assessment record book
- access to a registered provider of assessment services

**Underpinning knowledge**

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

- Knowledge of the organisation's policy and procedures for client service including ethical behaviour and appraisal procedures.
- Understanding of service standards and best practice models.
- Principles and techniques for assessing business, organisational and staffing structures.
- Knowledge of trust accounting principles and practices.
- Principles and techniques for checking the ownership, structure, staffing and status of a business and associated plant and equipment, and financial statements.
- Principles and techniques for communicating concerns to clients.
- Knowledge of types of assessment methods and benefits and limitations of each for a variety of business types/information and especially as they relate to mergers and acquisitions.
- Understanding mechanisms to obtain and analyse client comments and feedback.
- Knowledge of the relevant legislation from all levels of government that affect business operation and assessments, especially in regard to franchises/business structures and merger/acquisition of businesses, Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination.

**Underpinning skills**

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

- read and understand a variety of information relating to assessing a business and relevant information regarding legislative requirements especially as they relate to mergers and acquisitions
- select and use technology appropriate to a task
- liaise with clients
- maintain trust accounts
- conduct SWOT, internal and external analysis and risk assessments, and Synergistic Opportunity Analysis
- plan and monitor activities
- obtain information relevant to assessing a business for merger/acquisition
- undertake analysis of data and structure of a business with a view to assessing viability and merger/acquisition options
- identify strengths and weaknesses
- provide information on the assessment process and the final assessment
- deal with client's concerns and issues
- determine most appropriate appraisal methods
- relate to people from a range of social, cultural and ethnic backgrounds

**PRDBB09A****Manage agency risk****Unit Descriptor**

This unit deals with minimising risk to all aspects of agency business.

This unit is similar to unit PRDRE10A endorsed in the Real Estate and Stock and Station Agency sector of the Property Development and Management Training Package but has been customised with different outcomes.

**Unit Sector**

Business broking

**ELEMENT****PERFORMANCE CRITERIA**

- |   |  |
|---|--|
| 1. Analyse potential risks to agency and clients  | 1.1 Objectives of agency and client are confirmed by consultation with key personnel and reference to available information<br>1.2 Likelihood of risk to objectives is assessed against an inventory of the current and planned agency/client assets, functions and existing risk management strategies  |
| 2. Implement agency policies and procedures to minimise risk                                  | 2.1 Causes of potential risk or existing threat to agency/client objectives are accurately identified<br>2.2 Potential sources of risk or threat are thoroughly evaluated to establish extent of risk and correct procedures implemented to minimise risk in line with agency policy   |
| 3. Establish on-going monitoring and reporting systems to minimise risk to agency and clients | 3.1 Potential risks are determined by monitoring risk environment with consideration of agency/client role, location and market stability<br>3.2 All potential risks/threats experienced by like organisations are assessed for relevance and the need to implement precautionary action<br>3.3 All risk information is accurately recorded to enable frequency and extent of potential threats to be monitored and enable significant threats to be remedied according to agency policy |

## KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. Information below highlights how these processes are applied in this competency standard.

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

1 = perform the task/process

2 = perform and administer the process

3 = perform, administer and design the task/process

Key Competency	Example of Application	Performance Level
Communicating ideas and information	convey information and liaise with key stakeholders in risk management process.	2
Collecting analysing and organising information	analysing risks, risk control measures are applied. Analysis of the risk control measures may require further action if inadequacies in resources are identified.	3
Planning and organising activities	a continuous improvement process is required - the planning cycle is utilised and monitored.	3
Working with others and in teams	working with other staff within the agency and networks to provide effective client service risk is minimised.	2
Using mathematical ideas and techniques	analyse businesses, risk control measures across various contexts.	3
Solving problems	principles of research and data analysis are utilised in addressing agency risk.	3
Using technology	organisational reports, policies and procedures and data analysis of such may be entered and accessed via electronic equipment and various information technology applications may be utilised.	2

## RANGE STATEMENT

The range statement provides information about the context in which the unit of competency is carried out. It allows for different work practices, and work and knowledge requirements as well as for differences between organisations and workplaces. The following variables may be present for this particular unit:

**The legal status of the agency**

is the legal structure under which the agency operates, for example:

- sole trader, partnership, registered business, franchise, body corporate/company
- "agency" within the meaning of the relevant property act and associated licensing requirements
- "agency" within any of the legal jurisdictions operating in Australia and associated laws, including corporations law, statutory law, taxation law, trades practices law, common law duty of care provisions; laws of contract and tort affecting real estate agency agreements, and those services provided for a fee

**Type and size of business**

may include:

- privately owned business broking agencies
- valuation
- property management
- sole practitioners or partnerships
- franchise operations
- government agencies involved in the provision of business broking services

**Quality assurance**

may include:

- practice standards
- ISO quality standards
- franchise standards
- enterprise standards

**Physical resources**

may include:

- information
- money
- facilities
- office systems (manual and computerised)
- telecommunications equipment
- human resources



**Legislative and other risk factors**

may include:

- occupational health and safety
- environmental compliance
- government licensing requirements
- public liability
- professional indemnity
- franchise and licence agreements
- property ownership
- intellectual property
- level of compliance with internal agency procedures
- successful management of complaints
- specific areas of exposure may include:
  - property management, including maintenance and discrimination
  - sales, including sale of property, incorrect disposal of chattels, code of ethics/practice, loss of documents, unauthorised disclosure, and sale of goods under warrant of execution
  - commercial sales and leasing, including miscalculation of rentable floor space, exclusivity of business (retail)
  - administration, including misrepresentation, defalcation, personal injury, and misappropriation

**Relevant stakeholders (those having a financial interest)**

may include but are not limited to:

- co-owners
- staff and others to whom a duty of care is owed
- financial institutions with a financial interest in the business

**Asset impact**

includes, but is not limited to:

- net worth of the business
- goodwill value
- cash flow viability and resulting liquidity
- return on investment
- capital reserves

**Area of business**

may include:

- rural
- retail
- commercial
- industrial
- property valuation
- specialist properties including property used for:
  - tourism
  - leisure
  - community
  - medical
  - transport activities

## EVIDENCE GUIDE

The evidence guide identifies the requirements to be demonstrated to confirm competence for this unit. Assessment must confirm sufficient ability to use appropriate skills and knowledge to manage agency risk. Assessment of performance should be over a period of time covering categories within the range statement that are applicable in the learning environment.

### Context of assessment

Evidence of competence should demonstrate consideration of the efficiency of the total approach by an organisation to the protection of its assets, earnings, liabilities and personnel against predictable and unpredictable losses in order to achieve the maximum efficiency at the minimum cost.

Evidence of competency could include:

- procedures implemented to manage risk including identification, analysis, measurement and control measures
- systems including staff use of information management systems, organisational procedures, company operations manuals, and confidentiality, security and privacy procedures

Case study material rather than commercial-in-confidence material obtained from an employing agency, should be used in the assessment of this unit.

### Required workplace performance

The competencies described in the unit may be achieved under limited supervision, within the broad framework established by an agreed risk management plan and budget limitations. Where the competency is required to be performed as part of a general management role, accountability and responsibility will be qualified and dependent on final endorsement by the key stakeholders. Considerable judgement is required to make and act on decisions.

At the agency principal level, the unit requires the total expression of accountability and responsibility at law - including reasonable responsibility for the work of others.

### Resources required for assessment include:

- access to suitable opportunities (simulated or real) and resources to demonstrate competence
- computers and appropriate software and agency operational manuals
- relevant industry codes of practice
- assessment instruments, including personal planner and assessment record book
- access to a registered provider of assessment services

**Underpinning knowledge**

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

- Financial management and control techniques.
- Relevant legislative framework impacting on the provision of services in the business broking sector.
- Professional indemnity.
- Business planning.
- Professional ethics for real estate.
- Quality assurance.
- Procedures.

**Underpinning skills**

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

- organising and controlling information to manage agency performance
- problem-solving
- judgment
- communication skills including:
  - negotiation
  - interpersonal and group techniques to manage agency performance
  - written communication
- research
- numeracy including the use of simple statistics

**PRDRE01A****Develop a strategic business plan****Unit Descriptor**

This unit covers development of a business strategy to successfully position the real estate agency in the property market.

**Unit Sector**

Real estate

**ELEMENT****PERFORMANCE CRITERIA**

- |   |   |
|---|---|
| 1. Identify business opportunities in the property market       | 1.1 Valid and reliable sources of information concerning the property market and business environment are identified<br>1.2 Information relevant to real estate business planning is collated<br>1.3 Immediate and ongoing business opportunities are identified and confirmed from an analysis of the business environment<br>1.4 Viable opportunities are identified by cost benefit analysis, based on available property market information   |
| 2. Establish the potential range and demand for agency services | 2.1 A property market profile applicable to the agency is developed using the information available<br>2.2 An estimate of the demand for agency services, and a potential client profile, is accurately developed and assessed<br>2.3 Resources required to service the projected demand are correctly identified and included in an overall cost benefit analysis<br>2.4 Agency marketing positioning strategy is identified and adopted<br>2.5 Lists of the appropriate range of services are provided and associated service fees and charges are prepared |
| 3. Establish achievable business goals and objectives           | 3.1 Activities related to business goals are identified to achieve an increase in the firm's share of the property market<br>3.2 Required rates of return are accurately estimated for short and long-term agency viability and to ensure cash flow management  |
| 4. Document and review agency business strategies               | 4.1 Plans are documented to provide an accessible reference tool for evaluations of agency business performance<br>4.2 Strategic directions are developed within the plans that are assessable against performance benchmarks over time   |

**KEY COMPETENCIES**

Key Competency	Performance Level
Communicating ideas and information	3
Collecting analysing and organising information	3
Planning and organising activities	3
Working with others and in teams	2
Using mathematical ideas and techniques	3
Solving problems	3
Using technology	2

**RANGE STATEMENT****The legal status of the agency**

is the legal structure under which the agency operates, for example:

- sole trader, partnership, registered business, franchise, body corporate/company
- 'agency' within the meaning of the relevant property act and associated licensing requirements
- 'agency' within any of the legal jurisdictions operating in Australia and associated laws, including corporations law, statutory law, taxation law, trades practices law, common law duty of care provisions; laws of contract and tort affecting real estate agency agreements, and those services provided for a fee

**Information**

the reliability, validity and availability of which includes:

- information from industry associations, government agencies and educational institutions
- research methodologies and techniques used to obtain and analyse data
- the quality of analysis and translation of the information into strategic initiatives

**Geographic location**

may include metropolitan, country and international locations.

**The maturity and size**

of the real estate business includes:

- any existing asset base and services provided
- privately owned real estate agencies, sole practitioners or partnership arrangements, government departments or sections of local, State or Commonwealth authorities providing real estate services

**Relevant stakeholders**

(those having a financial interest) may include, but are not limited to, co-owners, staff and others to whom a duty of care is owed, and financial institutions with a financial interest in the business.

**Asset impact**

includes, but is not limited to, net worth of the business, goodwill value, cash flow viability and resulting liquidity, return on investment, and capital reserves.

**Area of business**

may include rural, residential, retail, commercial, industrial, property valuation, specialist properties, including property used for tourism, leisure, community, medical and transport activities.

## EVIDENCE GUIDE

### Context of assessment

Assessment of this unit of competency will usually be conducted as part of an assessment of an assignment that closely resembles normal work practices for a person with responsibilities identified in the unit.

Evidence of competency should include consideration of the preparation and verbal delivery of a business plan for a defined agency.

Assessment of evidence should also establish the individual's understanding of factors affecting strategic business planning, including:

- research techniques used to obtain data incorporated in a hard-copy document/plan
- explanations demonstrating the ability to obtain, check and use information from a variety of sources
- a demonstrated capacity to obtain and use legal, financial and market information for strategic planning purposes
- the ability to work as a member of a team in devising a strategic plan
- the ability to present strategic planning material and justify decisions made in relation to key strategic directions proposed in the plan

### Scope of application

This unit has application in the management of a real estate agency.

### Required workplace performance

At the agency principal level, the unit requires the total expression of accountability and responsibility at law, including reasonable responsibility for the work of others in gathering data and work coordination.

Where the competency is required to be performed as part of a general management role, accountability and responsibility will be qualified and dependent on final endorsement by the key stakeholders.

### Resources required for assessment include:

- audiovisual equipment where available
- guidelines on strategic business planning
- relevant industry codes of practice
- a suitable venue, either in the workplace or classroom
- a panel of assessors, including the candidate's immediate supervisor or peers, if relevant

### Underpinning knowledge

- Working knowledge of the different administrative systems and processes used to evaluate agency business performance
- Strategic planning
- Marketing
- Financial management
- Real estate/property law

## **Underpinning skills**

- Planning, organising and controlling information
- Risk analysis and management
- Costing, estimating and budgeting
- Applied research
- Analysis of business environments and real estate market trends
- Written and verbal presentation

**PRDRE02A****Unit Descriptor****Manage agency performance**

This unit covers interpretation of the agency business plan and the setting up of business oriented processes and systems to support the achievement of business goals. Unit PRDRE01A Develop a strategic business plan, will directly influence outcomes of this unit.

**Unit Sector**

Real estate

**ELEMENT****PERFORMANCE CRITERIA**

- |  |   |
|--|---|
| 1. Interpret and implement the work-based elements of the agency business plan | <ul style="list-style-type: none"> <li>1.1 A business strategy plan is developed to enable interpretation and determination of the processes and resources required to achieve business goals</li> <li>1.2 An appropriate legal and administrative structure to deliver agency services is developed and agreed to by stakeholders</li> <li>1.3 Organisational systems and processes to deliver the agency strategy are determined from an assessment of available resources and information</li> <li>1.4 Information and resources are used to confirm the organisation of business activities and systems required for effective and efficient agency management and service delivery</li> <li>1.5 Key indicators of business performance are determined from consultation with business advisers and staff and incorporated in work plans</li> <li>1.6 Key indicators are identified as a basis for individual work plans</li> </ul> |
| 2. Establish processes for monitoring business performance                     | <ul style="list-style-type: none"> <li>2.1 Cost-effective processes are established to collect information on key indicators of business performance</li> <li>2.2 Opportunities for comparing performance with existing and potential competitors are identified and considered as part of the business monitoring process</li> <li>2.3 Procedures are established to enable the regular analysis of performance, which can then be used to provide comparisons with planned business objectives</li> </ul>   |
| 3. Review and adjust business performance                                      | <ul style="list-style-type: none"> <li>3.1 Information on business performance is systematically collected and measured against agency and industry performance indicators</li> <li>3.2 Business performance is continuously evaluated to enable identification of areas requiring improvement</li> <li>3.3 Improved productivity outcomes are addressed through modifications to agency activities and systems</li> </ul>  |



## KEY COMPETENCIES

Key Competency	Performance Level
Communicating ideas and information	2
Collecting analysing and organising information	3
Planning and organising activities	3
Working with others and in teams	2
Using mathematical ideas and techniques	3
Solving problems	3
Using technology	2

## RANGE STATEMENT

<b>Commercial environment</b>	may have an effect on the availability of funding and the allocation of resources to specified areas.
<b>Type and size of business</b>	may include privately owned real estate agencies, valuation, property management, sole practitioners or partnerships, and franchise operations, as well as government agencies involved in the provision of real estate services.
<b>Existing organisational systems and structures</b>	<p>may include administrative, financial, human resources and customer service arrangements already in place, or require the creation of new systems, depending on the maturity of the business. Specifically:</p> <ul style="list-style-type: none"> <li>• the prevailing organisational culture and agency orientation to new and repeat business</li> <li>• availability and quality of information held on customers</li> <li>• availability of industry performance indicators</li> <li>• agency orientation and existence of a property marketing strategy and promotional budget</li> </ul>
<b>Quality standards</b>	may include practice standards, ISO quality standards, franchise standards or enterprise standards.
<b>Access to physical resources</b>	may be constrained by geographic, commercial or cultural factors.
<b>Physical resources</b>	may include information, money, facilities, office systems (manual and computerised), telecommunications equipment and human resources.
<b>Performance indicators used in property marketing services</b>	may include analysis of sales, turnover ratios, ratio of income to outgoings, number of listings per locality, number of appraisals per locality, percentage of listings obtained from appraisals, and percentage of sales obtained from listings.

<b>Performance indicators in management</b>	may include size of rent roll, ratio of interviews to agency agreements entered into, and successful management of complaints.
<b>Legislative and other risk factors</b>	may include occupational health and safety, public liability, professional indemnity, quality assurance, product liability, franchise and licence agreements, and property ownership, including intellectual property.
<b>Commercial-in-confidence information</b>	includes any information on the operation of the agency or information about the discrete market niche in which the agency operates that could benefit a competitor.
<b>Work plans</b>	may be individually or collectively developed and may cover administration, sales, management or specialised services.

## EVIDENCE GUIDE

<b>Context of assessment</b>	<p>Assessment of this unit of competency will usually be conducted as part of an assessment of an overall business management assignment.</p> <p>Evidence of competency should include consideration of the efficiency of the systems generated and their practical application in the overall management of the agency and could include case studies and explanations for choices about systems.</p> <p>Assessment of evidence should establish the individual's understanding of factors affecting the application and use of business management systems, for example:</p> <ul style="list-style-type: none"> <li>• staff use of information management systems</li> <li>• organisational cultures and performance appraisal systems, and use of visual aids such as organisational charts, agency records, procedures and databases to illustrate the advantages of the system</li> <li>• office plans and work station layouts</li> <li>• inventories and asset registers</li> <li>• operational budgets, including cash flow statements (case study material should be used, rather than commercial-in-confidence information derived from an agency)</li> <li>• the use of work plans and timelines as aids to systems management</li> <li>• confidentiality, security and privacy considerations</li> <li>• company operations manuals</li> </ul> <p>The human factors involved could be assessed through role-plays or discussions around critical incidents to illustrate key points.</p> <p>Evidence could also be derived from portfolios of materials.</p>
<b>Scope of application</b>	This unit applies to agency management of all sectors of the real estate industry.

**Required workplace performance**

The competencies described in the unit may be achieved under limited supervision, within the broad framework established by an agreed strategic plan and budget limitations. Considerable judgement is required to make and act on decisions.

**Resources required for assessment include:**

- case study material rather than commercial-in-confidence material obtained from an employing agency, should be used in the assessment of this unit
- an appropriate venue and workstation, including audiovisual equipment, computers and appropriate software and agency operational manuals

**Underpinning knowledge**

- Financial management and control techniques
- The legislative framework impacting on the provision of services in the real estate industry
- Human resource development
- Customer relations
- Business planning
- Professional ethics for real estate
- Quality assurance
- Procedures for establishing and using real estate office equipment and technology

**Underpinning skills**

- Planning, organising and controlling information to manage agency performance
- Written communication skills, including literacy
- Problem-solving
- Judgment
- Communication, including negotiation, interpersonal and group techniques to manage agency performance
- Research
- Numeracy, including the use of simple statistics

**PRDRE03A****Unit Descriptor****Develop and implement client service strategies**

This unit covers establishment of information systems and processes which support the marketing of agency services to the public and to agency clients.

**Unit Sector**

Real estate

**ELEMENT****PERFORMANCE CRITERIA**

- |  |   |
|--|---|
| 1. Develop client loyalty strategies     | 1.1 Client loyalty strategies are developed which support repeat business<br>1.2 Services are structured to emphasise client satisfaction and maintain the agency's reputation for service in the marketplace<br>1.3 Client service strategies are integrated into individual and team delivery of agency services<br>1.4 Performance indicators are developed that enable policy review and activity adjustment to occur   |
| 2. Maintain clear lines of communication | 2.1 Information provided to clients is timely, relevant and up-to-date<br>2.2 Information on client needs is provided in a manner which improves client relations and the quality of services<br>2.3 Client service records are maintained to provide an accurate and objective record of communication with clients and other service providers<br>2.4 Complaints are handled in a manner which improves the agency's reputation for quality service and integrity   |
| 3. Review client policy                  | 3.1 Client satisfaction is surveyed at regular intervals to enable modification or adjustment to client contact and agency marketing activities<br>3.2 Client feedback on quality of services is obtained which can be used to improve performance in client contact areas<br>3.3 Reviewed and updated information on agency services is maintained which reflects current client expectations and enables improvement of the agency's image<br>3.4 Opportunities arising from information provided by clients are used to update the agency marketing strategy |

**KEY COMPETENCIES**

Key Competency	Performance Level
Communicating ideas and information	3
Collecting analysing and organising information	3
Planning and organising activities	3
Working with others and in teams	3
Using mathematical ideas and techniques	3
Solving problems	3
Using technology	2

**RANGE STATEMENT**

<b>Market research data</b>	may be qualitative or quantitative in nature, including information on potential clients, suppliers and competitors.
<b>Opportunities for change and improvement</b>	may relate to size of the agency and existing customer relations policies and strategies. Opportunities could include consideration of products on offer, range of services, availability and cost of producing information, pricing structure, marketing position, and ancillary services.
<b>Category of client</b>	may be individuals, corporations, or private or public enterprises.
<b>Methods for determining client satisfaction</b>	may be obtained through surveys, informal chats, client meetings, sales to contact ratios, and formal and informal complaints.

**EVIDENCE GUIDE**

<b>Context of assessment</b>	<p>Assessment of this unit of competency will usually be conducted as part of an assessment of an overall assignment that closely resembles normal work practices, including assessment of competencies in marketing, customer relations and administration.</p> <p>Evidence of competency may be derived from practical demonstrations, documentation, peer appraisals, client service reports, client surveys, supervisor reports, audiovisual material and practical assignments.</p> <p>The social and cultural factors involved, e.g. communication and problem-solving, could be assessed through role-plays or discussions around critical incidents to illustrate key points in complaints handling.</p> <p>Particular attention needs to be given to ensuring that candidates understand the distinction between general market research techniques and the generation and use of client satisfaction appraisal systems and methods.</p>
<b>Scope of application</b>	This unit applies to real estate agency management.
<b>Required workplace performance</b>	The competencies described in the unit may be achieved under limited supervision, within the broad framework established by an agreed strategic plan and associated budget. Judgement is required to make and act on decisions.

**Resources required for assessment include:**

- an appropriate venue
- access to agency information, procedures and protocols
- assessment instruments where available
- audiovisual equipment

**Underpinning knowledge**

- Marketing strategies for real estate clients
- Customer relations and complaints handling procedures
- Business ethics
- The nature and structure of the property industry
- Agency roles and responsibilities in relation to the provision of information
- Risk management
- Market research methods

**Underpinning skills**

- Communication, including team communication, staff counselling and complaints management
- Information management
- Problem-solving and networking
- Literacy, including business correspondence
- Telephone technique
- Public presentation
- Team work in developing and implementing client service strategies

**PRDRE04A****Unit Descriptor****Manage and monitor effective client service**

This unit covers over-the-counter and telephone responses to service requests and enquiries relating to listed properties and agency services.

**Unit Sector**

Real estate

**ELEMENT****PERFORMANCE CRITERIA**

- |  |  |
|--|--|
| 1. Maintain clear lines of communication | 1.1 Information is provided to client which is timely, relevant and accurate<br>1.2 Information on client needs is conveyed to others in a manner which improves customer relations and the quality of services<br>1.3 Client service records are maintained and provide an accurate and objective record of communication with clients  |
| 2. Review client relations policy        | 2.1 Client satisfaction is monitored and used to modify or adjust client contact activities<br>2.2 Client feedback on quality of services is used to improve performance in client contact<br>2.3 Information on agency services is reviewed and updated to reflect current client expectations and improve professional image<br>2.4 Opportunities arising from information provided by clients is used to update the agency marketing strategy and allied services |
| 3. Develop client loyalty                | 3.1 Client service strategies are followed to maximise the opportunity for repeat business<br>3.2 Services are provided to minimise client dissatisfaction and maintain a reputation for service<br>3.3 Client service strategies are integrated into the delivery of agency services<br>3.4 Performance indicators are developed and measured against agency client service to enable policy review and activity adjustment to occur                                |

**KEY COMPETENCIES**

Key Competency	Performance Level
Communicating ideas and information	3
Collecting analysing and organising information	3
Planning and organising activities	3
Working with others and in teams	3
Using mathematical ideas and techniques	2
Solving problems	3
Using technology	2

**RANGE STATEMENT**

<b>Type of client service</b>	may include lease enquiries, information about agency services in relation to specific property, property management, current and planned real estate developments, contract administration, sales, or property management.
<b>Research</b>	includes information on agency database and printed information held by industry and community groups.
<b>Communication of need</b>	may be by e-mail or other electronic method, by memo, or verbal.
<b>Relevant bookings</b>	include appointments for visits, meetings, travel, inspections or listings.
<b>Files</b>	could be electronically or manually maintained.

**EVIDENCE GUIDE**

<b>Context of assessment</b>	<p>Assessment of this unit of competency will usually be conducted in conditions that closely resemble normal work practices for a person with responsibilities identified in the unit.</p> <p>Evidence of competency will be derived from relevant documentation and practical demonstrations involving at least three different types of query and supervisory/client reports.</p>
<b>Scope of application</b>	This unit is relevant across all areas of real estate agency service.
<b>Required workplace performance</b>	The work will involve some initiative within broad parameters established by agency and property marketing strategies.
<b>Resources required for assessment include:</b>	<ul style="list-style-type: none"> <li>• assessment instruments</li> <li>• multimedia equipment</li> <li>• relevant forms/documents for recording queries</li> <li>• agency case studies</li> <li>• suitable venue</li> </ul>
<b>Underpinning knowledge</b>	<ul style="list-style-type: none"> <li>• Agency operations and processes to manage and monitor effective client service</li> <li>• Work allocation procedures to manage and monitor effective client service</li> <li>• Sources of information/researched data</li> <li>• Information management systems</li> </ul>



## **Underpinning skills**

- Use of computer databases
- Telephone skills
- Interpersonal communication in an agency setting
- Applied research to access internal and external property information
- Ability to screen calls to establish purpose of query

**PRDRE05A****Unit Descriptor****Market agency**

This unit covers the development and implementation of a marketing strategy to position the agency in the property market. It does not cover marketing required for individual properties. The outcomes of this unit will inform, and be informed by, the outcomes of strategic planning.

**Unit Sector**

Real estate

**ELEMENT****PERFORMANCE CRITERIA**

- |                                 |   |
|---------------------------------|---|
| 1. Undertake market research    | <ul style="list-style-type: none"> <li>1.1 Market research methods are developed which provide a sound base for the creation of a property database and comparative analysis of property markets</li> <li>1.2 Research is undertaken which provides a sound base for operational marketing decisions to be made</li> </ul>  |
| 2. Develop marketing strategy   | <ul style="list-style-type: none"> <li>2.1 Organisation's business plan, needs of the existing client base and the nature of further business opportunities are established that are appropriate to the scope of market opportunities available to the agency</li> <li>2.2 Relative strengths and weaknesses of competitors are assessed to identify opportunities for competitive advantage and for inclusion in marketing strategies</li> <li>2.3 Marketing strategies are formulated to position the agency in the property market and to minimise adverse effects of direct competition on the agency</li> <li>2.4 The marketing strategy is presented to all stakeholders ready for their consideration</li> <li>2.5 The marketing strategy is developed based on the needs of key stakeholders and to enable its implementation within agency services</li> </ul> |
| 3. Implement marketing strategy | <ul style="list-style-type: none"> <li>3.1 Agency's logo and mission statement are developed to promote positive public recognition of the services provided</li> <li>3.2 Clients are clearly informed of value-added services that are provided by the agency</li> <li>3.3 Materials which are easy to read and understand are produced as a ready reference for sales staff</li> <li>3.4 Community networks are accessed to promote the agency's services</li> <li>3.5 Service fees are charged which are consistent with agency business objectives and are able to be consistently understood and applied by relevant staff</li> </ul>  |

- |   |  |
|---|--|
| 4. Review and adjust marketing activities | <ul style="list-style-type: none"> <li>4.1 Marketing activities are regularly reviewed against agreed benchmarks and targets</li> <li>4.2 Organisational objectives are planned to enable their achievement to be assessed</li> <li>4.3 Information is made readily available and recorded for discussion with stakeholders</li> <li>4.4 Reports are produced which provide a logical flow of information and are presented with key points and recommendations for discussion with stakeholders</li> <li>4.5 Stakeholder recommendations are presented to allow for implementation in revised marketing plans, whose effectiveness is regularly monitored</li> <li>4.6 Agreed agency services are regularly assessed and adjusted to reflect agreed marketing policies</li> </ul> |
| 5. Select and promote agency services     | <ul style="list-style-type: none"> <li>5.1 Agency services are selected to maximise competitive advantage and profitability and address stated client requirements</li> <li>5.2 Achievable targets are set for each service, which are in line with the business marketing plan and the size and nature of the agency</li> <li>5.3 Cost benefit analysis is performed on services delivered, to enable the determination of the overall financial viability of individual services</li> <li>5.4 Service performance is reviewed periodically, allowing for adjustments to be made in line with changes in the marketplace</li> </ul>   |

## KEY COMPETENCIES

Key Competency	Performance Level
Communicating ideas and information	3
Collecting analysing and organising information	3
Planning and organising activities	3
Working with others and in teams	3
Using mathematical ideas and techniques	3
Solving problems	3
Using technology	2

## RANGE STATEMENT

### Legislation

includes common law duty of care provisions, including laws of contract and tort affecting the presentation of the agency to the public; Trades Practices Act and other legislation at the State/Territory level; and federal and State laws and regulations affecting the agency licensing, where these exist.

<b>Sources of information</b>	include information provided by industry associations, government agencies, educational institutions and franchise networks, and data generated and held by the agency.
<b>Market demand</b>	may be influenced by changes in interest rates, availability of finance, government savings policies and consumer preferences.
<b>Type of client</b>	may include financial institutions, property owners, local, State and Commonwealth government authorities, international agencies, vendors, purchasers, lessees, lessors, companies, property trusts and trustees, insurance firms and other professionals.
<b>Maturity and size of the business</b>	may include privately owned real estate agencies; sole owners or partnerships, property trusts or companies as agencies operating within franchise networks.
<b>Marketing budget</b>	may vary depending on the size and nature of the business and the services on offer.
<b>Technologies used to promote the agency</b>	may include public presentations, written publications group marketing materials, multimedia or video materials and materials for distribution through Web pages on the Internet or similar telecommunications media.
<b>Stakeholders</b>	are all clients and customers associated with the agency's business activities.

## EVIDENCE GUIDE

<b>Context of assessment</b>	<p>Assessment of this unit of competency will usually be conducted as part of an assessment of an overall business planning and management assignment that closely resembles normal work practices.</p> <p>Evidence of competency should include assessment of the individual's understanding of underpinning knowledge, and a practical demonstration of the required skills involved in successful agency marketing. Evidence of competency may be derived from a variety of sources, including:</p> <ul style="list-style-type: none"> <li>• portfolios of material produced by individuals or teams working on a marketing project</li> <li>• interviews and surveys</li> <li>• discussions of case studies</li> <li>• a marketing plan for a real estate agency</li> </ul>
<b>Scope of application</b>	This unit has application in the management of real estate agency practice.

**Required workplace performance**

At the agency principal level, the unit requires the work to be done without supervision. It will require the total expression and responsibility at law-including reasonable responsibility for the work of others in gathering information and coordinating work.

Where the work described in this unit is required to be performed as part of a general management role, accountability and responsibility will be qualified and depend on final endorsement by the key stakeholders.

**Resources required for assessment include:**

- a suitable venue, including relevant audiovisual equipment

**Underpinning knowledge**

- Agency marketing principles and practice
- Quality assurance principles and practice
- A working knowledge of market forces, including the effect of supply and demand on agency services
- Relevant statutes and legal principles affecting agency marketing
- Professional ethics for marketing in real estate
- Marketing activities, including direct and indirect marketing strategies
- Publishing and materials distribution
- Strategic business planning for an agency
- Financial management for an agency
- Communication techniques: group, interpersonal and mass media
- Multimedia information technologies

**Underpinning skills**

- Planning and organising, including time management
- Market research and data analysis
- Information management
- Literacy and numeracy as applied in budgeting, report writing and information presentation
- Creative presentation and graphic design and layout
- Use of information technologies
- Public presentation
- Communication
- Team work to market the agency

**PRDRE06A****Unit Descriptor****Manage human resources**

This unit covers all aspects of personnel management, including recruitment, induction, performance appraisal, staff counselling and performance-based productivity in relation to human resource management.

**Unit Sector**

Real estate

**ELEMENT****PERFORMANCE CRITERIA**

- |  |  |
|--|--|
| 1. Define agency human resource requirements | <ul style="list-style-type: none"> <li>1.1 Personnel needed to deliver agency services are identified with agreement from stakeholders</li> <li>1.2 Management and service delivery plans are produced which reflect identified needs and support the employment and skilling of personnel</li> <li>1.3 Agency recruitment and performance standards are made known and are acceptable to existing personnel</li> <li>1.4 Staff performance appraisal procedures are developed and agreed in consultation with key stakeholders</li> <li>1.5 Remuneration packages are calculated based on identified agency needs and related market conditions</li> </ul>  |
| 2. Undertake staff recruitment               | <ul style="list-style-type: none"> <li>2.1 Staff are recruited in accordance with needs identified in agency management plans</li> <li>2.2 Job descriptions and duty statements are produced which address position requirements, including performance criteria</li> <li>2.3 Staff are recruited to meet agreed enterprise and community standards</li> <li>2.4 The position and the agency are effectively marketed to attract high calibre staff</li> <li>2.5 Effective interview techniques are used to facilitate the selection of the most suitable candidate</li> <li>2.6 Terms and conditions are clearly communicated to, and acknowledged by, candidates</li> <li>2.7 Candidate selection criteria are sufficiently clear to be used to evaluate claims against the competency requirements of the position</li> </ul> |
| 3. Administer employment contracts           | <ul style="list-style-type: none"> <li>3.1 Employment contracts reflect the informed position and intent of both parties and meet statutory requirements</li> <li>3.2 Input from relevant parties enables agreed terms and conditions of employment to be documented and reviewed at regular intervals</li> <li>3.3 Administration of the contracts ensures that the agreed terms and conditions of employment are met by both parties</li> <li>3.4 Personnel records enable the quick and efficient retrieval of relevant information</li> </ul>  |

- |   |  |
|---|--|
| 4. Monitor and review staff performance | <p>4.1 Negotiated performance benchmarks and conditions of performance review are established to enable constructive negotiation to lead to a satisfactory outcome for all relevant parties</p> <p>4.2 Performance is evaluated against predetermined standards and records are maintained to the satisfaction of all relevant parties</p> <p>4.3 Regular evaluation of assessment procedures are conducted to enable adjustments to reflect agency and community personnel management practices and standards</p> <p>4.4 Written employment contracts providing a clear, accurate and objective record of agreements reached on employment terms and conditions are provided to staff</p> |
| 5. Promote effective communication      | <p>5.1 Regular staff meetings and activities are provided to establish ongoing opportunities for open and effective communication and problem-solving to occur</p> <p>5.2 Communication strategies are employed to enhance information flows and team work in the agency</p>   |

## KEY COMPETENCIES

Key Competency	Performance Level
Communicating ideas and information	3
Collecting analysing and organising information	3
Planning and organising activities	3
Working with others and in teams	3
Using mathematical ideas and techniques	2
Solving problems	3
Using technology	3

## RANGE STATEMENT

- |   |   |
|---|---|
| <b>Agency business and service plans</b>              | may not be recorded, in which case other evidence may be used to formulate the human resource management strategy.  |
| <b>Commercial environment remuneration packages</b>   | may include consideration of current employment remuneration practices, anticipated trends in sales commissions/service fees and available personnel and management budgets.  |
| <b>Existing organisational systems and structures</b> | may include legislative, administrative, financial, and personnel management systems already in place.  |
| <b>Size and type of business</b>                      | may include privately owned real estate agencies, valuation, property management firms, sole practitioners or partnerships, and franchise operations, as well as government agencies involved in the provision of real estate services. |

<b>Existing awards/contracts of service</b>	may include common law contracts, as well as industrial awards and enterprise work agreements, where relevant.
<b>Privacy provisions</b>	include confidentiality of personnel records and security of data systems.
<b>Performance indicators</b>	may include customer satisfaction with services provided, sales and turnover ratios, ratio of interviews to agency agreements entered into, percentage of sales obtained from listings, time management and efficiency of the induction process, and be affected by the range of agency services on offer.
<b>Development of job descriptions and selection processes</b>	may need to consider personal attributes, skill levels, and knowledge and experience of the individual.
<b>Information</b>	may include information provided through industry and professional associations and government agencies, as well as information generated and held by the agency.
<b>Labour market programs</b>	may include traineeships, cadetships or other forms of work experience programs.



## EVIDENCE GUIDE

### Context of assessment

Assessment of this unit of competency will usually be conducted as part of an assessment of an overall business management assignment that closely resembles normal work practices.

Evidence of competency should include consideration of the efficiency and effectiveness of the personnel management system and the effect of the system on the agency as a whole.

Assessment of evidence should also establish the individual's understanding of factors affecting the proposed personnel management system and the relationship of this system to other management systems in the agency. Particular attention should be paid to:

- staff use of the personnel database
- organisational cultures and practices and their influence on performance appraisal
- use of visual aids, organisational charts, agency personnel record sheets, and databases to demonstrate the advantages of the system
- the ability to relate statutory requirements (e.g. occupational health and safety, industrial relations, unfair dismissal provisions and occupational licensing/registration) to individual and agency records management
- confidentiality and privacy provisions

The human factors involved could be assessed through role-plays and case study discussions to illustrate key points.

### Scope of application

The unit has application in all areas of real estate agency management.

The application of this unit involves accountability for the implementation of a human resource development plan and personnel management strategies matched to the agency strategy plan.

### Required workplace performance

Activities may be carried out routinely or involve creative management of change. Work is likely to be undertaken under supervision with limited responsibility for the work of others.

### Resources required for assessment include:

- information about the agency
- audiovisual equipment
- a portfolio of material produced by the candidate
- a suitable venue

**Underpinning knowledge**

- Relevant real estate industrial awards
- Common law employment contracts in the real estate industry
- Relevant statutes relating to:
  - long service leave
  - occupational health and safety
  - workers compensation
  - equal employment opportunity legislation
  - redundancy and termination agreements
  - agency policy and recruitment practices
  - personnel management systems
  - industrial law
  - corporate law
  - EEO statutory legislation

**Underpinning skills**

- Communication, including industrial negotiation, staff counselling and motivation
- Conflict resolution
- Interviewing for recruitment in a real estate agency
- Time management in real estate
- Planning and organisation in real estate
- Literacy and numeracy
- Database management and personnel record-keeping within an agency setting
- Application of legislative provisions to personnel management in real estate

**PRDRE08A****Unit Descriptor****Manage efficient financial systems**

This unit covers strategic management of finances in a real estate agency. It includes systems design to accommodate accounting, budgeting, cash flow analysis and financial planning. It is not concerned with day-to-day bookkeeping or clerical administration of financial records. Performance outcomes in this area are directly linked to agency performance as defined in the agency strategic plan.

**Unit Sector**

Real estate

**ELEMENT****PERFORMANCE CRITERIA**

- |  |   |
|--|---|
| 1. Establish system requirements       | <ul style="list-style-type: none"> <li>1.1 Requirements for efficient financial administration are able to be determined from consultation with relevant stakeholders and an analysis of existing financial plans</li> <li>1.2 Reporting and procedural requirements impacting on agency activities are identified and recorded for future reference in agency activities</li> <li>1.3 Internal financial audit controls included in the system specification provide a satisfactory security mechanism</li> <li>1.4 Risks to the security of financial records have been identified and contingency plans to manage this risk are identified and costed</li> </ul>   |
| 2. Design financial management systems | <ul style="list-style-type: none"> <li>2.1 Sources of competent assistance and advice are able to be accessed and used to secure financial records and assets</li> <li>2.2 Financial management system is designed to ensure accurate and timely provision of information about agency transactions, working capital and cash flow</li> <li>2.3 Equipment and software needed for the operation of the system are identified, acquired and installed to support agency transactions</li> <li>2.4 Financial reporting requirements are known and used by relevant agency personnel</li> <li>2.5 Financial reports are established which ensure the accurate and timely provision of data required for financial decision-making</li> <li>2.6 Agreed schedules of account recording and reconciliation systems are produced at regular intervals to support agency service provision and business decisions</li> <li>2.7 Mechanisms for the review of terms of trade and fee structures are suited to the organisation's needs and meet industry practice standards</li> <li>2.8 Financial reports prepared at regular intervals in the required format meet external audit requirements</li> </ul> |

- |   |  |
|---|--|
| 3. Prepare and review financial plans             | 3.1 General agency and trust account operations are regularly reviewed to provide true, accurate and separate records of agency and business transactions<br>3.2 Agency financial plans are linked to reviews of the agency strategy business plan to enable timely financial adjustments to be made<br>3.3 Planning and implementation of financial management activities enable probity to be maintained<br>3.4 Financial plans provide a reasonable basis for agency budgeting and ongoing financial management of the agency |
| 4. Monitor and review financial reporting systems | 4.1 Financial reporting systems are evaluated through an assessment of agency performance against agreed performance indicators to enable timely adjustments to be made to agency business investments<br>4.2 Financial reports and systems are able to be used by authorised staff to manage agency finances  |

## KEY COMPETENCIES

Key Competency	Performance Level
Communicating ideas and information	2
Collecting analysing and organising information	3
Planning and organising activities	3
Working with others and in teams	2
Using mathematical ideas and techniques	3
Solving problems	3
Using technology	3

## RANGE STATEMENT

- |  |   |
|--|---|
| <b>Business plans</b>                  | may include consideration of written or verbal agency business and marketing plans.   |
| <b>Commercial environment</b>          | may include consideration of available finance, returns on investments, government policy, and the effect of interest rates on financial asset management.  |
| <b>Size and type of business</b>       | may include privately owned real estate agencies, valuation, property management firms, sole practitioners or partnerships, franchise operations, as well as government agencies involved in the provision of real estate services. |
| <b>Existing organisational systems</b> | may include systems managed in the agency structure or systems managed through contracts with outside agencies such as accountants.   |

<b>Technology</b>	may include traditional paper-based systems or computer-based, multimedia financial management systems. Software may be industry specific or proprietary in nature.
<b>Performance indicators</b>	may include consideration of the timeliness and accuracy of financial reports produced and productivity improvements resulting from the use of the system.
<b>Legislation</b>	may include: <ul style="list-style-type: none"><li>• consideration of legislation and codes of practice relating to financial record-keeping, including trust accounting, taxation and auditing of public funds requirements</li><li>• consideration of legal contracts involving loans, overdrafts and mortgages on agency assets</li></ul>
<b>Type of bookkeeping system used</b>	may be cash-based, accrual or current opportunity cost accounting, provided these meet Australian Standards for bookkeeping.
<b>Risk management</b>	may include need for professional indemnity, asset insurance, personal accident, sickness insurance and public liability insurance.

## EVIDENCE GUIDE

<b>Context of assessment</b>	<p>Assessment of this unit of competency will usually be conducted as part of an assessment of an overall business management assignment that closely resembles normal work practices.</p> <p>In particular this unit may be assessed in conjunction with unit PRDRE09A Implement and monitor financial management systems.</p> <p>Evidence of competency should include consideration of the quality of financial reports - including their usefulness in financial planning and management and evaluation of the agency's financial standing.</p> <p>Portfolio or assignment evidence could be supplemented, if necessary, by interviews, discussions of key aspects of the assignment, essays or short-answer questions on key points. Particular emphasis needs to be given to the separation of business, agency and personal accounts and the management of risk through appropriate and timely financial reporting.</p>
<b>Scope of application</b>	Activities will be confined by general parameters established in strategic real estate agency business and marketing plans. Audit and reporting requirements will usually be established in consultation with agency business advisers, including accountants and auditors.

**Required workplace performance**

Work is undertaken within a broad strategic framework and subject to regular time constraints and deadlines.

Some discretion is allowed in the interpretation of financial plans and the selection of a bookkeeping system to complement the requirements established by the financial plan and associated management activities.

**Resources required for assessment include:**

- access to multimedia information technology
- input from the candidate's immediate supervisor or peers, if appropriate

**Underpinning knowledge**

- Models of best practice in the property services industry
- Principles of financial management applied in real estate
- Legislation relating to trust accounting, trade practices, taxation
- Accounting and bookkeeping for financial control
- Administrative routines and practices
- Industry codes of practice, including Australian Standards Association standards on financial management, bookkeeping, and reporting and auditing requirements in small business management
- Franchise and marketing group audit requirements
- The application of computerised financial management software to general management and real estate agency practice
- Quality principles and practice
- Terminology used in the sale and management of property

**Underpinning skills**

- Planning and organising activities and systems in an agency
- Real estate costing and budgeting
- Literacy and numeracy
- Decision-making
- Research into managing efficient financial systems
- Financial report preparation
- Computer literacy, including the use of multimedia technology
- Team work in relation to managing efficient financial systems
- Communication negotiation, interpersonal and group communication

## PRDRE09A Implement and monitor financial management systems

**Unit Descriptor** This unit covers the establishment and maintenance of records of agency financial transactions.

**Unit Sector** Real estate

### ELEMENT

### PERFORMANCE CRITERIA

- |  |   |
|--|---|
| 1. Establish and maintain financial records                          | <ul style="list-style-type: none"> <li>1.1 Requirements for efficient financial administration are determined from consultation and an analysis of financial plans</li> <li>1.2 Financial record-keeping systems are designed to provide accessible, timely and accurate information on financial transactions</li> <li>1.3 Information about financial transactions is systematically collected, entered and checked for accuracy at regular intervals</li> </ul>  |
| 2. Prepare format for presentation and delivery of financial reports | <ul style="list-style-type: none"> <li>2.1 The purpose and frequency of financial reports is communicated to relevant agency personnel to ensure their provision in a timely manner</li> <li>2.2 Schedules of accounts and records of financial transactions are able to be accessed by authorised staff and reconciled at regular intervals</li> <li>2.3 Financial reports are prepared in the required format to enable a true reflection of the agency's financial standing to be determined by authorised personnel and auditors</li> </ul> |
| 3. Monitor financial transactions                                    | <ul style="list-style-type: none"> <li>3.1 Financial account transactions are monitored at regular intervals to enable adequate cash reserves to be maintained</li> <li>3.2 Consistently accurate financial reports and summaries are produced at regular intervals to enable ongoing assessment of agency performance</li> <li>3.3 Performance indicators which include scrutiny of cost centres are used to improve performance</li> </ul>  |

### KEY COMPETENCIES

Key Competency	Performance Level
Communicating ideas and information	2
Collecting analysing and organising information	3
Planning and organising activities	3
Working with others and in teams	2
Using mathematical ideas and techniques	3
Solving problems	3
Using technology	2

**RANGE STATEMENT**

<b>Statutory documents which act as reference points for bookkeeping activities</b>	include tenancy contracts, trust accounts, property management and sales contracts, accounts and security deposits, payrolls, insurance, and receipts and invoices.
<b>Type of bookkeeping systems used</b>	may include computer-based or hard-copy books of account.
<b>Methods used to maintain records</b>	may be cash-based, accrual or current opportunity cost accounting, provided these are consistent with Australian Standards for bookkeeping and accounting.
<b>Type of transactions</b>	includes invoices, accounts receivable and payable, bank deposits and transfers, purchase and sales records, insurances, cash flow statements, and preparation of records to trial balance.
<b>Size and nature of the agency</b>	may include records required for real estate sales, leasing, property management, property marketing; personnel management, and regulatory bodies.
<b>The legal structure of the agency</b>	may include partnerships, incorporated agencies, franchises or cooperatives.
<b>Work required</b>	may be done by one or several people, depending on the size and nature of the agency.
<b>Reporting requirements</b>	may be required on a daily, weekly, monthly, quarterly or annual basis.



## EVIDENCE GUIDE

### Context of assessment

Assessment of this unit of competency will usually be conducted as part of an assessment of overall financial systems management.

In particular, this unit may be assessed in conjunction with unit PRDRE08A Manage efficient financial systems.

Assessment may be conducted on or off the job or in combinations of on and off-the-job assessment.

Assessment of evidence should establish the individual's understanding of underpinning statutory requirements associated with financial records and reports.

Evidence may be derived from:

- portfolios of materials produced by the individual, including financial plans, reports and evaluation reports
- case study discussions
- exercises involving problem-solving and contingency management
- interviews with supervisors and users of bookkeeping services

Where information relating to the agency is used in the assessment process, this should be treated as commercial-in-confidence.

### Scope of application

The unit has application in all areas of real estate agency practice.

### Required workplace performance

Activities will be confined by general parameters established in strategic agency plans. Audit and reporting requirements will usually be established by agency advisers, including accountants and auditors.

Work is undertaken within a broad strategic framework and subject to regular time constraints and deadlines.

Some discretion is allowed in the interpretation of financial plans and the selection of a bookkeeping system to complement the requirements established in the financial plan.

### Resources required for assessment include:

- a suitable venue, including workstation, bookkeeping materials and case study materials
- a panel of assessors, including the candidate's immediate supervisor or peers, if relevant

**Underpinning knowledge**

- Agency administrative systems and office routines
- Principles of bookkeeping
- Agency security requirements
- Business ethics
- Trust account procedures
- Principles of business law as they relate to contracts and accounting procedures
- Australian Standards Association Code of Practice and Accounting Standards
- Taxation in relation to the real estate industry
- Trades practices applicable to real estate
- Franchise and marketing group audit requirements

**Underpinning skills**

- Work planning, organising, problem-solving and time management
- Literacy and numeracy
- Use of information systems for implementing and monitoring financial management systems
- Interpersonal and team/group communication concerning implementing and monitoring financial management systems
- Bookkeeping and financial report writing
- Report presentation
- Security and ethics in financial management and reporting

**PRDRE28A****Unit Descriptor****Maintain trust account**

This unit expands on units relating to bookkeeping and financial management to clarify the distinction between audits of accounts kept for normal agency business practices and audits for trust account management purposes.

**Unit Sector**

Real estate

**ELEMENT****PERFORMANCE CRITERIA**

- |  |   |
|--|---|
| 1. Establish trust account record-keeping systems  | <ul style="list-style-type: none"> <li>1.1 Trust account requirements are clearly produced to provide an accurate and separate record of funds managed in trust for audit purposes</li> <li>1.2 Documentation required for accurate trust account keeping is produced to comply with key accounting principles</li> <li>1.3 Books of accounts are maintained to provide an accurate record of agency transactions on behalf of clients within a given period</li> <li>1.4 Audit and security arrangements are maintained to prevent fraud and provide adequate protection for client funds held in trust</li> </ul> |
| 2. Secure cash disbursements   | <ul style="list-style-type: none"> <li>2.1 Functions and responsibilities are kept separate to reflect agency responsibilities for cash disbursement security</li> <li>2.2 Security systems in cash management are implemented to minimise the risk of loss through negligence or fraud</li> <li>2.3 Disbursements to and from trust accounts are authorised and managed within agreed agency protocols</li> </ul>  |
| 3. Establish, supervise and control staff activities in relation to trust account transactions | <ul style="list-style-type: none"> <li>3.1 Lines of authority are clearly explained to staff and monitored on a day-to-day basis</li> <li>3.2 Privacy of agency transactions on behalf of clients is protected through authorised access controls</li> <li>3.3 Entries to trust accounts are checked against authorisation records to ensure compliance with agency and statutory requirements</li> <li>3.4 Discrepancies in trust account records are checked and, when necessary, reported to the licensee</li> </ul>   |
| 4. Maintain records of trust account transactions  | <ul style="list-style-type: none"> <li>4.1 Records are maintained to enable them to be conveniently and properly audited</li> <li>4.2 Periodic financial reports are prepared and discussed with clients to ensure their continued accuracy</li> <li>4.3 Corrective action to remedy confirmed discrepancies is performed when relevant</li> <li>4.4 Security risks for safekeeping of records and funds on agency premises are identified and remedial action taken</li> </ul>   |

## KEY COMPETENCIES

Key Competency	Performance Level
Communicating ideas and information	2
Collecting analysing and organising information	3
Planning and organising activities	3
Working with others and in teams	2
Using mathematical ideas and techniques	3
Solving problems	3
Using technology	3

## RANGE STATEMENT

<b>Financial standards</b>	include Australian accounting standards and legislative requirements defined in statutes as amended from time to time.
<b>Bookkeeping practices</b>	include the separation of agency, personal and trust account records.
<b>Legal standards</b>	are restricted to agency obligations for accuracy of account entries and security of financial systems and agency records associated with trust account entries.
<b>Functional authority for bookkeeping entries</b>	may be delegated to authorised personnel, but legal responsibility for accuracy of transactions remains with the agency principal(s).
<b>Records</b>	may be kept manually or on electronic financial data management systems.
<b>Documents which act as reference points for bookkeeping entries</b>	include listing authorities, sales contracts, property management contracts, insurance policies, receipts and invoices.

## EVIDENCE GUIDE

### Context of assessment

Evidence of competency may be derived from documentation required for auditing of trust account management procedures.

Particular attention should be paid to assessing the following:

- overarching principles of trust accounting
- fiduciary duties and responsibilities for trust account management and associated legal compliance requirements
- factors which distinguish trust accounts from general agency accounts
- systems design, including fraud control; risk management and supervision of trust account entries and disbursements
- methods of identifying and reporting discrepancies
- internal control mechanisms in system specifications

### Scope of application

The unit applies to agency principals with responsibility for maintenance of trust account records and client funds held in trust.

### Required workplace performance

The work involves legal responsibility for monetary transactions carried out on behalf of an agency client. The work is generally routine and performed within legal and financial guidelines.

### Resources required for assessment include:

- case studies
- agency documentation
- suitable venue and access to relevant equipment and software
- relevant statutes and codes of practice
- relevant supervisory or peer reports

### Underpinning knowledge

- Principles of trust accounting
- Fiduciary duties, including rights, obligations and responsibilities when dealing with funds held in trust
- Features which distinguish trust accounts from general agency or personal, principal accounts
- Legislative requirements

### Underpinning skills

- Bookkeeping in relation to trust account management
- Supervision in relation to trust account management
- Risk management in relation to trust account management
- Methods of identifying discrepancies in periodic financial reports
- Work and time management
- Information management
- Use of information technologies applied to trust account management

**BSBADM408A****Prepare financial reports****Unit Descriptor**

This unit covers recording general journal adjustment entries and preparing end-of-period financial reports such as revenue statements and balance sheets for a non-reporting entity.

This unit is related to BSBADM310A Maintain a general ledger.

**Competency Field**

Business Administration Services

**ELEMENT****PERFORMANCE CRITERIA**

- |   |  |
|---|--|
| 1. Maintain asset register                                    | 1.1 A register of property, plant and equipment is prepared from fixed asset transactions in accordance with organisational policy and procedures<br>1.2 <i>Method of calculating depreciation</i> is determined in accordance with organisational requirements<br>1.3 Asset register and associated depreciation schedule are maintained in accordance with organisational policy and procedures and accounting requirements  |
| 2. Record general journal entries for balance day adjustments | 2.1 Depreciation of non-current assets and disposal of fixed assets are recorded in accordance with organisational policy and procedures<br>2.2 <i>Expense</i> and <i>revenue</i> accounts are adjusted for <i>prepayments</i> and <i>accruals</i> in accordance organisational policy and procedures and accounting requirements<br>2.3 <i>Bad and doubtful debts</i> are recorded in accordance with organisational policy and procedures and accounting requirements<br>2.4 Ledger accounts are adjusted for <i>inventories</i> , if required, and transferred to <i>final accounts</i> in accordance with organisational policy and procedures and accounting requirements |
| 3. Prepare final general ledger accounts                      | 3.1 General journal entries for balance day adjustments are entered in general ledger system in accordance with organisational policy and procedures and accounting requirements<br>3.2 Revenue and expense account balances are posted to final general ledger accounts system in accordance with organisational policy and procedures and accounting requirements<br>3.3 Final general ledger accounts are prepared to reflect gross and net profits for reporting period in accordance with organisational policy and procedures and accounting requirements  |
| 4. Prepare end-of-period financial reports                    | 4.1 <i>Revenue statement</i> is prepared in accordance with organisational requirements to reflect operating profit for <i>reporting period</i><br>4.2 <i>Balance sheet</i> is prepared in accordance with organisational requirements to reflect financial position of business at end of reporting period<br>4.3 Errors are identified and corrected, or referred for resolution in accordance with organisational policy and procedures   |

## KEY COMPETENCIES

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	through revenue statements and balance sheets	1
Collecting analysing and organising information	to prepare an asset register	2
Planning and organising activities	to prepare end-of-period financial reports	1
Working with others and in teams	to correct or refer errors for resolution	1
Using mathematical ideas and techniques	to calculate depreciation	2
Solving problems	to ensure accounts balance	2
Using technology	to prepare or generate financial reports as required	2

## RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

### Legislation, codes and national standards relevant to the workplace which may include:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

### Calculation of depreciation may include:

- straight-line method
- reducing balance method

### Expense accounts may include:

- rent paid
- insurance
- rates
- wages and salaries
- freight inward/outward
- interest paid
- distribution expenses
- electricity
- telephone/fax

**Revenue accounts may include:**

- interest received
- commission received
- rent received

**Prepayments and accruals may include:**

- prepaid expenses
- prepaid revenue
- accrued expenses
- accrued revenue

**Bad and doubtful debts may include:**

- writing off bad debts against provision for doubtful debts
- calculation of provision for doubtful debts

**Inventories may include:**

- goods for resale
- stationery/office supplies

**Final accounts may include:**

- trading
- profit and loss

**Revenue statement comprises:**

- cost of goods sold if applicable
- unclassified adjusted expenses and revenue
- gross profit
- operating net profit

**Reporting period may include:**

- financial year
- as determined in organisational procedures

**Balance sheet comprises:**

- narrative or T format
- unclassified assets and liabilities

**EVIDENCE GUIDE**

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

**Critical Aspects of Evidence**

- Integrated demonstration of all elements of competency and their performance criteria
- Adherence to Australian Accounting and Auditing Standards
- Adherence to double-entry principles
- Systematic tracing of errors



**Underpinning Knowledge**

- Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Knowledge of organisation's policies, procedures and accounting requirements
- Knowledge of organisation's accounting systems
- Double-entry bookkeeping principles
- General journal and general ledger entries

At this level the learner must demonstrate understanding of a broad knowledge base incorporating some theoretical concepts.

**Underpinning Skills**

- Literacy skills to identify financial information, to follow Australian Accounting and Auditing Standards and the organisation's accounting procedures
- Communication skills including questioning, clarifying, reporting
- Numeracy skills in relation to calculation of percentages, simple addition and subtraction
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

**Resource Implications**

- The learner and trainer should have access to appropriate documentation and resources normally used in the workplace which may include:
- Australian Accounting and Auditing Standards
- Organisational accounting procedures

**Consistency of Performance**

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

**Context/s of Assessment**

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competency

**BSBADM501A****Manage the establishment and maintenance of a workgroup network****Unit Descriptor**

This unit covers establishing a computer network with an information technology consultant, using the appropriate software, managing the network, responding to problems, assisting network users and providing training.

**Competency Field**

Business Administration Services

**ELEMENT****PERFORMANCE CRITERIA**

- |  |  |
|--|--|
| 1. Manage the establishment of a workgroup network | <ul style="list-style-type: none"> <li>1.1 Current and anticipated future <i>network requirements</i> are determined with the <i>nominated person/section/consultant</i> in accordance with organisational policy and budgetary constraints</li> <li>1.2 Selected network is compatible with current organisational software, hardware and work practices</li> <li>1.3 <i>Equipment</i> is obtained and installed in accordance with organisational requirements and the manufacturer's instructions</li> <li>1.4 <i>Software</i> is installed in accordance with organisational requirements and the manufacturer's instructions</li> <li>1.5 Establishment of the network promotes <i>efficiency and access for users</i></li> </ul> |
| 2. Manage the maintenance of a workgroup network   | <ul style="list-style-type: none"> <li>2.1 <i>Records</i> are established and maintained to ensure <i>control and security</i> of hardware and software stock in accordance with organisational policy and procedures</li> <li>2.2 <i>Network problems</i> are responded to and minor faults are <i>rectified</i> in accordance with organisational requirements</li> <li>2.3 Major problems are reported and <i>computer experts</i> consulted in accordance with organisational policy and procedures</li> <li>2.4 Software is <i>filed and stored</i> in accordance with organisational procedures</li> </ul>   |
| 3. Assist and train network users                  | <ul style="list-style-type: none"> <li>3.1 <i>Training</i> is provided for existing/new staff in using the network in accordance with their needs</li> <li>3.2 <i>Network users</i> are assisted to <i>maximise potential</i> of the network</li> <li>3.3 User skills are <i>examined</i> and feedback is provided to improve efficiency of network use</li> </ul>   |

## KEY COMPETENCIES

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	to train users in network use	2
Collecting analysing and organising information	to determine the organisation's network requirements	2
Planning and organising activities	to obtain and install hardware and software	3
Working with others and in teams	to maximise the potential of the network	3
Using mathematical ideas and techniques	to evaluate network configurations	1
Solving problems	when dealing with minor faults	2
Using technology	to maintain a workgroup network	3

## RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

### Legislation, codes and national standards relevant to the workplace which may include:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

### Network requirements may include:

- hardware, mainframes, servers
- software, operating system, application packages, programming
- virus scanners, security requirements
- memory size
- scalability
- necessary skills and knowledge
- internal/external maintenance
- set-up needs

**Nominated person/section/consultant may include:**

- IT manager
- IT department
- supervisor
- external consultant
- service provider
- management
- system users

**Equipment may include:**

- computers, hardware, peripherals
- server, software
- modem

**Software may include:**

- anti-virus
- Internet
- printer
- word processing
- spreadsheet
- database
- page layout
- accounting
- organisation specific software

**Efficiency and access for users may include:**

- easy to use
- multiple users
- gateways
- firewalls
- eliminates/minimises duplicate electronic storage of information
- reduces processing time
- maximises access to information
- improves reporting processes
- ensures accuracy and security of data
- security needs
- logical set-up
- clear instructions/guidelines, user guides
- timely training

**Records may include:**

- inventory lists
- asset register
- log books
- requisition forms
- file register
- index cards
- details of software licences, locations of software within organisation

**Control and security may include:**

- limited number of users, limited time period for usage
- restricted / authorised access
- monitoring stock level
- storage conditions and requirements
- use of passwords / log-ins
- allocation of folders / directories

**Network problems may include:**

- server crashing
- memory full
- virus
- damaged cabling
- human error

**Rectifying minor faults may include:**

- resetting server
- anti-virus software
- clearing memory space
- reloading software
- repairing/replacing parts

**Computer experts may include:**

- IT supervisor/manager
- supplier and manufacturer
- computer service centre
- on-line help
- external consultant

**Filing and storing software may include:**

- file register, electronic/paper-based
- creating back-up copy
- organisation storeroom
- organisation records room
- external storage
- fire/heat/humidity proof storage
- archiving

**Training may include:**

- workshops
- information sessions
- expert demonstration
- one-on-one

**Network users may include:**

- organisation personnel
- external clients

**Maximum potential of network may include:**

- efficiency
- effectiveness
- usefulness
- multiple users
- access to information
- reporting facilities

**Examining user skills may include:**

- testing/assessment
- observing
- survey

**EVIDENCE GUIDE**

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

**Critical Aspects of Evidence**

- Integrated demonstration of all elements of competency and their performance criteria
- Network meets the need for which it was established
- Ability to consult and negotiate with professionals

**Underpinning Knowledge**

- Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- The organisation's policies and procedures relating to the tasks required
- Features of computer networking
- Software licensing rights and responsibilities
- Copyright
- Network training
- Skills analysis

At this level the learner must demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas.

**Underpinning Skills**

- Literacy skills to read and interpret complex technological procedures and clarify information in regard to the purchase of software and hardware of the workgroup network
- Communication skills to follow complex instructions presented orally when using new technology; communicate ideas, arguments and conclusions logically; respond to a complex enquiry or complaint; give complex instructions, including pitfalls to be avoided when training others to use machinery
- Referral skills to identify to whom to refer difficulties in either the hardware or software workgroup network
- Research skills to seek information on the most appropriate software to suit the organisation's needs
- Problems solving to identify the best course of action if a difficulty arises in the operation of the workgroup network
- Numeracy skills to understand computer configurations
- Technology skills to monitor and maintain a workgroup network
- Team work and organisational skills
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

**Resource Implications**

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace which may include:

- organisation manuals and policy documents
- hardware
- software
- computer journals, texts, reference materials
- manufacturer's guidelines

**Consistency of Performance**

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

**Context/s of Assessment**

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competency

**BSBADM502A****Unit Descriptor****Manage meetings**

This unit covers managing the preparation of meetings, chairing the meetings, organising the minutes and reporting outcomes.

This unit is related to BSBADM405A Organise meetings. Consider co-assessment with BSBADM503A Plan and manage conferences.

**Competency Field**

Business Administration Services

**ELEMENT****PERFORMANCE CRITERIA**

- |                         |  |
|-------------------------|--|
| 1. Prepare for meetings | <ul style="list-style-type: none"> <li>1.1 Purpose of meeting is clarified and the <i>agenda</i> developed in line with stated <i>purpose</i></li> <li>1.2 The <i>style and structure</i> of the meeting is appropriate to the meeting's purpose</li> <li>1.3 Meeting participants are identified and notified in accordance with organisational procedures</li> <li>1.4 Meeting <i>arrangements</i> are confirmed in accordance with requirements of meeting</li> <li>1.5 Meeting <i>papers</i> are despatched to participants within <i>designated timelines</i></li> </ul>        |
| 2. Conduct meetings     | <ul style="list-style-type: none"> <li>2.1 Meetings are chaired in accordance with organisational requirements, agreed <i>conventions</i> for the type of meeting and <i>legal and ethical requirements</i></li> <li>2.2 Meetings are conducted to ensure they are focused and time efficient</li> <li>2.3 Meeting facilitation enables participation, discussion, problem solving and <i>resolution</i> of issues</li> <li>2.4 Minute taker is briefed on recording meeting notes in accordance with organisational requirements and conventions for the type of meeting</li> </ul> |
| 3. Follow up meetings   | <ul style="list-style-type: none"> <li>3.1 Transcribed meeting notes are checked to ensure they reflect a true and accurate record of the meeting and are formatted in accordance with organisational procedures and meeting conventions</li> <li>3.2 <i>Minutes</i> and other follow-up documentation are distributed within designated timelines and <i>stored</i> in accordance with organisational requirements</li> <li>3.3 Outcomes of meetings are reported as required, within <i>designated timelines</i></li> </ul>  |



## KEY COMPETENCIES

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	through effective chairing of meetings	2
Collecting analysing and organising information	to develop agendas	2
Planning and organising activities	to organise meetings	2
Working with others and in teams	to facilitate input to meetings	2
Using mathematical ideas and techniques	to manage time and meet designated timelines	1
Solving problems	to resolve issues	2
Using technology	to record and store minutes as required	1

## RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

### Legislation, codes and national standards relevant to the workplace which may include:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

### Agendas may include:

- statement of the meeting's purpose
- date, time and location of meeting
- welcome
- minutes of the previous meeting
- matters or business arising from the minutes
- correspondence
- reports
- major agenda items
- general business
- date of next meeting

**Meeting purpose may include:**

- range of business items
- setting of enterprise/team goals
- planning and development of a project
- progress of a project
- discussion forum for internal/external clients

**Meeting arrangements may include:**

- scheduling the date and time for the meeting
- booking an appropriate venue
- recording of meeting
- organising catering
- organising accommodation and transport
- organising appropriate communication technology
- establishing costs and operating within a budget
- preparing relevant documentation for participants
- organising a minute taker

**Meeting papers may include:**

- notice of meeting
- agenda
- previous minutes
- financial reports
- chairperson's report
- research reports
- itemised meeting papers
- draft documentation
- correspondence

**Designated timelines may include:**

- time frame decided by participants
- formal time frame set by the organisation
- informal time frame set by the administrative organiser
- project timelines
- contractual obligations
- statutory requirements (eg for annual general meetings)

**Meeting conventions may include:**

- quorum requirements
- informal discussion
- waiting to be recognised by the chairperson
- speaking through the chairperson
- restricting discussion to agenda items
- time limit on speakers
- moving and seconding formal motions
- voting procedures
- conflict of interest provisions
- consensus required
- majority of members to agree
- casting vote for chairperson

**Legal and ethical requirements may include**

- requirements for public meetings
- codes of practice
- legislation relating to companies, associations etc

**Resolution may include:**

- agreeing on a course of action
- deferring decisions to another meeting

**Minutes may include:**

- formatting from previous minutes
- organisation templates
- meeting details (eg title, date, time, location)
- welcome
- names of absent and attending participants
- apologies
- approval of the record of previous minutes
- matters arising from the previous meetings
- correspondence
- agenda items
- reports
- other business
- date of the next meeting
- action items
- lists rather than complete sentences

**Naming and storage of documents may include:**

- file names which are easily identifiable in relation to the content
- file/directory names which identify the operator, author, section, date etc
- file names according to organisational procedure eg numbers rather than names
- electronic storage in folders, sub-folders, hard/floppy disk drives, CD ROM, tape backup
- organisation policy for backing up files
- organisation policy for filing hard copies of documents
- filing locations
- security
- authorised access

**EVIDENCE GUIDE**

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

**Critical Aspects of Evidence**

- Integrated demonstration of all elements of competency and their performance criteria
- Knowledge of conventions and procedures for both formal and informal meetings
- Delegation of tasks to staff with relevant skills

**Underpinning Knowledge**

- Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- The organisation's procedures and policies in regard to meetings, chairing and minute-taking
- Meeting terminology, structures and arrangements
- Minute-taking format
- Agenda format
- Chairing format
- The organisation's record and circulation systems
- Group dynamics

At this level the learner must demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas.

**Underpinning Skills**

- Literacy skills to express complex relationships between ideas and purposes
- Report-writing skills to select categories by which to organise information, and assess information for relevance and accuracy; identify and elaborate on key agenda items; source additional information as required
- Communication skills to take part in sustained and complex interpersonal exchanges; interact with others; listen to and incorporate/encourage feedback; conduct oral presentations to a group; answer questions; manage and work with a group to construct an action plan; consult participants; chair meetings
- Numeracy and time-management skills to allow sufficient time to prepare for meetings; make predictions; use developed estimating skills to check calculations and outcomes
- Problem solving skills to choose appropriate solution from a range of available methods
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

**Resource Implications**

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace which may include:

- reference material in regard to meeting venues, catering, transport suppliers
- names and contacts for meeting participants
- office supplies and equipment
- computer and relevant software

**Consistency of Performance**

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

**Context/s of Assessment**

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competency

**BSBADM505A****Manage payroll****Unit Descriptor**

This unit covers establishment and monitoring of security procedures related to managing payroll services, and the calculation and processing of salary payments, group taxation and related payments.

This unit is related to BSBADM308A Process payroll.

**Competency Field**

Business Administration Services

**ELEMENT****PERFORMANCE CRITERIA**

- |   |   |
|---|---|
| 1. Establish procedures for the management of payroll | 1.1 <i>Security procedures</i> are established that ensure the confidentiality and security of payroll information<br>1.2 Procedures ensure that claims for allowances are substantiated<br>1.3 <i>Control measures</i> are established to safeguard the organisation's financial resources in accordance with <i>legislative and organisational requirements</i><br>1.4 Systems are established to ensure that statutory obligations are met and records are kept for the period determined by government legislation  |
| 2. Prepare payroll data                               | 2.1 <i>Nominated industrial awards, contracts and government legislation</i> are used to <i>calculate</i> gross pay and annual salaries<br>2.2 <i>Statutory and voluntary deductions</i> are calculated using government and employee documentation<br>2.3 Payroll data is provided to payroll processor for calculation within <i>designated timelines</i>   |
| 3. Authorise payment of salaries                      | 3.1 Payroll is checked and salaries and wages are authorised for payment in accordance with organisational policy and procedures<br>3.2 Salaries, wages and deductions are reconciled in accordance with organisational policy and procedures<br>3.3 Salary, wage and related enquiries are dealt with in accordance with organisational policy and procedures  |
| 4. Administer salary records                          | 4.1 Declaration forms for new and existing employees are processed in accordance with Australian Taxation Office requirements<br>4.2 Periodic deductions are forwarded to <i>nominated creditors</i> within <i>designated timelines</i><br>4.3 Payments to government authorities are accurately prepared and despatched in accordance with the relevant government legislation<br>4.4 Group tax amounts are calculated and/or transcribed and payments made in accordance with taxation procedures<br>4.5 Employee group certificate amounts are prepared and reconciled from salary records |

## KEY COMPETENCIES

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	to payroll processors	2
Collecting analysing and organising information	to gather information from legislation, awards and agreements	2
Planning and organising activities	to deal with end-of-month and end of financial year requirements	2
Working with others and in teams	to deal with employee enquiries	2
Using mathematical ideas and techniques	to reconcile amounts	2
Solving problems	to ensure the security and confidentiality of records	2
Using technology	to store payroll information as required	1

## RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

### Legislation, codes and national standards relevant to the workplace which may include:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

### Security procedures may include:

- supervision of timesheets
- numbering of payroll registers
- employees signing for pay
- keeping payroll documents secure
- authorised access
- computer passwords
- backup files
- maintaining security and confidentiality of employees' details
- restricting access to electronic files and locking paper-based confidential information
- ensuring security of passwords/keys
- separating locations of confidential information
- storage of information off-site

**Control measures may include:**

- reconciliation of records
- separation of duties
- authorisation requirements
- multiple checks and balances
- dual checking system

**Legislative and organisational requirements may include:**

- corporations law
- Superannuation Guarantee Act
- Australian Taxation Office regulations
- Australian Securities Commission requirements
- Australian Accounting and Auditing Standards
- organisational policy and procedures for cash handling

**Nominated industrial awards, contracts and government legislation may include:**

- Federal / State awards
- enterprise agreements
- certified/workplace agreements

**Pay and salaries calculations may include:**

- appropriate pay structure
- time sheets
- employment history cards
- sick leave
- annual leave loading
- long service leave
- penalty rates
- overtime
- allowances
- deductions
- salary packaging items
- salary sacrificing

**Statutory and voluntary deductions may include:**

- payroll tax
- superannuation levy
- Medicare levy
- union fees
- insurance
- PAYG tax
- Higher Education Contribution Scheme

**Nominated creditors may include:**

- union
- membership organisations
- health funds
- vehicle leasing organisations
- government agencies
- Australian Taxation Office
- those nominated as part of salary packaging



**Designated timelines may include:**

- stipulated time period before pay is due to employees
- stipulated time period before employee departs organisation
- Australian Taxation Office timelines for submission of group tax, fringe benefits tax etc

**Legislation, codes and national standards relevant to the workplace may include:**

- award and enterprise agreements
- national, State/Territory legislative requirements especially in regard to Occupational Health and Safety
- industry codes of practice

**EVIDENCE GUIDE**

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

**Critical Aspects of Evidence**

- Integrated demonstration of all elements of competency and their performance criteria
- Resolution of problems in dealing with staff enquiries and in reconciling records

**Underpinning Knowledge**

- Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Payroll processes
- Organisational policies and procedures across the full range of tasks required
- Confidentiality and security procedures
- Australian taxation office legislative requirements
- Relevant government and statutory bodies in relation to payroll
- Organisation's accounting system
- Superannuation Guarantee Act
- Relevant industrial awards

At this level the learner must demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas.

**Underpinning Skills**

- Literacy skills to follow complex financial procedures and to follow and write detailed instructions
- Numeracy skills to use financial formulae, calculate gross and net pay, compare differing rates of pay over a given time span of the same nature, prepare cash analysis sheets, reconcile figures and rectify anomalies
- Communication skills to answer enquiries, explain and resolve discrepancies with employees
- Problem solving skills to reconcile figures, resolve employees' enquiries; use processes flexibly and interchangeably
- Proofreading to check for accuracy
- Time management to meet designated timelines
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

**Resource Implications**

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

These may include:

- organisation's accounting system
- paper-based/electronic payroll system
- relevant Australian Taxation Office legislation
- Australian Accounting and Auditing Standards
- Superannuation Guarantee Act
- Higher Education Contribution Scheme
- relevant industrial awards
- certified/workplace agreements
- organisational contracts
- calculator

**Consistency of Performance**

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

**Context/s of Assessment**

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competency

**BSBCMN403A****Unit Descriptor****Establish business networks**

This unit covers the skills and knowledge required to develop and maintain effective workplace relationships and networks. It covers the activities of communication and representation.

This unit is related to BSBFLM303A Contribute to effective workplace relationships.

**Competency Field**

Common

**ELEMENT****PERFORMANCE CRITERIA**

- |  |  |
|--|--|
| 1. Develop and maintain business networks        | <ul style="list-style-type: none"> <li>1.1 Appropriate <i>network strategies</i> are used to establish and maintain business relationships that promote organisational objectives</li> <li>1.2 Network opportunities are identified and pursued to maximise a range of business contacts</li> <li>1.3 Information regarding new networks is communicated to inform individuals and colleagues of potential benefits to the organisation</li> <li>1.4 <i>Professional networks and associations</i> are participated in to obtain and maintain personal knowledge and skills</li> </ul> |
| 2. Establish and maintain business relationships | <ul style="list-style-type: none"> <li>2.1 Business relationships are developed and maintained to promote benefits consistent with <i>organisational requirements</i></li> <li>2.2 Trust and confidence of business colleagues is gained and maintained through demonstration of high standards of business practices</li> <li>2.3 A high level of <i>negotiation skills</i> are used to encourage positive outcomes</li> <li>2.4 Difficult situations are identified and solutions are negotiated using collaborative problem solving techniques</li> </ul>                           |
| 3. Promote the organisation                      | <ul style="list-style-type: none"> <li>3.1 Strategies are developed to represent and promote the organisation's interests and requirements</li> <li>3.2 Appropriate presentation skills are used to communicate the goals and objectives of the organisation</li> <li>3.3 Issues, policies and practices of the organisation are effectively communicated to a range of audiences in writing and orally</li> <li>3.4 <i>Feedback</i> is obtained to identify and develop ways to improve promotional activities within available opportunities</li> </ul>                              |

## KEY COMPETENCIES

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	to relevant networks	2
Collecting analysing and organising information	to identify and promote networking opportunities	2
Planning and organising activities	to promote the organisation	2
Working with others and in teams	in completing scheduled tasks	2
Using mathematical ideas and techniques	as an aid to measure and schedule tasks	1
Solving problems	to gather and convey information	2
Using technology	to prepare written correspondence	2

## RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

**They may use legislation, codes and national standards relevant to the workplace including:**

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

**Organisational requirements may be included in:**

- quality assurances and/or procedures manuals
- goals, objectives, plans, systems and processes
- legal and organisational policy/guidelines and requirements
- access and equity principles and practice
- ethical standards
- Occupational Health and Safety policies, procedures and programs
- quality and continuous improvement processes and standards
- defined resource parameters
- marketing plan

**Negotiation skills may include:**

- assertiveness
- collaboration
- solution designing
- confidence building
- conflict reduction
- stress management
- empathising

**Network strategies may include:**

- conference participation
- seminar attendance
- association memberships
- maintain regular contact
- individual marketing
- distribution of materials

**Professional networks and associations may include:**

- work team
- suppliers
- other organisations
- committees
- internal/external customers
- government agencies
- professional/occupational associations
- project specific ad hoc consultative/reference groups
- advisory committees
- lobby groups
- local inter-agency groups
- specific interest or support groups

**Feedback on ways to improve promotional activities may include:**

- accuracy and sufficiency of information
- benefits to organisation
- impact of message
- use of media
- liaison with networks
- appropriateness of audience
- participation of competitors

**EVIDENCE GUIDE**

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

**Critical Aspects of Evidence**

- Negotiating solutions between groups and individuals
- Identifying opportunities for networking
- Presenting information in a variety of formats to a range of audiences
- Establishing, creating and participating in networks
- Maintaining records of relevant contacts
- Evaluating promotional strategies

**Underpinning Knowledge**

- The relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Knowledge of the organisation's policies, plans and procedures
- Principles of effective communication in relation to listening, questioning and non-verbal communication
- Techniques for building relationships of trust including with people from different cultures
- Understanding the techniques for facilitating mutually acceptable outcomes
- Methods and techniques to prepare and present information to promote the organisation
- Knowledge of related organisations and agencies and networks
- Understanding the principles and operations of networks

At this level the learner must demonstrate understanding of a broad knowledge base incorporating some theoretical concepts.

**Underpinning Skills**

- Literacy skills to read and understand a variety of texts; prepare general information and papers according to target audience; spell with accuracy; use grammar and punctuation effectively as an aid to understanding
- Proofreading and editing skills to ensure clarity of meaning and conformity to organisational requirements, check for accuracy and consistency of information
- Communication skills including receiving feedback and reporting, maintaining effective relationships and conflict management
- Evaluation skills for assessing outcomes
- Problem solving skills to manage contingencies
- Negotiation skills to achieve mutually acceptable outcomes
- Leadership skills to gain trust and confidence of clients and colleagues
- Networking skills to participate with other groups and agencies
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

**Resource Implications**

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

**Consistency of Performance**

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

**Context/s of Assessment**

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the Business Services Common Competencies for the particular AQF Level. Refer to the Key Competency Levels at the end of this unit

**BSBCMN404A****Unit Descriptor****Develop teams and individuals**

This unit covers the skills and knowledge required to determine individual and team development needs and facilitate the development of the workgroup.

This unit is related to BSBCMN304A Contribute to personal skill development and learning.

**Competency Field**

Common

**ELEMENT****PERFORMANCE CRITERIA**

- |  |  |
|--|--|
| 1. Determine development needs             | <ul style="list-style-type: none"> <li>1.1 <i>Learning and development needs</i> are systematically identified and implemented in line with <i>organisational requirements</i></li> <li>1.2 A learning plan to meet individual and group training and development needs is collaboratively developed, agreed to and implemented</li> <li>1.3 Individuals are encouraged to self evaluate performance and identify areas for improvement</li> <li>1.4 <i>Feedback on performance</i> of team members is collected from relevant sources and compared with established team learning needs</li> </ul>  |
| 2. Develop individuals and teams           | <ul style="list-style-type: none"> <li>2.1 Learning and development program goals and objectives are identified to match specific knowledge and skill requirements of <i>competency standards</i></li> <li>2.2 <i>Learning delivery methods</i> are appropriate to the learning goals, the learning style of participants, and availability of <i>equipment and resources</i></li> <li>2.3 Workplace learning opportunities and <i>coaching and mentoring assistance</i> are provided to facilitate individual and team achievement of competencies</li> <li>2.4 Development opportunities incorporate a range of activities and support materials appropriate to the achievement of identified competencies</li> <li>2.5 Resources and timelines required for learning activities are identified and approved in accordance with organisational requirements</li> </ul> |
| 3. Monitor and evaluate workplace learning | <ul style="list-style-type: none"> <li>3.1 Feedback from individuals or teams is used to identify and implement improvements in future learning arrangements</li> <li>3.2 Outcomes and performance of individuals/teams are assessed and recorded to determine the effectiveness of development programs and the extent of additional development support</li> <li>3.3 Modifications to learning plans are negotiated to improve the efficiency and effectiveness of learning</li> <li>3.4 Records and reports of competency are documented and maintained within organisational requirements</li> </ul>   |



## KEY COMPETENCIES

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	with members of the work team	2
Collecting analysing and organising information	to measure team performance	2
Planning and organising activities	for learning opportunities	2
Working with others and in teams	in completing scheduled tasks	2
Using mathematical ideas and techniques	as an aid to measure learning outcomes	2
Solving problems	as an aid to team-development	2
Using technology	to manage scheduling of tasks	2

## RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

**They may use legislation, codes and national standards relevant to the workplace including:**

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

**Learning and development needs may include:**

- coaching, mentoring and/or supervision
- formal/informal learning programs
- internal/external training provision
- work experience/exchange/opportunities
- personal study
- career planning/development
- performance appraisals
- workplace skills assessment
- Recognition of Prior Learning

**Organisational requirements may be included in:**

- quality assurances and/or procedures manuals
- goals, objectives, plans, systems and processes
- legal and organisational policy/guidelines and requirements
- Occupational Health and Safety policies, procedures and programs
- confidentiality and security requirements
- business and performance plans
- anti-discrimination and related policy
- access and equity principles and practice
- ethical standards
- quality and continuous improvement processes and standards
- defined resource parameters

**Feedback on performance may include:**

- formal/informal performance appraisals
- obtaining feedback from supervisors and colleagues
- obtaining feedback from clients
- personal, reflective behaviour strategies
- routine organisational methods for monitoring service delivery

**Competency standards are standards which measure:**

- all those personal and technical knowledge, skills and attitudinal aspects (competencies) required to effectively and efficiently undertake the day to day tasks and duties of the practitioner's work function

**Learning delivery methods may include:**

- on-the-job coaching or mentoring
- problem solving
- presentations/demonstrations
- formal course participation
- work experience
- involvement in professional networks
- conference and seminar attendance
- induction

**Equipment and resources may include:**

- funding
- facilities
- guest speakers
- training equipment such as whiteboards and audio-visual equipment
- technological tools and equipment
- time

**Coaching and mentoring assistance may include:**

- providing feedback to another team member
- fair and ethical practice
- non-discriminatory processes and activities
- respecting the contribution of all participants and giving credit for achievements
- presenting and promoting a positive image of the collective group
- problem solving
- providing encouragement

## EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

### Critical Aspects of Evidence

- Identifying and implementing learning opportunities for others
- Giving and receiving feedback constructively
- Facilitating participation of individuals in the work of the team
- Negotiating learning plans to improve the effectiveness of learning
- Preparing learning plans to match skill needs
- Accessing and designing learning opportunities

### Underpinning Knowledge

- The relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Knowledge of the principles of coaching and mentoring for development of competence
- Understanding how to work effectively with team members who have diverse work styles, aspirations, cultures and perspectives
- Understanding how to facilitate team development and improvement
- Knowledge of the organisation's policies, plans and procedures
- Understanding methods and techniques for eliciting and interpreting feedback
- Understanding methods for identifying and prioritising personal development opportunities and options
- Knowledge of career paths and competency standards in the industry

At this level the learner must demonstrate understanding of a broad knowledge base incorporating some theoretical concepts.

**Underpinning Skills**

- Literacy skills to read and understand a variety of texts; prepare general information and papers according to target audience; spell with accuracy; use grammar and punctuation effectively as an aid to understanding; maintain records of learning
- Communication skills including receiving feedback and reporting, maintaining effective relationships and conflict management
- Planning skills to organise required resources and equipment to meet learning needs
- Coaching and mentoring skills to provide support to colleagues
- Report writing skills to organise information; assess information for relevance and accuracy; identify and elaborate on learning outcomes
- Facilitation skills to conduct small group training sessions
- Time management skills for scheduling learning programs within work activities
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

**Resource Implications**

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

**Consistency of Performance**

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

**Context/s of Assessment**

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the Business Services Common Competencies for the particular AQF Level. Refer to the Key Competency Levels at the end of this unit

**BSBCMN405A****Unit Descriptor****Analyse and present research information**

This unit covers the skills and knowledge required to gather, organise and present workplace information using available systems.

This unit is related to BSBCMN305A Organise workplace information and BSBCMN306A Produce business documents.

**Competency Field**

Common

**ELEMENT****PERFORMANCE CRITERIA**

- |                                     |   |
|-------------------------------------|---|
| 1. Gather and organise information  | <p>1.1 <i>Information</i> is gathered and organised in a format suitable for analysis, interpretation and dissemination in accordance with <i>organisational requirements</i></p> <p>1.2 Information held by the organisation is accessed and assessed for accuracy and relevance in line with established organisational requirements</p> <p>1.3 <i>Methods of collecting information</i> are reliable and make efficient use of resources in accordance with organisational requirements</p> <p>1.4 <i>Business technology</i> is used to access, organise and monitor information in accordance with organisational requirements</p> <p>1.5 Information is updated, modified, maintained and stored in accordance with organisational requirements</p> |
| 2. Research and analyse information | <p>2.1 <i>Objectives of research</i> are clearly defined and consistent with organisational requirements</p> <p>2.2 Data used in research is valid and relevant to research purposes</p> <p>2.3 <i>Research strategies</i> are appropriate to the requirements of the research and make efficient use of available resources</p> <p>2.4 <i>Methods of data analysis</i> are reliable and suitable to research purposes</p> <p>2.5 Assumptions used in analyses are clear, justified and consistent with research objectives</p> <p>2.6 Conclusions are supported by evidence and contribute to the achievement of <i>business objectives</i></p>  |
| 3. Present information              | <p>3.1 Recommendations and issues are presented in an appropriate format, style and structure using suitable business technology</p> <p>3.2 Structure and format of reports are clear and conform to organisational requirements</p> <p>3.3 Research findings are reported and distributed in accordance with organisational requirements</p> <p>3.4 <i>Feedback</i> and comments on suitability and sufficiency of findings is obtained in accordance with organisational requirements</p>   |

## KEY COMPETENCIES

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	with members of the work team	2
Collecting analysing and organising information	to prepare and present information	3
Planning and organising activities	for preparing and presenting information	2
Working with others and in teams	in completing scheduled tasks	2
Using mathematical ideas and techniques	to analyse data	2
Solving problems	to present information	2
Using technology	to complete allocated tasks	2

## RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

### Legislation, codes and national standards relevant to the workplace which may include:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

### Information may include:

- correspondence (faxes, memos, letters, email)
- computer databases (library catalogue, customer records)
- computer files (letters, memos and other documents)
- sales records (monthly forecasts, targets achieved)
- forms (insurance forms, membership forms)
- invoices (from suppliers, to debtors)
- personnel records (personal details, salary rates)
- information on training needs
- marketing reports/plans/budgets
- financial figures
- production targets

**Organisational requirements may include:**

- quality assurances and/or procedures manuals
- security and confidentiality requirements
- legal and organisational policy/guidelines and requirements
- management and accountability channels
- Code of Conduct/Code of Ethics
- procedures for updating records
- Occupational Health and Safety policies, procedures and programs
- information protocols
- goals, objectives, plans, systems and processes
- business and performance plans
- anti-discrimination and related policy
- ethical standards
- defined resource parameters

**Methods used to collect information may include:**

- interviews with colleagues/customers
- recruitment applications and other forms
- information from other organisations
- previous file records
- observation and listening
- checking written material including referrals and client files
- questioning (in person or indirect)
- individual research
- checking research provided by others

**Business technology may include:**

- photocopier
- computer
- email
- internet/extranet/intranet
- answering machine
- fax machine
- telephone

**Objectives of research may include:**

- hypothesis testing
- situational diagnosis
- identification of trends
- process mapping
- comparative analysis
- industry pricing policies

**Research strategies may include:**

- interviewing colleagues and clients
- focus groups
- data analysis
- product sampling
- documentation reviews

**Methods of data analysis may include:**

- feedback on results
- review of previous research
- peer review
- data sampling
- statistical analysis

**The organisation's goals and objectives may be:**

- stated or implied by the way the organisation conducts its business including:
  - organisational values and behaviours
  - flexibility, responsiveness
  - financial performance
  - work procedures and/or procedures manuals
  - people management
  - interpersonal communication
  - business planning
  - marketing and customer service
- organisational values and behaviours
- work procedures and quality assurance manuals

**Feedback on sufficiency of information could be obtained from:**

- customer satisfaction questionnaires
- audit documentation and reports
- quality assurance data
- returned goods
- comments from clients and colleagues

**EVIDENCE GUIDE**

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

**Critical Aspects of Evidence**

- Presenting information and data
- Maintaining and handling data and documents systematically
- Reviewing data for relevance and accuracy
- Analysing and interpreting data to support organisational activities
- Distributing information in an effective manner to gain access to a wider audience
- Clarifying assumptions to assess validity of conclusions



**Underpinning Knowledge**

- The relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Understanding of organisation's business and structure
- Knowledge of organisation's record keeping/filing systems and security procedures and safe recording practices
- Knowledge of organisational policies and procedures relating to distribution of workplace information and legal and ethical obligations
- Understanding methods to identify new sources of information and use them most efficiently and effectively
- Knowledge of procedures to analyse information to identify patterns and trends
- Understanding of qualitative and quantitative processes
- Knowledge of information management systems and methods
- Knowledge of principles of report writing and data presentation
- Understanding of research processes and strategies

At this level the learner must demonstrate understanding of a broad knowledge base incorporating some theoretical concepts.

**Underpinning Skills**

- Literacy skills to draft complex correspondence and reports, display logical information; spell with accuracy; use grammar and punctuation effectively as an aid to understanding
- Proofreading and editing skills to ensure clarity of meaning and conformity to organisational requirements, check for accuracy and consistency of information
- Report writing skills to present information according to target audience; assess information for relevance and accuracy; source additional information as required
- Problem solving skills to deal with information which is contradictory, ambiguous, inconsistent or inadequate
- Technology skills including the ability to select and use technology appropriate to a task
- Research skills to identify and access information
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

**Resource Implications**

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

**Consistency of Performance**

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

**Context/s of Assessment**

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the Business Services Common Competencies for the particular AQF Level. Refer to the Key Competency Levels at the end of this unit

**BSBCM406A****Unit Descriptor****Maintain business technology**

This unit covers the skills and knowledge required to maintain the effectiveness of business technology in the workplace. It includes activities such as the maintenance of existing technology and the planning of future technology requirements.

This unit is related to BSBCM307A Maintain business resources. Consider co-assessment with BSBCM407A Coordinate business resources.

**Competency Field**

Common

**ELEMENT****PERFORMANCE CRITERIA**

- |  |  |
|--|--|
| 1. Maintain performance of hardware and software | 1.1 Systems effectiveness is monitored and evaluated to ensure it meets <i>organisational and system requirements</i><br>1.2 Operating system, drive and disk structure, reports and files are used to identify performance problems<br>1.3 <i>Disk drives and peripherals</i> are maintained according to manufacturers' and organisational requirements<br>1.4 <i>Consumables</i> are replaced in accordance with the manufacturers' and organisational requirements<br>1.5 <i>Software</i> applications are installed and operated in accordance with developers' and organisational requirements |
| 2. Provide basic system administration           | 2.1 System back up procedure is carried out at regular intervals according to organisational and system requirements<br>2.2 Security access procedures are maintained in line with organisational requirements<br>2.3 Licence for use of software is used, checked and recorded in accordance with organisational requirements<br>2.4 Virus systems are maintained and updated on a regular basis in accordance with organisational requirements   |
| 3. Identify future technology requirements       | 3.1 <i>Sources of information</i> about new <i>technology</i> are accessed to maintain knowledge in current technology<br>3.2 Feedback from clients and colleagues is used to identify and develop <i>improved technology systems</i><br>3.3 Existing technology is assessed against newly available technology to determine future needs and priorities<br>3.4 New technologies are identified and selected to achieve and maintain continuous organisational development<br>3.5 Management and budget approval is obtained for new technologies identified and selected                            |

## KEY COMPETENCIES

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	with members of the work team	2
Collecting analysing and organising information	to formulate recommendations	2
Planning and organising activities	to maintain business technology	2
Working with others and in teams	in completing scheduled tasks	1
Using mathematical ideas and techniques	as an aid to measure and schedule tasks	2
Solving problems	to identify future technology requirements	2
Using technology	to complete allocated tasks	3

## RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

### Legislation, codes and national standards relevant to the workplace which may include:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

### Organisational and system requirements may include:

- quality assurances and/or procedures manuals
- back up procedures
- security and confidentiality procedures
- legal and organisational policy/guidelines and requirements
- storage retrieval and type of product licenses
- storage of information technology documentation
- register of licenses
- Occupational Health and Safety policies, procedures and programs
- code of conduct
- ethical standards
- maintenance of customised software
- updating of virus protection systems

**Disk drives and peripherals maintenance may include:**

- creating more free space on the hard disk
- reviewing programs
- deleting unwanted files
- cleaning dust from internal and external surfaces
- backing up files before major maintenance
- checking hard drive for errors
- defragmenting the hard disk
- using up-to-date anti-virus programs

**Consumables may include:**

- printer ribbons and cartridges
- print heads
- disks
- magnetic tape and cassettes
- print media

**Software may include:**

- word processing applications
- spreadsheet applications
- accounting applications
- database applications
- presentation applications
- internet/intranet/extranet related programs

**Information sources on new technology may include:**

- industry associations
- seminars, workshops and training sessions
- the Internet
- computer magazines and journals
- trade fairs
- computer software designers
- computer hardware manufacturers
- internal/external clients
- retail outlets

**Technology may include:**

- computers
- modems
- software
- client services
- data transfer devices
- scanners
- photocopiers
- printers

**Improved technology systems may include:**

- access protocols
- cable data transmissions
- delivery and installation systems
- maintenance options
- multi-media
- networking options
- resource usage monitoring

## EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

### Critical Aspects of Evidence

- Evaluating and mapping network operations
- Reviewing compliance with system protocols
- Installing software and hardware
- Organising and accessing software, materials and consumables
- Maintaining virus, backup and security systems in line with organisational requirements
- Identifying new technologies which match the future needs of the organisation

### Underpinning Knowledge

- The relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Knowledge of the costs and benefits of technology maintenance strategies
- Knowledge of organisation's operating systems, including knowledge of networks
- Principles of developing a maintenance schedule for a network
- Knowledge of back up and security procedures, maintenance and diagnostic procedures, licensing and installation and purchasing procedures
- Understanding current industry accepted hardware and software products including knowledge of general features and capabilities
- Understanding organisational business plans, goals and directions
- Understanding methods and processes to prepare budget and cost analysis
- Knowledge of access protocols (eg. internet, TP/TCP)

At this level the learner must demonstrate understanding of a broad knowledge base incorporating some theoretical concepts.

**Underpinning Skills**

- Literacy skills to interpret and evaluate the purposes and objectives of various uses of technology; display logical organisation of written information
- Research and analysis skills to analyse and identify organisation's future technology requirements
- Problem solving skills for common network problems
- Report writing skills to organise information from a range of sources to form recommendations
- Analytical skills in relation to systems administration
- Diagnostic skills in relation to identifying problems or faults
- Decision making skills for purchasing of new technology
- Interpersonal skills for cooperating with others on system use
- Presentation skills for explaining the operation of technology in a business environment
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

**Resource Implications**

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

**Consistency of Performance**

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

**Context/s of Assessment**

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the Business Services Common Competencies for the particular AQF Level. Refer to the Key Competency Levels at the end of this unit

**BSBCMN407A****Unit Descriptor****Coordinate business resources**

This unit covers the skills and knowledge required to determine and analyse existing and required resources, their effective application and the accountability for their use.

This unit is related to BSBCMN307A Maintain business resources. Consider co-assessment with BSBCMN406A Maintain business technology.

**Competency Field**

Common

**ELEMENT****PERFORMANCE CRITERIA**

- |   |   |
|---|---|
| 1. Determine resource requirements      | <ul style="list-style-type: none"> <li>1.1 <i>Resource requirements</i> are determined in accordance with business and operational plans and <i>organisational requirements</i></li> <li>1.2 Opportunities are given to individuals and workgroups to contribute to the identification of resource requirements</li> <li>1.3 Resource expenditure is realistic and makes efficient use of available budget resources</li> <li>1.4 Recommendations on resource requirements are presented in the required format, style and structure using relevant <i>business equipment and technology</i></li> </ul>   |
| 2. Acquire and allocate resources       | <ul style="list-style-type: none"> <li>2.1 Physical resources and services are acquired in accordance with organisational requirements</li> <li>2.2 Resources are checked to ensure quality and quantity in line with service agreements</li> <li>2.3 Resources are allocated promptly to enable achievement of work group objectives</li> <li>2.4 Consultation with individuals and teams on allocation of resources is participative and is conducted using appropriate <i>interpersonal skills</i></li> </ul>  |
| 3. Monitor and report on resource usage | <ul style="list-style-type: none"> <li>3.1 The effectiveness of resource planning is measured and assessed against actual costs and identified shortfalls and surpluses</li> <li>3.2 Methods of monitoring resource use are developed and implemented to enable timely and accurate reporting against business and operating plans</li> <li>3.3 Improvements in resource planning are identified through consultation and <i>feedback</i> and implemented in accordance with organisational requirements</li> <li>3.4 <i>Records</i> concerning equipment and resource purchases are maintained in accordance with organisational requirements</li> </ul> |



## KEY COMPETENCIES

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	with members of the work team	2
Collecting analysing and organising information	to identify resource needs	2
Planning and organising activities	to coordinate resources	2
Working with others and in teams	in completing scheduled tasks	2
Using mathematical ideas and techniques	as an aid to estimate resource usage	1
Solving problems	to identify equipment faults	2
Using technology	to complete allocated tasks	2

## RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

### Legislation, codes and national standards relevant to the workplace including:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

### Resource requirements may include:

- technological equipment/software
- plant/machinery
- stock and supplies
- Occupational Health and Safety resources
- staff amenities
- human resources
- training materials
- storage space
- location/premises
- refurbishment
- raw materials

**Organisational requirements may be included in:**

- quality assurances and/or procedures manuals
- goals, objectives, plans, systems and processes
- legal and organisational policy/guidelines and requirements
- business and performance plans
- security and confidentiality requirements
- management and accountability channels
- access and equity principles and practice
- ethical standards
- Occupational Health and Safety policies, procedures and programs
- quality and continuous improvement processes and standards
- defined resource parameters
- reporting requirements
- manufacturers' and operational specifications

**Business equipment/technology may include:**

- photocopier
- computer
- printer
- binder
- shredder
- answering machine
- fax machine
- telephone

**Appropriate interpersonal skills may include:**

- using appropriate body language
- summarising and paraphrasing
- consultation methods, techniques and protocols
- clarity of language
- seeking feedback from group members to confirm understanding

**Feedback sources may include:**

- customer/client response data
- employee data
- sales orders
- financial forecasts
- supplier's invoices
- equipment meter readings

**Records may include:**

- computerised or manual
- financial statements
- stock list and inventory control
- purchase orders
- invoices
- maintenance schedules
- order forms
- petty cash forms

## EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

### Critical Aspects of Evidence

- Monitoring resource usage to determine resource needs
- Maintaining records of resource requirements
- Identifying and communicating of faults and/or risks to appropriate people
- Calculating costs and expenditures
- Negotiating with others in relation to access to resources

### Underpinning Knowledge

- The relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Understanding the organisation's policies, plans and procedures
- Understanding the functions of a range of business equipment
- Knowledge of correct start-up and shut-down procedures for a range of business equipment
- Understanding common equipment faults
- Knowledge of principles of designing maintenance schedules for plant, equipment and business technology
- Understanding evaluation processes for resource monitoring purposes
- Knowledge of record management processes and techniques related to maintenance schedules
- Knowledge of decision making techniques for allocating resources between competing priorities

At this level the learner must demonstrate understanding of a broad knowledge base incorporating some theoretical concepts.

### Underpinning Skills

- Literacy skills to draft complex reports and display logical information on resource usage
- Communication skills to request advice, receive feedback and work with a team
- Diagnostic skills to identify problems with resource use
- Numeracy skills to interpret, compare and calculate resource usage costs
- Report writing skills to organise and present information considering aspects of context, purpose and audience
- Planning skills to schedule resource use and availability
- Analytical skills to define parameters for resource use
- Technology skills including the ability to select and use technology appropriate to a task
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

### Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

**Consistency of Performance** In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

**Context/s of Assessment**

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the Business Services Common Competencies for the particular AQF Level. Refer to the Key Competency Levels at the end of this unit

**BSBCM408A****Unit Descriptor****Report on financial activity**

This unit covers the reporting of financial activity for business both in response to client requests and to meet statutory requirements such as the completion of statutory requirement reports.

This unit is related to BSBCM308A Maintain financial records.

**Competency Field**

Common

**ELEMENT****PERFORMANCE CRITERIA**

- |   |   |
|---|---|
| 1. Compile financial information and data     | <ul style="list-style-type: none"> <li>1.1 Current <i>financial data</i> is collected, evaluated and coded to ensure consistency, quality and accuracy in accordance with <i>organisational requirements</i></li> <li>1.2 <i>Conversion and consolidation procedures</i> are used to compile analysis in accordance with organisational requirements</li> <li>1.3 Asset and liability valuations are made, recorded and disclosed in accordance with organisational requirements</li> <li>1.4 <i>Discrepancies</i>, unusual features or queries are identified, resolved or referred to the appropriate authority</li> </ul>  |
| 2. Prepare statutory requirement reports      | <ul style="list-style-type: none"> <li>2.1 Income and expenditure is correctly recorded to ensure compliance with <i>statutory requirements</i></li> <li>2.2 Liabilities for tax are calculated in accordance with current legislation and <i>revenue gathering practices</i></li> <li>2.3 Relevant receipts, <i>revenue documentation</i> and payments are identified correctly</li> <li>2.4 Statements and claims take full advantage of <i>available benefits and allowances</i> in accordance with statutory requirements</li> <li>2.5 Statutory requirement reports are submitted to appropriate authorities within <i>stated deadlines</i></li> </ul>                   |
| 3. Provide financial business recommendations | <ul style="list-style-type: none"> <li>3.1 <i>Recommendations</i> are logically derived and supported by <i>evidence</i> in report</li> <li>3.2 Recommendations propose constructive actions to enhance the effectiveness and efficacy of functions and services</li> <li>3.3 Recommendations are concise and facilitate direction and control of organisation's operations</li> <li>3.4 <i>Significant issues</i> in statements including comparative financial performances are identified and prioritised for review and decision-making</li> <li>3.5 Structure and <i>format</i> of reports are clear and conform to organisational and statutory requirements</li> </ul> |

## KEY COMPETENCIES

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	with members of the work team	2
Collecting analysing and organising information	to forecast and provide recommendations	3
Planning and organising activities	for completion of statutory returns and reports	2
Working with others and in teams	in completing scheduled tasks	2
Using mathematical ideas and techniques	in reconciling financial documents	3
Solving problems	to identify discrepancies and errors	2
Using technology	to complete allocated tasks	2

## RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

### Legislation, codes and national standards relevant to the workplace which may include:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

### Financial data may include:

- budgets and forecasts
- financial/operational statements and reports (eg. expenditures and receipts, profit and loss statements)
- market valuations
- budget variances
- cash flow/profit reports
- Australian Bureau of Statistics (ABS) economic data
- financial markets monitoring services (eg, Reuters)

- Organisational requirements may include:**
- quality assurances and/or procedures manuals
  - price and exchange parameters
  - reporting requirements
  - legal and organisational policy/guidelines and requirements
  - financial analysis assessments
  - Occupational Health and Safety policies, procedures and programs
  - recording and filing systems
  - standard financial analysis techniques
  - financial management manuals
- Conversion and consolidation procedures may include:**
- spreadsheets
  - standardised variables
  - moving averages
  - unit costs
  - trend analysis
- Discrepancies may include:**
- expenditure report mismatches
  - incorrect payments
  - absence of auditable trail
  - inappropriate authorisations
  - variances from budget and phasings
  - unreconciled cash flows and operating statements
  - incorrect report formats
- Statutory requirements may include:**
- reporting periods
  - taxation payment timings
  - delegated authorities
  - internal control procedures
- Revenue gathering practices may include:**
- sales
  - leasing
  - investments
  - billing schedules
  - lending and financing
  - fees and charges
- Revenue documentation may include:**
- invoices
  - declarations
  - bills
  - sales proceeds
  - cash received
  - debit notes
- Available benefits and allowances may include:**
- depreciation
  - donations
  - sales tax deductions
  - interest payments

**Stated deadlines may include:**

- monthly returns
- annual reports
- lodgement dates
- payment schedules

**Recommendations may relate to:**

- profit
- loss
- expenses
- consolidation
- write-offs
- cash flow

**Evidence may include:**

- budgetary analysis
- forecasts and estimates
- returns on investments
- order and supplier documentation
- taxation and statutory returns

**Significant issues may include:**

- profitability
- losses and returns
- cost structures
- suppliers
- internal controls
- statutory obligations

**Format of reports may include:**

- cash flow statements
- statutory forms
- financial year reports
- balance sheets
- operating statements
- spreadsheets
- electronic forms

**EVIDENCE GUIDE**

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

**Critical Aspects of Evidence**

- Organising financial data to highlight relevant features
- Presenting of information in comprehensive formats
- Completing of Business Activity Statements
- Interpreting and identifying applications of statutory requirements
- Referring discrepancies outside scope of own responsibility to the appropriate persons



**Underpinning Knowledge**

- The relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Knowledge of organisational policies and procedures relating to maintaining financial data, reporting, preparing statutory returns
- Principles of double entry bookkeeping and accrual accounting
- Knowledge of techniques for forecasting and analysis
- Understanding methods to present financial data
- Knowledge of State and Federal Government taxes and charges
- Knowledge of financial legislation
- Knowledge of options, methods and practices for deductions, benefits and depreciations
- Principles and practices for auditing and reporting

At this level the learner must demonstrate understanding of a broad knowledge base incorporating some theoretical concepts.

**Underpinning Skills**

- Literacy skills to identify financial information, to follow Australian Accounting and Auditing Standards and the organisation's accounting procedures
- Research skills to analyse the organisations financial and business status
- Proof reading skills to check accuracy and consistency of information by consulting additional resources
- Problem solving skills for a defined range of predictable problems
- Report writing skills to assess information for relevance and accuracy from a range of sources
- Decision making skills in a limited range of options
- Numeracy skills for calculating data, reconciling figures
- Planning skills for timetabling and scheduling reports and lodgements
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

**Resource Implications**

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

**Consistency of Performance**

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

**Context/s of Assessment**

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the Business Services Common Competencies for the particular AQF Level. Refer to the Key Competency Levels at the end of this unit

**BSBCMN410A****Coordinate implementation of customer service strategies****Unit Descriptor**

This unit covers the skills and knowledge required to advise on, and carry out customer service strategies, and evaluate customer strategies on the basis of feedback and design strategies for improvement.

This unit is related to BSBCMN310A Deliver and monitor a service to customers.

**Competency Field**

Common

**ELEMENT****PERFORMANCE CRITERIA**

- |  |   |
|--|---|
| 1. Advise on customer service needs                      | <ul style="list-style-type: none"> <li>1.1 Customer service <i>needs</i> are clarified and accurately assessed using appropriate <i>communication techniques</i></li> <li>1.2 Problems matching service delivery to <i>customers</i> are diagnosed and options for improved service are developed within <i>organisational requirements</i></li> <li>1.3 Advice is relevant, constructive and promotes the improvement of customer service delivery</li> <li>1.4 <i>Business technology</i> is used to structure and present information on customer service needs</li> </ul>   |
| 2. Support implementation of customer service strategies | <ul style="list-style-type: none"> <li>2.1 Customer service strategies and opportunities are promoted to <i>designated individuals and groups</i></li> <li>2.2 Available budget resources are identified and allocated to fulfil customer service objectives</li> <li>2.3 <i>Procedures to resolve customer difficulties and complaints</i> are actioned promptly within organisational requirements</li> <li>2.4 <i>Coaching and mentoring assistance</i> is provided to colleagues to overcome difficulties in meeting <i>customer service standards</i></li> <li>2.5 Decisions to implement strategies are taken in consultation with designated individuals and groups</li> </ul> |
| 3. Evaluate and report on customer service               | <ul style="list-style-type: none"> <li>3.1 Client satisfaction with service delivery is reviewed using verifiable data in accordance with organisational requirements</li> <li>3.2 Changes necessary to maintain service standards are identified and reported to designated groups and individuals</li> <li>3.3 Conclusions and recommendations are prepared from verifiable evidence and provide constructive advice on future directions of client service strategies</li> <li>3.4 Systems, records and reporting procedures are maintained to compare changes in customer satisfaction</li> </ul>   |

## KEY COMPETENCIES

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	on products and services	2
Collecting analysing and organising information	to monitor and report on customer services	2
Planning and organising activities	to enhance products and services	2
Working with others and in teams	in completing scheduled tasks	2
Using mathematical ideas and techniques	to determine service or product costs	2
Solving problems	to respond to customer enquiries or complaints	2
Using technology	to complete allocated tasks	2

## RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

**Legislation, codes and national standards relevant to the workplace which may include:**

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

**Customer needs may relate to:**

- advice or general information
- specific information
- further information
- making an appointment
- complaints
- purchasing organisation's products and services
- returning organisation's products and services
- accuracy of information
- fairness/politeness
- prices/value

**Communication techniques  
may include:**

- consultation methods, techniques and protocols
- analysing customer satisfaction surveys
- conducting interviews
- questioning
- summarising and paraphrasing
- seeking feedback to confirm understanding
- making recommendations
- obtaining management decisions
- analysing quality assurance data

**Customers can be:**

- internal or external
- other agencies
- individual members of the organisation
- corporate customers
- individual members of the public

**Organisational  
requirements may include:**

- quality assurances and/or procedures manuals
- goals, objectives, plans, systems and processes
- legal and organisational policy/guidelines and requirements
- Occupational Health and Safety policies, procedures and programs
- confidentiality and security requirements
- anti-discrimination and related policy
- access and equity principles and practice
- ethical standards
- quality and continuous improvement processes and standards
- defined resource parameters
- who is responsible for products or services
- pricing and discount policies
- replacement and refund policy and procedures
- payment and delivery options

**Business technology may  
include:**

- photocopier
- computer
- printer
- binder
- shredder
- answering machine
- fax machine
- telephone

**Designated individuals and  
groups may include:**

- supervisor
- customers
- colleagues
- external organisation
- committee
- line management

**Procedures to resolve customer difficulties may include:**

- using conflict management techniques
- refund of monies
- item replacement
- referrals to supervisor
- review of products or services
- external agencies (eg Ombudsman)

**Customer complaints may include:**

- damaged goods or goods not delivered
- administrative errors such as incorrect invoices or prices
- warehouse or store room errors such as incorrect product delivered
- service errors
- delivery errors
- products not delivered on time
- customer satisfaction with service quality

**Coaching and mentoring assistance may include:**

- providing feedback to another team member
- fair and ethical practice
- non-discriminatory processes and activities
- respecting the contribution of all participants and giving credit for achievements
- presenting and promoting a positive image of the collective group
- problem solving
- providing encouragement

**Customer service strategies may include:**

- delivery times
- price offers
- product/service availability
- product/refund guarantees
- merchandise characteristics
- courtesy/politeness

**EVIDENCE GUIDE**

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

**Critical Aspects of Evidence**

- Identifying needs and priorities of the organisation in delivering services to customers
- Distinguishing between different levels of customer satisfaction
- Providing constructive advice on customer service practices
- Responding to and reporting on customer feedback
- Designing strategies to improve delivery of products and services

**\*Underpinning Knowledge**  
**\*At this level the learner must demonstrate understanding of a broad knowledge base incorporating some theoretical concepts.**

- The relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Understanding the principles of customer services
- Understanding the organisation's business structure, products and services
- Understanding the organisation's policy and procedures for customer service including handling customer complaints
- Knowledge of product and service standards and best practice models
- Knowledge of common problems relating to customer service
- Understanding consultation methods, techniques and protocols
- Knowledge of techniques for dealing with customers with special needs

### **Underpinning Skills**

- Planning skills to develop implementation schedules
- Evaluation skills to assess effectiveness of customer service strategies
- Literacy skills to interpret a variety of texts; prepare information and papers; write formal and informal letters according to target audience
- Interpersonal skills to relate effectively to people from a range of social, cultural and ethnic backgrounds
- Technology skills including the ability to select and use technology appropriate to a task
- Problem solving skills to diagnose organisational problems relating to customer services
- Report writing skills to provide recommendations for the enhancement of products or services
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

### **Resource implications**

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

### **Consistency of Performance**

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

### **Context/s of Assessment**

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the Business Services Common Competencies for the particular AQF Level. Refer to the Key Competency Levels at the end of this unit

**BSBFLM404A****Lead work teams****Unit Descriptor**

This unit is equivalent to the original unit BSXFMI404A Participate in, lead and facilitate work teams.

This unit covers the skills and knowledge required to lead a team or work group in a business environment. It includes developing plans, providing leadership and supervising the performance of a group.

This unit is related to BSBCMN301A Exercise initiative in a business environment. Consider co-assessment with BSBFLM402A Show leadership in the workplace, BSBFLM403A Manage effective workplace relationships, BSBFLM406A Implement workplace information system, and BSBFLM411A Contribute to the development of a workplace learning environment.

**Unit Sector**

Business Management Services

**ELEMENT****PERFORMANCE CRITERIA**

- |  |   |
|--|---|
| 1. Participate in team planning                | 1.1 The <i>manager</i> assists the <i>team</i> establish its purpose, roles, responsibilities and accountabilities in accordance with the <i>organisation's goals, plans and objectives</i><br>1.2 The manager assists the team monitor and adjust its performance within the organisation's continuous improvement policies and processes<br>1.3 The manager encourages the team to use the <i>competencies</i> of each member for team and individual benefit |
| 2. Develop team commitment and co-operation    | 2.1 The manager assists the team to use open communication processes to obtain and share information<br>2.2 The team makes decisions in accordance with its agreed roles and responsibilities<br>2.3 The manager supports the team to develop mutual concern and camaraderie  |
| 3. Manage and develop team performance         | 3.1 The results achieved by the team contribute positively to the organisation's business plans<br>3.2 The manager encourages the team to exploit innovation and initiative<br>3.3 Team and individual competencies are monitored regularly to confirm that the team is able to achieve its goals<br>3.4 Team members share and enhance their <i>knowledge and skills</i>   |
| 4. Participate in and facilitate the work team | 4.1 Team members participate actively in team activities and communication processes<br>4.2 Individuals and teams take individual and joint responsibility for their actions<br>4.3 The team receives support to identify and resolve problems which impede its performance   |



## KEY COMPETENCIES

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	to assist team planning	2
Collecting analysing and organising information	with members of work team	2
Planning and organising activities	in association with team	3
Working with others and in teams	to achieve team goals	2
Using mathematical ideas and techniques	to assist the development of team plans	1
Solving problems	to assist team performance	3
Using technology	to assist the management of information	1

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

1. Perform
2. Administer
3. Design

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

## RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

### Legislation, codes and national standards relevant to the workplace which may include:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

**At AQF level 4, frontline management will normally be engaged in a workplace context where they:**

- engage in short to medium term planning within the organisation's business plans. For example, prepares six monthly plan of the department's productivity targets within the organisation's business plans
- take responsibility for own outputs in relation to specific quality standards. For example, assesses own management performance against the organisation's standards of management
- take limited responsibility for the quality and quantity of the output of others. For example, using the organisation's performance improvement processes, assists individuals to assess the quality and quantity of their output and to devise appropriate improvement plans
- demonstrate understanding of a broad knowledge base incorporating some theoretical concepts. For example, understands the principles and techniques underpinning the development of Key Performance indicators
- perform varied activities in a wide range of routine and/or non-routine contexts, with knowledge and skill depth in some areas. For example, negotiates the services to be provided to an external customer who has needs which are not able to be met within the organisation's standard range of services
- apply solutions to a defined range of unpredictable problems. For example, given the failure of a supplier to provide urgently required computer software, analyses the options and takes appropriate action for a prompt and cost-effective rectification of the problem
- identify, analyse and evaluate information from a variety of sources. For example, given feedback from several employees as to ways to up-grade the department's operating procedures and given the organisation's standard documentation, considers the information provided and prepares a recommendation for consultation

**Frontline management at this level normally operate in a relatively simple and routine workplace environment in which they use the organisation's:**

- goals, objectives, plans, systems and processes
- quality and continuous improvement processes and standards
- access and equity principles and practice
- business and performance plans
- defined resource parameters
- ethical standards

**The manager may:**

- adopt a variety of roles in teams including leader, facilitator, participant, coach, mentor

**Teams may be:**

- one or a mixture of on-going, work-based, project-based, task specific, or cross-functional. Teams may include full time employees, contractors, part time employees

**The organisation's goals, plans and objectives refers to:**

- those relevant to frontline management's work activities and to the teams in which frontline management is involved

- Competencies refer to:**
- the abilities of the team members and may be formally recognised or not formally recognised. They may be industry-wide, enterprise specific or individual specific
- Knowledge and skill development may:**
- take place through a variety of methods including for example, coaching, mentoring, exchange/rotation, shadowing, action learning, structured training programs
- OHS considerations may include:**
- implement and monitor participative arrangements
  - information to team about OHS and the organisation's OHS policies, procedures and practices

## EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

- Critical Aspects of Evidence**
- Provides leadership to team
  - Contributes positively to team performance
  - Provides coaching and mentoring support
- Underpinning Knowledge**
- Underpinning knowledge relates to the essential knowledge and understanding a person needs to perform work to the required standard
  - Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
  - The principles and techniques associated with:
    - the organisation of teams
    - team goal setting
    - devolving responsibility/accountability to teams
    - team dynamics
    - conflict resolution
    - gaining team commitment
    - monitoring and assessing team performance
  - Gain team commitment to the organisation's goals, values and plans
  - The forms of bias/discrimination and how to deal with them

At this level the learner must demonstrate understanding of a broad knowledge base incorporating some theoretical concepts.

**Underpinning Skills**

- Functional literacy skills to access and use workplace information
- Assessing the competence of the team
- Facilitating the participation of team members
- Working effectively with team members who have diverse work styles, aspirations, cultures and perspectives
- Facilitating team development and improvement
- Assessing competency development requirements
- Gaining the trust and confidence of colleagues
- Dealing with people openly and fairly
- Using coaching and mentoring skills to provide support to colleagues
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

**Resource Implications**

- The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

**Consistency of Performance**

- In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

**Context/s of Assessment**

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competencies Levels at the end of this unit

**BSBFLM502A****Unit Descriptor****Provide leadership in the workplace**

This unit is equivalent to the original unit BSXFMI502A Provide leadership in the workplace.

Frontline management has an important leadership role in the development of the organisation. This will be evident in the way they work with teams and individuals, their standard of conduct and the initiative they take in influencing others. At this level, work will normally be carried out within complex and diverse methods and procedures which require the exercise of considerable discretion and judgement, using a range of problem solving and decision making strategies.

Consider co-assessment with BSBFLM501A Manage personal work priorities and professional development, BSBFLM503A Establish effective workplace relationships, BSBFLM504A Facilitate work teams, and BSBFLM506A Manage workplace information system.

**Unit Sector**

Business Management Services

**ELEMENT****PERFORMANCE CRITERIA**

- |   |  |
|---|--|
| 1. Model high standards of management performance and behaviour | 1.1 Management performance and behaviour meets the organisation's requirements<br>1.2 Management performance and behaviour serves as a positive role model for others<br>1.3 Performance plans are developed and implemented in accordance with the organisation's goals and objectives<br>1.4 Key performance indicators are established and used to meet the organisation's goals and objectives |
| 2. Enhance the organisation's image                             | 2.1 The organisation's standards and values are used in conducting business<br>2.2 Standards and values considered to be damaging to the organisation are questioned through established communication channels<br>2.3 Personal performance contributes to developing an organisation which has integrity and credibility  |
| 3. Influence individuals and teams positively                   | 3.1 Expectations, roles and responsibilities are communicated in a way which encourages individuals/teams to take responsibility for their work<br>3.2 Individual's/team's efforts and contributions are encouraged, valued and rewarded<br>3.3 Ideas and information receive the acceptance and support of colleagues   |

4. Make informed decisions
- 4.1 Information relevant to the issue(s) under consideration is gathered and organised
  - 4.2 Individuals/teams participate actively in the decision making processes
  - 4.3 Options are examined and their associated risks assessed to determine preferred course(s) of action
  - 4.4 Decisions are timely and communicated clearly to individuals/teams
  - 4.5 Plans to implement decisions are prepared and agreed by relevant individuals/teams
  - 4.6 Feedback processes are used effectively to monitor the implementation and impact of decisions

## KEY COMPETENCIES

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

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

Level 1: Perform

Level 2: Administer

Level 3: Design

Key Competency	Example of Application	Performance Level
Communicating ideas and information	with individuals and members of work team	2
Collecting analysing and organising information	to develop Key Performance Indicators	2
Planning and organising activities	to establish work plans	3
Working with others and in teams	to implement and monitor performance	3
Using mathematical ideas and techniques	as an aid to measure and plan goals	1
Solving problems	as part of the decision making processes	2
Using technology	to aid effective management of information	2

## RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

**Legislation, codes and national standards relevant to the workplace which may include:**

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

**At AQF level 5, frontline management will normally be engaged in a workplace context where they:**

- engage in tactical and operational planning within the organisation's strategic plans. For example, prepares an annual tactical plan for a department
- take responsibility for own outputs in relation to broad quantity and quality parameters. For example, evaluates own annual performance against personal work plans and the organisation's standards
- take limited responsibility for the achievement of group outcomes. For example, reviews group performance against plans and prepares in consultation with the group a performance improvement strategy
- demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas. For example, understands in depth the principles and techniques of performance management
- transfer and apply theoretical concepts and/or technical or creative skills to a range of situations. For example, researches, negotiates and establishes protocols for customer service for the department
- analyse and plan approaches to technical problems or management requirements. For example, given the work team's inability to achieve planned outcomes/outputs, analyses the team's performance and develops strategies with the team to rectify the situation
- evaluate information using it to forecast for planning or research purposes. For example, the organisation's goals and strategic and tactical plans are analysed in preparation for the preparation of the department's annual operational plan

**Frontline management at this level normally operate in a relatively diverse and complex workplace environment in which they use the organisation's:**

- goals, objectives, plans, systems and processes
- quality and continuous improvement processes and standards
- access and equity principles and practice
- business and performance plans
- resources, which may be subject to negotiation
- ethical standards

**They may use legislation, codes and national standards relevant to the workplace including:**

- award and enterprise agreements
- commonwealth and state/territory legislative requirements especially in regard to Occupational Health and Safety
- industry codes of practice

**They may use legislation, codes and national standards relevant to the workplace including:**

- award and enterprise agreements
- commonwealth and state/territory legislative requirements especially in regard to Occupational Health and Safety
- industry codes of practice

**The organisation's standards and values will be:**

- stated or implied by the way the organisation conducts its business

**Colleagues may include:**

- team members, employees at the same level and more senior managers, and may include people from a wide variety of social, cultural and ethnic backgrounds. This will usually be from a wider spread of the organisation than at AQF level 4

**Feedback processes may be**

- formal or informal and may be from internal or external sources

**OHS considerations may include:**

- establish and maintain framework for OHS system
- demonstrate leadership in OHS practice as an ethical standard
- OHS hazard identification, risk assessment and control approaches are demonstrated in decisions

## **EVIDENCE GUIDE**

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

**Critical Aspects of Evidence**

- Displays high standards of leadership
- Demonstrates a positive influence on others
- Uses effective consultative processes
- Makes soundly researched decisions



**Underpinning Knowledge\***

Underpinning knowledge relates to the essential knowledge and understanding a person needs to perform work to the required standard

- Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- The principles and techniques associated with:
  - leading people
  - preparing performance plans
  - establishing key performance indicators
  - influencing others
  - establishing effective consultative processes
  - making decisions
- The characteristics of a positive role model
- The types of actions which uphold the organisation's image

\*At this level the learner must demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas.

**Underpinning Skills**

- Functional literacy skills to use written and oral information about workplace requirements
- Communication skills including receiving and analysing feedback and reporting
- Accessing and interpreting the organisation's standards and values
- Research and analytical skills to interpret data
- Planning and organising skills to meet work priorities
- Monitoring and introducing practices to improve work performance
- Being a positive influence on colleagues
- Using information systems to advantage
- Using feedback to achieve positive outcomes
- Use coaching and mentoring skills to provide support to colleagues
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

**Resource Implications**

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

**Consistency of Performance**

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

**Context/s of Assessment**

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competencies Levels earlier in this unit

**BSBFLM504A****Unit Descriptor****Facilitate work teams**

This unit is equivalent to the original unit BSXFMI504A Participate in, lead and facilitate work teams.

Frontline management has a key role in leading, participating in, facilitating and empowering work teams/groups within the context of the organisation. They play a prominent part in motivating, mentoring, coaching and developing team members, and in achieving team cohesion. At this level, work will normally be carried out within complex and diverse methods and procedures which require the exercise of considerable discretion and judgement, using a range of problem solving and decision making strategies.

Consider co-assessment with BSBFLM502A Provide leadership in the workplace, BSBFLM503A Establish effective workplace relationships, BSBFLM506A Manage workplace information system, and BSBFLM511A Develop a workplace learning environment

**Unit Sector**

Business Management Services

**ELEMENT****PERFORMANCE CRITERIA**

- |  |   |
|--|---|
| 1. Participate in team planning                | <ul style="list-style-type: none"> <li>1.1 The manager assists the team establish its purpose, roles, responsibilities and accountabilities in accordance with the organisation's goals, plans and objectives</li> <li>1.2 The manager assists the team monitor and adjust its performance within the organisation's continuous improvement policies and processes</li> <li>1.3 The manager encourages the team to use the competencies of each member for team and individual benefit</li> </ul> |
| 2. Develop team commitment and co-operation    | <ul style="list-style-type: none"> <li>2.1 The manager assists the team to use open communication processes to obtain and share information</li> <li>2.2 The team makes decisions in accordance with its agreed roles and responsibilities</li> <li>2.3 The manager supports the team to develop mutual concern and camaraderie</li> </ul>  |
| 3. Manage and develop team performance         | <ul style="list-style-type: none"> <li>3.1 The results achieved by the team contribute positively to the organisation's business plans</li> <li>3.2 The manager encourages the team to exploit innovation and initiative</li> <li>3.3 Team and individual competencies are monitored regularly to confirm that the team is able to achieve its goals</li> <li>3.4 Team members share and enhance their knowledge and skills</li> </ul>  |
| 4. Participate in and facilitate the work team | <ul style="list-style-type: none"> <li>4.1 Team members participate actively in team activities and communication processes</li> <li>4.2 Individuals and teams take individual and joint responsibility for their actions</li> <li>4.3 The team receives support to identify and resolve problems which impede its performance</li> </ul>   |

## KEY COMPETENCIES

Key Competency	Example of Application	Performance Level
Communicating ideas and information	with members of work team	2
Collecting analysing and organising information	to assist team planning	2
Planning and organising activities	in association with team	3
Working with others and in teams	to achieve team goals	3
Using mathematical ideas and techniques	to assist the development of team plans	1
Solving problems	to assist team performance	3
Using technology	to assist the management of information	2

## RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

**Legislation, codes and national standards relevant to the workplace which may include:**

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

**At AQF level 5, frontline management will normally be engaged in a workplace context where they:**

- engage in tactical and operational planning within the organisation's strategic plans. For example, prepares an annual tactical plan for a department
- take responsibility for own outputs in relation to broad quantity and quality parameters. For example, evaluates own annual performance against personal work plans and the organisation's standards
- take limited responsibility for the achievement of group outcomes. For example, reviews group performance against plans and prepares in consultation with the group a performance improvement strategy
- demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas. For example, understands in depth the principles and techniques of performance management
- transfer and apply theoretical concepts and/or technical or creative skills to a range of situations. For example, researches, negotiates and establishes protocols for customer service for the department
- analyse and plan approaches to technical problems or management requirements. For example, given the work team's inability to achieve planned outcomes/outputs, analyses the team's performance and develops strategies with the team to rectify the situation
- evaluate information using it to forecast for planning or research purposes. For example, the organisation's goals and strategic and tactical plans are analysed in preparation for the preparation of the department's annual operational plan

**Frontline management at this level normally operate in a relatively diverse and complex workplace environment in which they use the organisation's:**

- goals, objectives, plans, systems and processes
- quality and continuous improvement processes and standards
- access and equity principles and practice
- business and performance plans
- resources, which may be subject to negotiation
- ethical standards

**They may use legislation, codes and national standards relevant to the workplace including:**

- award and enterprise agreements
- commonwealth and state/territory legislative requirements especially in regard to Occupational Health and Safety
- industry codes of practice

**The manager may:**

- adopt a variety of roles in teams including leader, facilitator, participant, coach, mentor

**Teams may be:**

- one or a mixture of on-going, work-based, project-based, task specific, or cross-functional. Teams may include full time employees, contractors, part time employees

**The organisation's goals, plans and objectives refers to:**

- those relevant to frontline management's work activities and to the teams in which frontline management is involved

**Competencies refer to:**

- the abilities of the team members and may be formally recognised or not formally recognised. They may be industry-wide, enterprise specific or individual specific

**Knowledge and skill development may:**

- take place through a variety of methods including for example, coaching, mentoring, exchange/rotation, shadowing, action learning, structured training programs

**OHS considerations may include:**

- establish and maintain participative arrangements
- information to team about OHS and the organisation's OHS policies, procedures and practices

**EVIDENCE GUIDE**

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

**Critical Aspects of Evidence**

- Provides leadership to team
- Contributes positively to team performance
- Provides coaching and mentoring support

**Underpinning Knowledge**

Underpinning knowledge relates to the essential knowledge and understanding a person needs to perform work to the required standard

- Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- The principles and techniques associated with:
  - the organisation of teams
  - team goal setting
  - devolving responsibility/accountability to teams
  - team dynamics
  - conflict resolution
  - gaining team commitment
  - monitoring and assessing team performance
- Gain team commitment to the organisation's goals, values and plans
- The forms of bias/discrimination and how to deal with them

At this level the learner must demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas.

**Underpinning Skills**

- Functional literacy skills to access and use workplace information
- Assessing the competence of the team
- Facilitating the participation of team members
- Working effectively with team members who have diverse work styles, aspirations, cultures and perspectives
- Facilitating team development and improvement
- Assessing competency development requirements
- Gaining the trust and confidence of colleagues
- Dealing with people openly and fairly
- Using coaching and mentoring skills to provide support to colleagues
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

**Resource Implications**

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

**Consistency of Performance**

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

**Context/s of Assessment**

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competencies Levels earlier in this unit

**BSBFLM509A****Unit Descriptor****Promote continuous improvement**

This unit is equivalent to the original unit BSXFMI509A Implement and monitor continuous improvement systems and processes.

Frontline management has an active role in managing the continuous improvement process in achieving the organisation's objectives. Their position, closely associated with the creation and delivery of products and services, means that they play an important part in influencing the on-going development of the organisation. At this level, work will normally be carried out within complex and diverse methods and procedures which require the exercise of considerable discretion and judgement, using a range of problem solving and decision making strategies.

This unit is imported from a primary training package and is being used in a beauty context.

Consider co-assessment with BSBFLM502A Provide leadership in the workplace, BSBFLM504A Facilitate work teams, BSBFLM505A Manage operational plan, BSBFLM507A Manage quality customer service, BSBMGT505A Ensure a safe workplace, BSBFLM510A Facilitate and capitalise on change and innovation, and BSBFLM511A Develop a workplace learning environment.

**Unit Sector**

Business Management Services

**ELEMENT****PERFORMANCE CRITERIA**

- |   |  |
|---|--|
| 1. Implement continuous improvement systems and processes | 1.1 The manager actively encourages and supports team members to participate in decision making processes and to assume responsibility and authority<br>1.2 The organisation's continuous improvement processes are communicated to individuals/teams<br>1.3 The manager's mentoring and coaching support ensures that individuals/teams are able to implement the organisation's continuous improvement processes |
| 2. Monitor, adjust and report performance                 | 2.1 The organisation's systems and technology are used to monitor progress and to identify ways in which planning and operations could be improved<br>2.2 <i>Customer service</i> is strengthened through the use of continuous improvement techniques and processes<br>2.3 Plans are adjusted and communicated to those who have a role in their development and implementation                                   |
| 3. Consolidate opportunities for further improvement      | 3.1 Team members are informed of savings and productivity/service improvements in achieving the business plan<br>3.2 Work performance is documented and the information is used to identify opportunities for further improvement<br>3.3 Records, reports and recommendations for improvement are managed within the organisation's systems and processes  |



## KEY COMPETENCIES

These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices

Key Competency	Example of Application	Performance Level
Communicating ideas and information	to individuals and work team about the organisation's continuous improvement processes	2
Collecting analysing and organising information	to be used in continuous improvement processes	2
Planning and organising activities	for arranging continuous improvement program	3
Working with others and in teams	to gain team feedback on further improvement initiatives	3
Using mathematical ideas and techniques	to complete calculations associated with work improvement	1
Solving problems	as an aid to investigating problems with introducing improvements	2
Using technology	to assist the management of information	2

## RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

**Legislation, codes and national standards relevant to the workplace which may include:**

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

**At AQF level 5, frontline management will normally be engaged in a workplace context where they:**

- engage in tactical and operational planning within the organisation's strategic plans. For example, prepares an annual tactical plan for a department
- take responsibility for own outputs in relation to broad quantity and quality parameters. For example, evaluates own annual performance against personal work plans and the organisation's standards
- take limited responsibility for the achievement of group outcomes. For example, reviews group performance against plans and prepares in consultation with the group a performance improvement strategy
- demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas. For example, understands in depth the principles and techniques of performance management
- transfer and apply theoretical concepts and/or technical or creative skills to a range of situations. For example, researches, negotiates and establishes protocols for customer service for the department
- analyse and plan approaches to technical problems or management requirements. For example, given the work team's inability to achieve planned outcomes/outputs, analyses the team's performance and develops strategies with the team to rectify the situation
- evaluate information using it to forecast for planning or research purposes. For example, the organisation's goals and strategic and tactical plans are analysed in preparation for the preparation of the department's annual operational plan

**Frontline management at this level normally operate in a relatively diverse and complex workplace environment in which they use the organisation's:**

- goals, objectives, plans, systems and processes
- quality and continuous improvement processes and standards
- access and equity principles and practice
- business and performance plans
- resources, which may be subject to negotiation
- ethical standards

**They may use legislation, codes and national standards relevant to the workplace including:**

- award and enterprise agreements
- commonwealth and state/territory legislative requirements especially in regard to Occupational Health and Safety
- industry codes of practice

**Technology will be**

- that readily available in the workplace and will be appropriate to frontline management's roles and responsibilities

**Customer service may be**

- internal or external, to existing or new clients

**OHS considerations may include:**

- implement and monitor participative arrangements for the management of OHS
- delegation and reporting complies with requirements of OHS legislation
- the continuous improvement processes of any OHS management system are established and maintained

**EVIDENCE GUIDE**

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

**Critical Aspects of Evidence**

- Adjusts plans, processes and procedures to improve performance
- Supports others to implement the continuous improvement system/processes
- Identifies opportunities for further improvement

**Underpinning Knowledge**

- Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- The principles and techniques associated with:
  - continuous improvement systems and processes
  - benchmarking
  - best practice
- The benefits of continuous improvement
- The quality approaches which the organisation may implement
- The methods that can be used in continuous improvement
- The barriers to continuous improvement
- The organisation's recording, reporting and recommendation processes to facilitate continuous improvement

At this level the learner must demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas

**Underpinning Skills**

- Functional literacy skills to access and use workplace information
- Communication skills including researching, analysing and interpreting information from a variety of people and reporting
- Monitoring and evaluating systems, processes and procedures
- Gaining the commitment of individuals/teams to continuous improvement
- Consolidating opportunities for improvement
- Dealing with people openly and fairly
- Using consultation skills effectively
- Using coaching and mentoring skills to provide support to colleagues
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

**Resource Implications**

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

**Consistency of Performance**

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

**Context/s of Assessment**

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competencies Levels at the end of this unit

**BSBFLM511A****Unit Descriptor****Develop a workplace learning environment**

This unit is equivalent to the original unit BSXFMI511A Contribute to the development of a workplace learning environment.

Frontline management plays a prominent role in encouraging and supporting the development of a learning organisation. Promoting a learning environment in which work and learning are integrated is an important goal to be achieved. At this level, work will normally be carried out within complex and diverse methods and procedures which require the exercise of considerable discretion and judgement, using a range of problem solving and decision making strategies.

Consider co-assessment with BSBFLM501A Manage personal work priorities and professional development, BSBFLM502A Provide leadership in the workplace, BSBFLM505A Manage operational plan, BSBFLM507A Manage quality customer service, and BSBMGT505A Ensure a safe workplace.

**Unit Sector**

Business Management Services

**ELEMENT****PERFORMANCE CRITERIA**

- |   |   |
|---|---|
| 1. Create learning opportunities              | <ul style="list-style-type: none"> <li>1.1 Workplace environments which facilitate learning are developed and supported</li> <li>1.2 Learning plans are developed as an integral part of individual/team performance plans</li> <li>1.3 Learning plans reflect the diversity of needs and learning opportunities</li> <li>1.4 Individual/team access to, and participation in, learning opportunities is facilitated</li> <li>1.5 Negotiation with training and development specialists results in the planning and provision of learning which enhances individual, team and organisational performance</li> </ul> |
| 2. Facilitate and promote learning            | <ul style="list-style-type: none"> <li>2.1 Workplace activities are used as opportunities for learning</li> <li>2.2 Coaching and mentoring contributes effectively to development of workplace knowledge, skills and attitudes</li> <li>2.3 The benefits of learning are shared with others in the team/organisation</li> <li>2.4 Workplace achievement is recognised by timely and appropriate recognition, feedback and rewards</li> </ul>  |
| 3. Monitor and improve learning effectiveness | <ul style="list-style-type: none"> <li>3.1 Performance of individuals/teams is monitored to determine the type and extent of additional work-based support</li> <li>3.2 Feedback from individuals/teams is used to identify and introduce improvements in future learning arrangements</li> <li>3.3 Adjustments negotiated with training and development specialists result in improvements to the efficiency and effectiveness of learning</li> <li>3.4 Records and reports of competency are documented and maintained within the organisation's systems and procedures</li> </ul>                                |

## KEY COMPETENCIES

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

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

1. Perform 2. Administer 3. Design

Key Competency	Example of Application	Performance Level
Communicating ideas and information	to assemble information about learning options	2
Collecting analysing and organising information	to convey learning opportunities to individuals/teams	2
Planning and organising activities	to develop learning plans	3
Working with others and in teams	to promote the development of a learning culture	3
Using mathematical ideas and techniques	to compile financial data about learning arrangements	1
Solving problems	as an aid to resolving difficulties with competency development	3
Using technology	to assist in the management of information	2

## RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit

**Legislation, codes and national standards relevant to the workplace which may include:**

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

**At AQF level 5, frontline management will normally be engaged in a workplace context where they:**

- engage in tactical and operational planning within the organisation's strategic plans. For example, prepares an annual tactical plan for a department
- take responsibility for own outputs in relation to broad quantity and quality parameters. For example, evaluates own annual performance against personal work plans and the organisation's standards
- take limited responsibility for the achievement of group outcomes. For example, reviews group performance against plans and prepares in consultation with the group a performance improvement strategy
- demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas. For example, understands in depth the principles and techniques of performance management
- transfer and apply theoretical concepts and/or technical or creative skills to a range of situations. For example, researches, negotiates and establishes protocols for customer service for the department
- analyse and plan approaches to technical problems or management requirements. For example, given the work team's inability to achieve planned outcomes/outputs, analyses the team's performance and develops strategies with the team to rectify the situation
- evaluate information using it to forecast for planning or research purposes. For example, the organisation's goals and strategic and tactical plans are analysed in preparation for the preparation of the department's annual operational plan

**Frontline management at this level normally operate in a relatively diverse and complex workplace environment in which they use the organisation's:**

- goals, objectives, plans, systems and processes
- quality and continuous improvement processes and standards
- access and equity principles and practice
- business and performance plans
- resources, which may be subject to negotiation
- ethical standards

**They may use legislation, codes and national standards relevant to the workplace including:**

- award and enterprise agreements
- commonwealth and state/territory legislative requirements especially in regard to Occupational Health and Safety
- industry codes of practice

**Training and development specialists may be:**

- internal or external

**Workplace activities to facilitate learning may include:**

- mentoring, action learning, coaching, shadowing, exchange/rotation

**OHS considerations may include:**

- implement and monitor the organisation's procedures for providing OHS training
- learning plans include OHS
- training records include OHS

**EVIDENCE GUIDE**

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

**Critical Aspects of Evidence**

- Facilitates the development of a learning environment
- Identifies workplace activities which facilitate learning
- Negotiates learning arrangements with training and development specialists
- Provides coaching and mentoring support

**Underpinning Knowledge\***

- Underpinning knowledge relates to the essential knowledge and understanding a person needs to perform work to the required standard
- Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- The principles and techniques associated with:
  - adult learning
  - establishing a learning environment
  - work based learning
  - structuring learning

At this level the learner must demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas.

**Underpinning Skills**

- Functional literacy skills to access and use workplace information
- Identifying learning needs
- Developing learning plans
- Selecting and using work activities to create learning opportunities
- Establishing a workplace which is conducive to learning
- Negotiating learning arrangements with training and development specialists
- Encouraging colleagues to share their knowledge and skills
- Using coaching and mentoring to support learning
- Evaluating the effectiveness of learning
- Gaining the trust and confidence of colleagues
- Dealing with people openly and fairly
- Using consultation skills effectively
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities



**Resource Implications**

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

**Consistency of Performance**

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

**Context/s of Assessment**

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competencies Levels at the end of this unit

**BSBMKG401A****Unit Descriptor****Profile the market**

This unit covers segmenting the market, the selection of targeting strategies and tactics, the profiling of a target or target segments and the development of positioning strategies and implementation activities.

Consider co-assessment with BSBMKG402A Analyse consumer behaviour for specific markets, BSBMKG403A Analyse market data and BSBMKG404A Forecast market and business needs.

**Competency Field**

Business Development

**ELEMENT****PERFORMANCE CRITERIA**

- |                                   |  |
|-----------------------------------|--|
| 1. Segment the market             | <ul style="list-style-type: none"> <li>1.1 <i>Criteria</i> to use in segmenting the market are identified in accordance with the marketing plan</li> <li>1.2 <i>Sources of information for segmenting and profiling markets</i> are identified and accessed in accordance with the marketing plan</li> <li>1.3 The market is segmented in accordance with the selected criteria</li> <li>1.4 Market segments are reviewed for their usefulness in terms of size, potential, distinctive needs, easy identification of members, and/or distinctive media use patterns</li> <li>1.5 Market segment/s are selected to meet the requirements of the marketing plan, or new segmentation criteria are chosen and applied</li> </ul> |
| 2. Identify the target market     | <ul style="list-style-type: none"> <li>2.1 <i>Approach/es</i> to determining and describing the total market for a product or service are evaluated and chosen</li> <li>2.2 The target market is defined in terms of the consumers to be included as prospective users of a product or service, and in terms of the selected market segment/s</li> <li>2.3 Descriptions of the target market use segment descriptors</li> <li>2.4 Available marketing strategic options are identified and the <i>targeting strategy</i> that best meets the requirements of the marketing plan is selected</li> </ul>   |
| 3. Profile target audience        | <ul style="list-style-type: none"> <li>3.1 The total market and the selected market segment/s are described in the form of a consumer profile</li> <li>3.2 The consumer profile identifies <i>consumer</i> characteristics in <i>standard statistical terms</i> and/or the descriptive <i>terms</i> used in media selection</li> <li>3.3 <i>Demographic</i> and /or <i>psychographic</i> descriptions are used in the consumer profile in accordance with the requirements of the marketing plan</li> <li>3.4 The profile meets organisational requirements in terms of language, format, content and level of detail</li> </ul>   |
| 4. Develop a positioning strategy | <ul style="list-style-type: none"> <li>4.1 Available <i>positioning strategies</i> are identified and a strategy is chosen to meet <i>marketing</i> requirements and the consumer profile</li> <li>4.2 A positioning implementation plan is written in accordance with organisational requirements</li> </ul>  |

## KEY COMPETENCIES

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	through development of an implementation plan	2
Collecting analysing and organising information	from primary and secondary research sources	2
Planning and organising activities	to gather data from a range of sources	2
Working with others and in teams	to determine segmentation criteria	2
Using mathematical ideas and techniques	for data analysis	1
Solving problems	to find 'best fit' positioning strategy	2
Using technology	to record and analyse data as required	1

## RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

**Legislation, codes and national standards relevant to the workplace which may include:**

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

**Market segmentation is:**

- the process of dividing a market into consumer subgroups, each of which has different needs

**Criteria to use in market segmentation may include:**

- consumer needs
- benefits desired
- product/service usage
- attitude
- demographics
- lifestyle
- social and cultural factors
- business characteristics

**Sources of information for segmenting and profiling markets may include:**

- industry sources
- existing research data
- original a priori research (where the market segments are assumed at the beginning and research is used to confirm them)
- original response based research

**Approaches to determining the total market may include:**

- identifying consumers with relevant needs
- identifying current users of a product or service
- identifying people with related characteristics

**Targeting strategies may include:**

- price sensitivity
- sales volume
- market share
- purchasing power
- ease of entry
- growth considerations
- differentiation and segmentation
- niche markets
- concentrated, differentiated and mass strategies

**Consumers may include:**

- individuals
- businesses
- households

**Standard statistical terms:**

- are those categories used by the Australian Bureau of statistics in collecting and reporting census data

**Terms used to describe segments may include:**

- demographics:
  - age
  - sex
  - education
  - marital status
  - occupation
  - nationality
  - first language
  - children
  - income

**Demographic descriptions may include:**

- date and place of birth
- sex
- nationality
- indigenous Australian
- education
- occupation
- marital status
- first language
- other languages spoken at home
- number and age of children
- income level
- disability

**Psychographic descriptions may include:**

- activities
- interests
- opinions
- values
- attitudes
- lifestyle

**Positioning strategies may include:**

- image perceptions
- prestige and exclusive positioning
- conspicuous positioning
- service positioning
- value positioning
- market leader positions
- market follower positions
- Me-Too positioning
- repositioning
- competitive positioning

**Marketing may include:**

- marketing of goods
- services marketing
- ideas marketing
- public sector marketing
- direct marketing
- telemarketing
- business-to-business marketing

**EVIDENCE GUIDE**

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

**Critical Aspects of Evidence**

- Integrated demonstration of all elements of competency and their performance criteria
- Profile contains rationale and supporting information

**Underpinning Knowledge**

- Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Organisation's business structure, products and services
- Organisation's business and marketing plan
- Product and service standards and best practice models
- Data collection and analysing techniques
- Market mix
- The elements of marketing planning

At this level the learner must demonstrate understanding of a broad knowledge base incorporating some theoretical concepts.

**Underpinning Skills**

- Literacy skills to identify relevant information, to write reports and to interpret internal and external information
- Communication including questioning, clarifying and reporting
- Research and analyse market segments
- Identify the target market and select targeting and positioning strategies that meet organisation's requirements
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

**Resource Implications**

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

**Consistency of Performance**

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

**Context/s of Assessment**

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competency Levels at the end of this unit

**BSBMKG402A****Unit Descriptor****Analyse consumer behaviour for specific markets**

This unit covers analysis of consumer behaviour to enable marketing to be targeted to specific markets and specific needs.

Consider co-assessment with BSBMKG401A Profile the market, BSBMKG403A Analyse market data and BSBMKG404A Forecast market and business needs.

**Competency Field**

Business Development

**ELEMENT****PERFORMANCE CRITERIA**

- |   |  |
|---|--|
| 1. Confirm product/service market   | 1.1 The market or market segment for a product or service is identified in accordance with the marketing plan<br>1.2 Consumer attributes for the market or market segment are identified from the market profile<br>1.3 Features of the product/service are identified in accordance with the marketing plan   |
| 2. Assess the reasons for existing levels of consumer interest                | 2.1 Consumer need for the product/service is investigated through analysis of trends and past performance<br>2.2 Past <i>marketing</i> or positioning of a product/service is reviewed in relation to the effectiveness of its focus of appeal<br>2.3 <i>Individual influences</i> on consumer behaviour are assessed and their impact estimated for a product/service<br>2.4 <i>Social influences</i> on consumer behaviour are assessed and their impact estimated for a product/service<br>2.5 <i>Lifestyle influences</i> on consumer behaviour are assessed and their impact estimated for a product/service<br>2.6 <i>Organisational behaviour</i> is assessed in relation to a product or service in accordance with the marketing plan |
| 3. Recommend a focus of appeal for marketing strategies for a product/service | 3.1 Marketing strategies address innate and acquired needs of consumers and appeal to the motives that influence decision making<br>3.2 A rationale for the focus of appeal is presented that outlines how influences on consumer behaviour will be used to target effective marketing strategies<br>3.3 The focus of appeal meets <i>legal and ethical obligations</i> and the budgetary requirements of the marketing plan   |

## KEY COMPETENCIES

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	through the recommended focus of appeal and rationale	2
Collecting analysing and organising information	to identify product and consumer information	2
Planning and organising activities	to conduct research	2
Working with others and in teams	to gather information from a range of sources	2
Using mathematical ideas and techniques	for trend analysis	1
Solving problems	to assess the relative importance of a range of influences	3
Using technology	for recording and analysing data if required	1

## RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

### Legislation, codes and national standards relevant to the workplace which may include:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

### Information on the market or market segment may include:

- demographics
- lifestyle
- social and cultural factors
- values or attitude factors
- existing product usage

### Marketing may include:

- marketing of goods
- services marketing
- ideas marketing
- public sector marketing
- direct marketing
- telemarketing
- business-to-business marketing



**Individual influences may include:**

- personality
- self-image
- perception
- learning
- beliefs
- attitudes
- past experience

**Social influences may include:**

- culture
- socio-economic factors
- family background
- family decision-maker/s
- social class

**Lifestyle influences may include:**

- leisure activities
- interests
- aspirations

**Organisational behaviour may include:**

- group decision making
- new purchases
- re-purchase
- modified re-purchase
- contract buying

**Legal and ethical obligations may include:**

- legislation, eg *Trade Practices Act*
- regulations
- codes of practice
- ethical principles
- policies and guidelines
- society's expectations
- cultural expectations and influences
- social responsibilities eg protection of children, environmental issues

**EVIDENCE GUIDE**

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

**Critical Aspects of Evidence**

- Integrated demonstration of all elements of competency and their performance criteria
- Comparative importance of the influences on consumer behaviour for specific products/services for different markets

**Underpinning Knowledge**

- Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Organisation's business structure, products and services
- Organisation's marketing plan
- Research methodology
- Marketing objectives
- Legal and ethical obligations

At this level the learner must demonstrate understanding of a broad knowledge base incorporating some theoretical concepts.

**Underpinning Skills**

- Literacy skills to identify consumer and product information, and to interpret legal requirements, company policies and procedures
- Communication including questioning, clarifying, reporting
- Research skills
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

**Resource Implications**

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

**Consistency of Performance**

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

**Context/s of Assessment**

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competency Levels at the end of this unit

**BSBMKG403A****Unit Descriptor****Analyse market data**

This unit covers analysis of market data to assist in targeting marketing activities and drawing up a marketing plan.

This unit is related to BSBMKG301A Research the market. Consider co-assessment with BSBMKG401A Profile the market, BSBMKG402A Analyse consumer behaviour for specific markets, and BSBMKG404A Forecast market and business needs.

**Competency Field**

Business Development

**ELEMENT****PERFORMANCE CRITERIA**

- |   |   |
|---|---|
| 1. Interpret trends and market developments | 1.1 <i>Statistical analysis</i> of market data is used to interpret market trends and developments<br>1.2 Trends and developments are analysed for their potential impact on the business<br>1.3 Measures of central tendency / dispersion and correlations between sets of data are used for quantitative interpretation of comparative market data<br>1.4 Qualitative analysis of comparative market information is performed as a basis for reviewing business performance |
| 2. Interpret competitor market performance  | 2.1 The market performance of existing and potential competitors and their products or services is analysed to identify potential <i>opportunities</i> or threats<br>2.2 Business performance is compared to that of competitors to identify market position  |
| 3. Report on market data                    | 3.1 Data is prepared, plotted and interpreted for visual presentation<br>3.2 Visual presentation is assessed for potential problems, and corrective action taken if necessary<br>3.3 Report meets organisational requirements in terms of content, format and level of detail<br>3.4 Report is submitted within the required timeframe  |

## KEY COMPETENCIES

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	on the interpretation of data in report format	2
Collecting analysing and organising information	to interpret market information	2
Planning and organising activities	to source comparative data	2
Working with others and in teams	to collect and analyse information	1
Using mathematical ideas and techniques	for statistical and probability calculations	1
Solving problems	to analyse and correct visual presentations	2
Using technology	to record and analyse data if required	1

## RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

### Legislation, codes and national standards relevant to the workplace which may include:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

### Trends and developments may include:

- economic trends (local, regional, national, international)
- ecological/environmental trends
- Government activities eg interest rates, deregulation
- social and cultural factors
- demographic trends
- changes in technology
- industrial trends

### Statistical analysis may include:

- sampling
- measures of central tendency
- measures of dispersion
- nature and degree of relationship between variables
- time series analysis
- normal distribution probability curve

**Measures of central tendency and correlations may include:**

- mean
- median
- mode
- for grouped or ungrouped data
- cross-tabulations
- Z, T and chi square tests

**Comparative market information may include:**

- best practice information
- international benchmarking
- inter-firm comparison data

**Opportunities may include:**

- potential for greater penetration of existing markets with existing products or services
- new products or services for existing markets
- new products or services for new markets
- extending, expanding or otherwise changing an existing business
- joint ventures
- cooperative ventures
- strategic alliances
- franchising
- exports

**Legal and ethical constraints may include:**

- legislation, eg Trade Practices Act
- regulations
- codes of practice
- ethical principles
- policies and guidelines
- society's expectations
- cultural expectations and influences
- social responsibilities eg protection of children, environmental issues

**EVIDENCE GUIDE**

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

**Critical Aspects of Evidence**

- Integrated demonstration of all elements of competency and their performance criteria
- Reasons for conclusions drawn from interpretation of data
- Knowledge of statistical techniques and elementary probability concepts

**Underpinning Knowledge**

- Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Organisation's business structure, products and services
- Sources of market and comparative data
- Business competitors
- Statistical reporting format/s
- Computing especially spreadsheets, statistical packages and Internet

At this level the learner must demonstrate understanding of a broad knowledge base incorporating some theoretical concepts.

**Underpinning Skills**

- Literacy skills to identify sources of information, to write reports and to interpret information
- Communication including questioning, clarifying, reporting
- Numeracy skills for basic statistical techniques and elementary probability
- Research skills
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

**Resource Implications**

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

**Consistency of Performance**

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

**Context/s of Assessment**

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competency Levels at the end of this unit

**BSBMKG404A****Unit Descriptor****Forecast market and business needs**

This unit covers the gathering of market intelligence to forecast market and business needs.

This unit is related to BSBMKG303A Draft an elementary marketing audit report. Consider co-assessment with BSBMKG401A Profile the market, BSBMKG402A Analyse consumer behaviour for specific markets, and BSBMKG403A Analyse market data.

**Corequisite Unit(s)**

BSBMKG401A BSBMKG402A BSBMKG403A

**Competency Field**

Business Development

**ELEMENT****PERFORMANCE CRITERIA**

- |   |   |
|---|---|
| 1. Build and maintain networks                        | <ul style="list-style-type: none"> <li>1.1 Time is allocated to establish and maintain business contacts</li> <li>1.2 Participation in <i>business associations</i>, and/or <i>professional development activities</i> is used to establish and maintain a <i>network</i> of support for the business and enhance personal knowledge of the market</li> <li>1.3 Communication channels are established to exchange <i>information and ideas</i></li> <li>1.4 Input is provided to the network and feedback sought and verified</li> </ul>   |
| 2. Review current business performance and capability | <ul style="list-style-type: none"> <li>2.1 Core activities, customer base, business values and current business direction are confirmed</li> <li>2.2 Current marketing <i>performance</i> and the effectiveness of past <i>marketing</i> or positioning is <i>identified</i></li> <li>2.3 <i>Performance data</i> from all <i>areas of the business</i> are reviewed to identify strengths, weaknesses and critical success factors</li> <li>2.4 Current <i>capabilities and resources</i> are identified and assessed to identify areas for improvement or exploitation</li> <li>2.5 Under-performing products or services are identified for re-development or withdrawal</li> <li>2.6 The strength and current competitive position of the business is confirmed</li> </ul>  |
| 3. Evaluate the market                                | <ul style="list-style-type: none"> <li>3.1 <i>Trends and developments</i> are identified and analysed for their potential impact on the business</li> <li>3.2 <i>Comparative market information</i> is gathered and analysed as a basis for reviewing business performance</li> <li>3.3 The market performance of existing and potential competitors and their products or services are analysed to identify potential <i>opportunities</i> or threats</li> <li>3.4 <i>Sources of intelligence</i> are identified and tapped for advance warning of new products/services/technology or new markets for the business</li> <li>3.5 The <i>legal, ethical and environmental constraints</i> of the market are identified and analysed for their effect on the business</li> </ul> |

4. Articulate the needs of the market and the business
- 4.1 Poor or under-servicing of existing market needs by the organisation and/or its competitors is identified and detailed
  - 4.2 Changes in the market that link positively to the organisation's strengths or capabilities are identified
  - 4.3 The advantages and disadvantages of *forecasting techniques* are considered in relation to the required outcome and technique/s selected in accordance with organisational requirements
  - 4.4 Emerging market needs are forecast and justified in terms of available information
  - 4.5 The needs of the business are identified in terms of changes required to improve performance or address a market opportunity

## KEY COMPETENCIES

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	to contribute to business networks	2
Collecting analysing and organising information	to evaluate the market and the business	3
Planning and organising activities	to conduct reviews	2
Working with others and in teams	to build and maintain networks	2
Using mathematical ideas and techniques	to analyse data and draw conclusions	2
Solving problems	to identify strengths and weaknesses of the business	3
Using technology	to organise and analyse data, if required	1

## RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

**Legislation, codes and national standards relevant to the workplace which may include:**

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

**Business associations may include:**

- professional associations
- industry bodies



**Professional development activities may include:**

- industry information seminars
- industry training
- trade shows
- fairs
- demonstrations
- technical information briefings
- pre-launch activities
- Occupational Health and Safety policy and procedures in relation to personnel safety ie people working in locations remote from principal location - OHS requirements cover communications' provision and travel

**Networks may be:**

- formal
- informal
- personal
- business
- professional
- individuals
- groups
- organisations

**Information and ideas may include:**

- information on competitors' activities
- changing customer requirements
- changes in the environment
- personal, professional or for business support

**Trends and developments may include:**

- economic trends (local, regional, national, international)
- ecological/environmental trends
- Government activities eg interest rates, deregulation
- social and cultural factors
- demographic trends
- changes in technology
- industrial trends

**Comparative market information may include:**

- best practice information
- international benchmarking
- inter-firm comparison data

**Opportunities may include:**

- potential for greater penetration of existing markets with existing products or services
- new products or services for existing markets
- new products or services for new markets
- extending, expanding or otherwise changing an existing business
- joint ventures
- cooperative ventures
- strategic alliances
- franchising
- exports

**Sources of intelligence may include:**

- peers
- databases
- Internet
- government agencies
- official statistics
- business advisory services
- professional/trade associations
- financial institutions
- national and international publications

**Occupational Health and Safety considerations may include:**

- employee safety at events and during research
- safety issues associated with proposed products or services (duty of supplier, importer and manufacturer)

**Legal, ethical and environmental constraints may include**

- legislation, eg Trade Practices Act and Occupational Health and Safety legislation
- regulations
- codes of practice
- policies and guidelines
- ethical principles
- society's expectations
- cultural influences
- social responsibilities

**Forecasting techniques may include**

- top down forecasting
- bottom up forecasting
- projection
- model building
- surveys of intentions
- Delphi techniques
- scenario planning

**Marketing performance evaluation may include**

- product portfolio analysis
- comparative analysis
- competitive analysis
- life cycle models
- strengths-weaknesses-opportunities-threats (SWOT) analysis
- value chain analysis

**Performance data may include:**

- share
- penetration
- coverage
- sales
- profitability
- production time and cost
- faults
- warranties
- accidents
- complaints

**Areas of the business may include:**

- marketing
- finance
- production
- personnel

**Capabilities and resources may include:**

- situational factors such as:
  - location/position
  - transport distribution channels
  - 24 hour operation
  - communications
  - level of technology
  - age and life of business equipment
  - industrial relations climate
- competency of staff relative to business needs
- capacity of equipment relative to current output
- human and financial resources
- intangibles such as:
  - service
  - brand
  - image
  - style
  - perceived quality or value
  - social acceptability
  - 'feel good' factor

**EVIDENCE GUIDE**

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

**Critical Aspects of Evidence**

- Integrated demonstration of all elements of competency and their performance criteria
- Documentation of the decision making process and outcomes of the market evaluation and business review with supporting evidence

**Underpinning Knowledge**

- Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Organisation's policies, plans and procedures
- Techniques for building relationships of trust, including with people from other cultures
- Techniques for facilitating mutually acceptable outcomes
- Related organisations and agencies and networks
- Principles and operation of networks
- Sources of information
- Marketing performance evaluation tools
- Forecasting methodology
- Concept of marketing mix
- Legal, ethical and environmental issues
- Occupational hazards and risks

At this level the learner must demonstrate understanding of a broad knowledge base incorporating some theoretical concepts.

**Underpinning Skills**

- Literacy skills to identify market information, trends and developments, to write in a range of styles for different audiences and to interpret legal requirements
- Communication skills including reporting, clarifying and questioning
- Networking skills to participate with other groups
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- Numeracy skills for time management, data analysis
- Evaluation and forecasting skills
- Management of OHS hazards and risks ie identify hazards, assess and control risks to health and safety of workplace personnel

**Resource Implications**

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

**Consistency of Performance**

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

**Context/s of Assessment**

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competency Levels at the end of this unit

**BSBMKG405A****Unit Descriptor****Implement and monitor marketing activities**

This unit covers the implementation of marketing strategies and the monitoring and improvement of market performance.

This unit is related to BSBMKG504A Implement a marketing solution. Consider co-assessment with BSBMKG406A Build client relationships.

**Corequisite Unit(s)**

BSBMKG406A

**Competency Field**

Business Development

**ELEMENT****PERFORMANCE CRITERIA**

- |  |   |
|--|---|
| 1. Review the marketing mix for the business | <ul style="list-style-type: none"> <li>1.1 The balance of product mix, volumes and <i>pricing</i> is reviewed to optimise sales and profit</li> <li>1.2 Customer needs and preferences are considered in determining the marketing mix</li> <li>1.3 The costs and benefits of using different <i>distribution channels</i> and/or providing different <i>levels of customer service</i> are evaluated and the results considered in determining the marketing mix</li> <li>1.4 A marketing mix is determined that best satisfies <i>marketing</i> and business needs and addresses customer requirements</li> </ul>   |
| 2. Implement marketing activities            | <ul style="list-style-type: none"> <li>2.1 Marketing activities are prioritised and resources obtained for their implementation</li> <li>2.2 Persons involved in the marketing effort are briefed on their roles and responsibilities as members of a self-managed team to ensure the success of marketing strategies</li> <li>2.3 <i>Promotional activities</i> are implemented in accordance with marketing objectives and budgetary requirements</li> <li>2.4 Responsibility is assigned for ongoing monitoring of marketing activities and evaluation of business performance against objectives and targets</li> <li>2.5 Implementation of marketing activities meets <i>legal and ethical requirements</i></li> </ul> |
| 3. Monitor and review marketing performance  | <ul style="list-style-type: none"> <li>3.1 Progress against performance targets is monitored, performance gaps analysed and corrective action taken</li> <li>3.2 Over-performance against targets is analysed for trends and new targets set</li> <li>3.3 Staff are encouraged to propose ways to improve marketing performance</li> <li>3.4 <i>Customer reaction</i> to all aspects of the marketing mix is obtained to improve targeting and outcomes</li> <li>3.5 Ongoing research of customer and business requirements is conducted to identify <i>opportunities for change and improvement</i> and their timing</li> <li>3.6 Changes in market phenomena are analysed for new business opportunities</li> </ul>       |

## KEY COMPETENCIES

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	to consult with stakeholders and brief the marketing team	2
Collecting analysing and organising information	to review the marketing mix and monitor marketing performance	2
Planning and organising activities	to implement promotional activities	2
Working with others and in teams	to achieve marketing outcomes	2
Using mathematical ideas and techniques	to research the needs of the market	2
Solving problems	to determine the optimal marketing mix	2
Using technology	to store and analyse data if necessary	1

## RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

**Legislation, codes and national standards relevant to the workplace which may include:**

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

**Marketing mix may include:**

- product or service variables such as:
  - technical features
  - design
  - quality
  - range
  - safety features
- pricing
- promotion
- distribution
- level of service

**Pricing considerations may include:**

- cost of ownership
- price point chosen
- cost plus margin
- cost relative to competitors
- demand orientation
- credit terms
- discount percentages
- discount structure
- financial deals
- leasing arrangements
- stage payments
- psychological elements
- residual value
- sales (end of season etc)
- special offers

**Distribution channels may include:**

- e-business
- self-access
- wholesale
- retail
- distributor
- delivery service
- mail order
- telesales
- dealer
- re-seller
- franchisee

**Level of customer service may include:**

- no customer service
- sales assistance for problems/queries only
- one-on-one personal service
- after sales service
- call centre support
- electronic customer service

**Marketing may include:**

- marketing of goods
- services marketing
- ideas marketing
- public sector marketing
- direct marketing
- telemarketing
- business-to-business marketing

**Promotional activities may include:**

- advertising in national newspapers, suburban or local newspapers
- word of mouth
- referral
- testimonials
- professional/industry journals
- advertising on radio or television
- mail drops
- display posters
- canvassing and telephone canvassing
- exhibitions / presentations
- sponsoring local community events
- in-store promotions
- the development of networks and strategic alliances
- staff development programs to enhance customer service orientation
- electronic advertising

**Legal and ethical requirements may include:**

- legislation, eg Trade Practices Act
- regulations
- codes of practice
- ethical principles
- policies and guidelines
- society's expectations
- cultural expectations and influences
- social responsibilities
- safety issues
- security and privacy issues
- environmental issues
- occupational health and safety considerations ie
  - establishing procedures for staff safety and security at promotional events
  - safe handling of equipment and substances
  - safety of members of the public attending events
  - health and safety arrangements for contractors
  - safety of staff working in remote and isolated locations eg communication arrangements

**Customer reaction may be determined through:**

- survey/other feedback mechanisms
- informal discussion
- customer meetings
- focus groups
- sales to contact ratio
- commercial services such as SAMI, Neilson, scanner data, Morgan omnibus surveys and panels etc



**Opportunities for change and improvement may include:**

- product/service configuration
- raw materials
- packaging
- delivery times/quality
- pricing structure
- market positioning
- ancillary services

**Occupational Health and Safety issues may include:**

- health and safety of employees
- public safety during marketing events
- ensuring operational/organisational changes to work organisation don't introduce new hazards to health and safety of employees

**EVIDENCE GUIDE**

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

**Critical Aspects of Evidence**

- Integrated demonstration of all elements of competency and their performance criteria
- Rationale for marketing mix and strategies prioritised for implementation
- Strategies aligned with the marketing plan and overall business plan

**Underpinning Knowledge**

- Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Organisation's business and marketing plan
- Marketing mix
- Methods of analysing costs and benefits of marketing strategies
- Methods of monitoring customer satisfaction
- Legal and ethical requirements
- Occupational Health and Safety arrangements and responsibilities associated with marketing and promotional activities

At this level the learner must demonstrate understanding of a broad knowledge base incorporating some theoretical concepts.

**Underpinning Skills**

- Literacy skills to research and interpret information
- Communication skills including questioning, clarifying, reporting, relating to different audiences
- Numeracy skills for data analysis
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- Business planning
- developing and implementing Occupational Health and Safety procedures to reduce health and safety risks

**Resource Implications**

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

**Consistency of Performance**

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

**Context/s of Assessment**

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competency Levels at the end of this unit

**BSBMKG407A****Unit Descriptor****Make a presentation**

This unit covers the preparation, delivery and review of a presentation to a target audience.

**Competency Field**

Business Development

**ELEMENT****PERFORMANCE CRITERIA**

- |                             |   |
|-----------------------------|---|
| 1. Prepare the presentation | <ul style="list-style-type: none"> <li>1.1 Written preparation is undertaken to support delivery of the presentation</li> <li>1.2 Outcomes for the presentation are determined to provide focus</li> <li>1.3 <i>Presentation strategies</i> are chosen to match the <i>characteristics</i> of the target audience, the location, the resources and the personnel needed</li> <li>1.4 <i>Presentation aids and materials</i> are selected to enhance audience understanding of key concepts and ideas</li> <li>1.5 A strategy for evaluating the effectiveness of the presentation is prepared</li> <li>1.6 Presentation is scheduled to meet the requirements of the target audience, any other personnel needed and the location</li> </ul>  |
| 2. Deliver a presentation   | <ul style="list-style-type: none"> <li>2.1 The desired outcomes of the presentation are explained to, and discussed with the target audience</li> <li>2.2 Presentation aids, materials and examples are used to support target audience understanding of key concepts and ideas</li> <li>2.3 Non verbal and verbal communication of participants is monitored to promote attainment of presentation outcomes</li> <li>2.4 Opportunities are provided for participants to seek clarification on key ideas and concepts and the presentation is adjusted to meet participant needs and preferences</li> <li>2.5 Key concepts and ideas are summarised at strategic points to facilitate participant understanding</li> <li>2.6 Variations in verbal and non-verbal communication are used to maintain participant engagement</li> </ul> |
| 3. Review the presentation  | <ul style="list-style-type: none"> <li>3.1 A <i>review strategy</i> is implemented to determine the effectiveness of the presentation</li> <li>3.2 The strategy selected utilises feedback from participants</li> <li>3.3 The reactions of key personnel to the delivery are sought and discussed</li> <li>3.4 Adjustments to delivery are considered and incorporated</li> </ul>   |

## KEY COMPETENCIES

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Communicating ideas and information through using presentation aids and materials to support verbal explanation of concepts and ideas.	3
Collecting analysing and organising information	Collecting, analysing and organising information in preparing information to present to a target audience	2
Planning and organising activities	Planning and organising activities in scheduling the presentation and in ensuring materials and equipment are available	2
Working with others and in teams	Working with teams and others to coordinate the input of all personnel at the presentation	2
Using mathematical ideas and techniques	Using mathematical ideas and techniques in presenting numerical data to support a key idea or concept	1
Solving problems	Solving problems in deciding how to adjust a presentation during delivery to meet target audience needs	3
Using technology	Using technology in demonstrating audio and visual materials to support a presentation	1

## RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

### Legislation, codes and national standards relevant to the workplace which may include:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

### Delivery may be :

- face to face
- via teleconferencing
- via closed circuit television
- through computer assisted methods

**Presentation strategies may involve:**

- oral presentations
- discussion
- questioning
- simulations and role-play
- case studies
- group and/or pair work
- demonstration

**Characteristics of the target audience may relate to:**

- language, literacy and numeracy needs
- cultural and language background
- educational background or general knowledge
- gender
- age
- physical ability
- previous experience with the topic

**Presentation aids and materials may include:**

- video and audio recordings
- overhead projector
- paper-based materials
- models
- diagrams, charts and posters
- whiteboard
- computer simulations and presentations

**Review strategies may include use of:**

- one on interviews with participants and other personnel
- focus groups interviews
- written feedback provided by participants
- action research
- critical "friends"

**EVIDENCE GUIDE**

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

**Critical Aspects of Evidence**

- Integrated demonstration of all elements of competency and their performance criteria
- A real or simulated presentation which meets the information needs of the target group.

**Underpinning Knowledge**

- Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Range of presentation strategies
- Range of presentation aids and materials available to support presentations
- Data collection methods that can be used to support review of presentations
- Key principles association with explanation and demonstration of concepts and ideas

At this level the learner must demonstrate understanding of a broad knowledge base incorporating some theoretical concepts.

**Underpinning Skills**

- Literacy skills to prepare presentation information, and write in a range of styles for different target audiences
- Communication including questioning, clarifying, re-phrasing
- Presentation skills
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- Ability to utilise verbal and non-verbal techniques to sustain participant engagement

**Resource Implications**

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

**Consistency of Performance**

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

**Context/s of Assessment**

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competency Levels at the end of this unit

**BSBSBM401A****Establish business and legal requirements****Unit Descriptor**

The unit involves identifying and complying with business legal and administrative requirements. It is suitable for setting up or existing micro and small businesses or a department in a larger organisation.

This unit is related to BSBSBM404A Undertake business planning.

**Competency Field**

Business Management Services

**ELEMENT****PERFORMANCE CRITERIA**

- |   |   |
|---|---|
| 1. Identify and Implement business legal requirements         | 1.1 Possible legal options for the business structure are identified<br>1.2 <i>Legislation, codes and regulatory requirements</i> affecting the structure and operations of the business are determined and procedures are developed and implemented to ensure full compliance  |
| 2. Comply with legislation, codes and regulatory requirements | 2.1 Systems are established to ensure the <i>legal rights and responsibilities</i> of the business are identified, and the business is adequately protected, especially in regard to <i>Occupational Health and Safety</i> , business registration and environmental requirements<br>2.2 <i>Taxation principles and requirements</i> relative to the business are identified, and procedures are followed to ensure compliance<br>2.3 <i>Legal documents</i> are identified, carefully maintained and relevant <i>records</i> are kept and updated to ensure their ongoing security and accessibility<br>2.4 <i>Insurance requirements</i> are identified and adequate cover is acquired<br>2.5 Compliance with legal and regulatory requirements monitored<br>2.6 Investigations conducted to identify areas of non-compliance with legal and regulatory requirements and corrective action taken where required |
| 3. Negotiate and arrange contracts                            | 3.1 Legal advice on contractual rights and obligations is sought, if required, to clarify business liabilities<br>3.2 Potential products/services are investigated and assessed to determine <i>procurement rights</i> and to ensure protection of business interests where applicable<br>3.3 Conditions applying to production/provision of relevant products and services are investigated to ensure compliance with legal and contractual requirements as required<br>3.4 Contractual procurement rights for goods and services including <i>contracts with relevant people</i> , negotiated and secured as required in accordance with the business plan<br>3.5 Options for leasing/ownership of business premises identified and contractual arrangements completed in accordance with the business plan   |

## KEY COMPETENCIES

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	to establish business structure	2
Collecting analysing and organising information	to determine business legal requirements	3
Planning and organising activities	to comply with legal requirements for the business legal structure	3
Working with others and in teams	to obtain compliance with legal requirements	2
Using mathematical ideas and techniques	to support the business operation	2
Solving problems	to reduce risk and establish business legal structure	3
Using technology	to optimise business performance	1

## RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

### Legislation, codes and national standards relevant to the workplace which may include:

- award and enterprise agreements and relevant industrial instruments
- national, State/Territory and Local Government legislative requirements affecting business operation, especially in regard to Occupational Health and Safety and environmental issues, EEO, industrial relations and anti-discrimination
- relevant industry codes of practice

### Occupational Health and Safety and requirements must include:

- establishing hazard management arrangements to identify workplace specific hazards
- establishing hazard management arrangements to assess and control the risks associated with workplace hazards including development of written safe operating procedures
- establishing OHS record keeping arrangements in accordance with regulatory requirements
- developing and implementing procedures to evaluate and review effectiveness of risk control measures
- the establishment and maintenance of a system for managing OHS
- OHS Duty of Care responsibilities (knowledge of legislation)



**And may include:**

- establishing arrangements to induct, train and provide information on workplace hazards and their control, to all workplace personnel
- developing workplace arrangements to consult employees

**Legal options for the business structure may include:**

- company, trust, partnership or sole trader structure or form of business recognised by law. It may be profit or non-profit based

**And may be influenced by:**

- preferences of owners
- requirements of financial backers
- confidentiality
- taxation
- superannuation
- ownership transfer
- partnership considerations

**Ownership transfer considerations may include:**

- ownership transfer may occur as a result of forced business closure, death, divorce, sale of business, buying out other partners, succession planning etc

**Legislation, codes and regulatory requirements may include:**

- local, state, national and international legislation and regulations affecting business operations such as: business registration, planning and other permissions, license to practice, franchising, agencies, licensing eg (Real Estate Agents, Customs Brokers), fire, occupational health and safety and environmental legislation, industrial, taxation including GST, copyright, patent trademark and design regulations, codes of practice, standards and anti-competition/monopoly, anti-trust and consumer legislation, Law of Torts

**Legal rights and responsibilities may include:**

- marketing the business in accordance with consumer legislation
- operating the business with a duty of care (Law of Torts)
- obligations imposed by choice of business structure

**Taxation principles and requirements may include:**

- tax file number, Australian Business number, GST registration, PAYG and withholding arrangements
- relevant taxation requirements/obligations for business

**Legal documents may include:**

- partnership agreements, constitution documents, statutory books for companies (Register of Members, Register of Directors and Minute Books), Certificate of Incorporation, Franchise Agreements and financial documentation, appropriate software for financial records

**Recordkeeping may include but is not restricted to:**

- personnel, financial, taxation, OHS and environmental

**OHS recordkeeping may include:**

- workers compensation and rehabilitation;
- hazardous substances register;
- material safety data sheets;
- manufacturers' and suppliers' information;
- OHS audits and inspections;
- first aid and medical; accident reports and investigations
- plant maintenance and testing;
- instruction & training

**Insurance requirements may include:**

- third party bodily injury on motor vehicles
- workers compensation
- any other insurance cover declared mandatory by State or Federal legislation

**Procurement rights to products and services may include:**

- royalties, copyright, patents, trademarks, registered design and applications, intellectual property, software licenses, franchises, agencies and any form of licensing

**Contracts with relevant people may include:**

- owners, suppliers, employees, landlords, agents, distributors, customers or any person with whom the business has, or seeks to have, a performance-based relationship

**EVIDENCE GUIDE**

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

**Critical Aspects of Evidence**

- The capacity to implement a systematic approach to identifying, managing and meeting legal business requirements and
- Interpreting compliance data and formulating appropriate action

**Underpinning Knowledge**

- National, State/Territory and Local Government legislative requirements affecting business operation, especially in regard to Occupational Health and Safety and environmental issues, EEO, industrial relations and anti-discrimination
- Relevant OHS responsibilities and procedures
- Business registration and licensing requirements
- Legal rights and obligations of alternative ownership structures
- Relevant taxation and related legislative requirements and legal rights and responsibilities related to the business
- Bookkeeping and record keeping procedures to meet minimum financial and legal requirements
- Award and enterprise agreements, where required
- Industrial law relevant to recruitment and dismissal of employees
- Creation and termination of relevant legal contracts
- Duty of care imposed by Law of Torts
- Relevant industry codes of practice
- Relevant consumer legislation

At this level the learner must demonstrate understanding of a broad knowledge base incorporating some theoretical concepts.

**Underpinning Skills**

- Literacy skills to interpret legal requirements, develop company policies and procedures and analyse compliance information
- Communication, reporting and consultation skills necessary for the business operation
- Time management skills to prioritise tasks and to meet datelines
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

**Resource Implications**

- The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

**Consistency of Performance**

- In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

**Context/s of Assessment**

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range of Variables
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competency Levels at the end of this unit

**BSBSBM402A****Unit Descriptor****Undertake financial planning**

This unit involves the development of a financial plan to support business viability. It is suitable for setting up or existing micro and small businesses or a department in a larger organisation.

This unit is related to BSBSBM404A Undertake business planning.

**Competency Field**

Business Management Services

**ELEMENT****PERFORMANCE CRITERIA**

- |   |   |
|---|---|
| 1. Analyse the financial requirements of the business | <ul style="list-style-type: none"> <li>1.1 Income and outgoing expenditure is identified and assessed to plan for business viability</li> <li>1.2 Costs associated with the production and delivery of the business' products/services are identified and documented</li> <li>1.3 Appropriate pricing strategies are identified in relation to market conditions to meet the profit targets of the business</li> <li>1.4 Contribution margins of products/services are considered to obtain the optimum sales mix</li> <li>1.5 Profit projections are prepared to supplement the business plan</li> </ul>   |
| 2. Develop a financial plan                           | <ul style="list-style-type: none"> <li>2.1 <i>Profit targets/goals</i> set to reflect owners desired returns</li> <li>2.2 Working capital requirements necessary to attain profit projections are identified</li> <li>2.3 Non-current asset requirements are identified and alternative asset management strategies considered</li> <li>2.4 <i>Cash flow projections</i> are prepared to enable business operation in accordance with the business plan and legal requirements</li> <li>2.5 Capital investment requirements are identified accurately for each operational period</li> <li>2.6 Budget targets are selected to enable ongoing monitoring of financial performance</li> </ul> |
| 3. Acquire finance                                    | <ul style="list-style-type: none"> <li>3.1 Startup and ongoing financial requirements identified according to financial plan/budget</li> <li>3.2 Sources of finance, including potential <i>financial backers</i>, to provide required liquidity for the business are identified to complement business goals and objectives</li> <li>3.3 Cost of securing finance on optimal terms is investigated</li> <li>3.4 Strategies to obtain finance are identified as required to ensure financial viability of the business</li> </ul>   |

## KEY COMPETENCIES

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	to obtain and convey financial information	2
Collecting analysing and organising information	to acquire and plan finances	2
Planning and organising activities	to comply with legal requirements and plan finances	2
Working with others and in teams	to obtain finance and financial information	2
Using mathematical ideas and techniques	to plan and maintain finances	2
Solving problems	to maximise business financial viability	2
Using technology	to optimise business performance	2

## RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

**Legislation, codes and national standards relevant to the workplace which may include:**

- award and enterprise agreements and relevant industrial instruments
- national, State/Territory and Local Government legislative requirements affecting business operation, especially in regard to Occupational Health and Safety and environmental issues, EEO, industrial relations and anti-discrimination
- relevant industry codes of practice

**Costs may include:**

- direct/indirect costs
- fixed, variable, semi-variable costs

**Pricing strategies may include:**

- cost/volume/profit analysis
- competitor analysis
- market conditions
- perceived value
- penetration pricing
- skimming
- discounting

**Pricing methods may include:**

- mark up on cost
- hourly chargeout rates
- unit cost of production

**Profit targets/ goals may include:**

- desired return on investment
- desired actual/notional salary for owner/manager(s)
- sales turnover/gross fees or income
- cost of goods/services sold
- gross profit/net profit
- breakeven point

**Financial plan may include:**

- working in conjunction with external consultants e.g. investment analyst, accountant/s, financiers
- the current financial state of the enterprise (or owner/operator)
- financial performance to date (if applicable)
- likely return on investment
- a review of financial inputs required (sources and forms of finance)
- projections of likely financial results (budgeting)
- projected profit targets, pricing strategies, margins
- profit, turnover, capital and equity targets
- risks and measures to manage or minimise risks
- working, fixed, debt and equity capital
- non-recurrent assets calculations
- projections may vary depending on the importance of such information and the stage in the life of the business
- monthly, quarterly or annual returns
- analysis of sales by product/service, identifying where they were sold and to whom
- estimates of profit and loss projections for each forward period
- cash flow estimates for each forward period
- resources required to implement the proposed marketing and production strategies (staff, materials, plant and equipment)

**Cash flow projections may include:**

- customer credit policy/debt recovery
- anticipated receipts
- anticipated payments
- taxation provisions

**Financial backers may include:**

- financiers/banks/lending institutions
- shareholders/partners/owners

**EVIDENCE GUIDE**

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

**Critical Aspects of Evidence**

- Development of a financial plan which identifies the financial requirements of the business, including profit targets, cash flow projections and strategies for the acquisition of finance

**Underpinning Knowledge**

- National, State/Territory and Local Government legislative requirements affecting business operation, especially in regard to Occupational Health and Safety and environmental issues, EEO, industrial relations and anti-discrimination
- Financial decision making relevant to the business
- Basic costing for the business, including margin/mark-up, hourly chargeout rates and unit costs
- Breakeven analysis
- Working capital cycles
- Methods and relative costs of obtaining finance
- Purpose of financial reports
- Relevant accounting terminology
- Basic accounting principles
- principles of budgeting
- Principles for preparation of profit and loss statements
- Principles for preparation of balance sheets
- Principles for preparation of cash flow forecasts

At this level the learner must demonstrate understanding of a broad knowledge base incorporating some theoretical concepts.

**Underpinning Skills**

- Numeracy concepts to analyse financial information regarding the business
- Communication including reporting
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

**Resource Implications**

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

**Consistency of Performance**

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

**Context/s of Assessment**

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range of Variables
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competency Levels earlier in this unit

**BSBSBM403A****Unit Descriptor****Promote the business**

This unit covers the development and implementation of marketing strategies and the monitoring and improvement of market performance. It is suitable for setting up or existing micro and small businesses or a department in a larger organisation.

This unit is related to BSBSBM404A Undertake business planning.

**Competency Field**

Business Management Services

**ELEMENT****PERFORMANCE CRITERIA**

- |   |   |
|---|---|
| 1. Develop marketing strategies               | <ul style="list-style-type: none"> <li>1.1 The business and its key products or services are analysed to determine the focus of marketing activities in accordance with the objectives of the business plan</li> <li>1.2 Customer base and target market for the business are evaluated as a basis for marketing strategies</li> <li>1.3 <i>Marketing objectives</i> and strategies are determined in consultation with <i>relevant people</i> in accordance with the business plan</li> </ul>  |
| 2. Determine a marketing mix for the business | <ul style="list-style-type: none"> <li>2.1 Product mix, volumes and <i>pricing</i> are balanced to optimise sales and profit</li> <li>2.2 The costs and benefits of using <i>different distribution channels</i> and/or providing different <i>levels of customer service</i> are evaluated and the results considered in determining the marketing mix</li> <li>2.3 Promotional activities are determined to suit the target market</li> <li>2.4 Customer needs and preferences are considered in determining the marketing mix</li> <li>2.5 Marketing mix is determined according to market and business needs</li> </ul>   |
| 3. Implement marketing strategies             | <ul style="list-style-type: none"> <li>3.1 Persons involved in the marketing effort are briefed on their roles and responsibilities to ensure the success of marketing strategies</li> <li>3.2 <i>Promotional activities</i> are planned and implemented in accordance with marketing objectives and budgetary requirements</li> </ul>  |
| 4. Monitor and improve marketing performance  | <ul style="list-style-type: none"> <li>4.1 Ongoing monitoring of marketing activities and evaluation of business performance is conducted according to the objectives and targets of the business plan</li> <li>4.2 <i>Performance gaps</i> analysed and corrective action taken or new targets set</li> <li>4.3 All relevant people are encouraged to propose ways to improve marketing performance</li> <li>4.4 <i>Customer reaction</i> to all aspects of the marketing mix is sought and analysed to improve targeting and outcomes</li> <li>4.5 Ongoing research of customer requirements is conducted to identify <i>opportunities for change</i> and improvement</li> <li>4.6 Changes in market opportunities are monitored and investigated for new business opportunities to aid business development</li> </ul> |



## KEY COMPETENCIES

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	to consult with relevant people	2
Collecting analysing and organising information	to develop marketing strategies	2
Planning and organising activities	to implement to marketing strategy	3
Working with others and in teams	to gain support for the plan	2
Using mathematical ideas and techniques	to research market needs	2
Solving problems	to determine the optimum marketing mix	3
Using technology	to optimise business performance	2

## RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

### Legislation, codes and national standards relevant to the workplace which may include:

- award and enterprise agreements and relevant industrial instruments
- National, State/Territory and Local Government legislative requirements affecting business operation, especially in regard to Occupational Health and Safety and environmental issues, EEO, industrial relations and anti-discrimination
- relevant industry codes of practice

### Marketing strategies may include:

- product design and packaging
- pricing, presentation and display of products/services
- promotion and advertising
- product range and mix
- distribution
- achieving lower costs of production and distribution than competitors
- pursuing cost leadership and/or product differentiation within a specialist market segment
- creating a very different product line or service so that the business becomes a class leader in the industry

**Relevant people may include:**

- owner/operator, partners
- financial backers, clients
- accountant or other specialist services
- family members, work team members, sub-contractors
- franchise agency
- trade or industry associations
- regulatory bodies

**Marketing mix may include:**

- technical features, design
- quality, range
- safety features
- pricing
- promotion, distribution
- level of service

**Distribution channels may include:**

- self-access, wholesale, retail
- distributor, delivery service, mail order, telesales
- dealer, re-seller, franchisee

**Level of customer service may include:**

- sales assistance for problems/queries only
- one-on-one personal service
- after sales service

**Promotional activities may include:**

- advertising in national suburban or local newspapers
- web site
- word of mouth, referral, testimonials
- professional/industry journals
- advertising on radio or television
- mail drops
- display posters
- canvassing and telephone canvassing
- exhibitions, in-store promotions
- sponsorship
- the development of networks and strategic alliances
- staff development programs to enhance customer service orientation

**Performance gaps may include:**

- under or over achievement of performance targets

**Customer reaction may be determined through:**

- survey/other feedback mechanisms
- informal discussion
- customer meetings, focus groups
- sales to contact ratio
- trend analysis
- identification of new business opportunities

## EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

- Critical Aspects of Evidence**
- Ability to develop a marketing strategy and choice of marketing mix to complement the business plan
  - Ability to implement and monitor the marketing strategy/plan to optimise the chances of business success

- Underpinning Knowledge**
- National, State/Territory and Local Government legislative requirements affecting business operation, especially in regard to Occupational Health and Safety and environmental issues, EEO, industrial relations and anti-discrimination
  - relevant marketing concepts and methods
  - relevant market analysis and research
  - methods of developing marketing objectives and marketing mix
  - methods of analysing costs and benefits of marketing strategies
  - methods of monitoring customer satisfaction
  - industry market trends

At this level the learner must demonstrate understanding of a broad knowledge base incorporating some theoretical concepts.

- Underpinning Skills**
- literacy and numeracy skills to research information and to interpret market data
  - communication including questioning, clarifying, reporting
  - numeracy skills for data analysis
  - ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

**Resource Implications**      The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

**Consistency of Performance**      In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

**Context/s of Assessment**

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range of Variables
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment  
Add in additional industry requirements if appropriate
- Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competency Levels earlier in this unit

**BSBSBM404A****Unit Descriptor****Undertake business planning**

This unit covers the research and development of an integrated business plan for achieving business goals and objectives. It is suitable for setting up or existing micro and small businesses or a department in a larger organisation.

This unit is related to BSBSBM301 Research business opportunities. Consider co-assessment with BSBSBM401 Establish business and legal requirements, BSBSBM402 Undertake financial planning and BSBSBM403 Promote the business.

**Competency Field**

Business Management Services

**ELEMENT****PERFORMANCE CRITERIA**

- |  |  |
|--|--|
| 1. Identify elements of a business plan    | <ul style="list-style-type: none"> <li>1.1 Components of a business plan relevant to a <i>business opportunity</i> identified and reviewed</li> <li>1.2 Purpose of the <i>business plan</i> is identified</li> <li>1.3 <i>Business goals and objectives</i> are identified and documented, as a basis for measuring business performance</li> </ul>  |
| 2. Develop a business plan                 | <ul style="list-style-type: none"> <li>2.1 The <i>business plan</i> demonstrates research into customer needs, resources and legal requirements especially occupational health and safety, in accordance with business goals and objectives</li> <li>2.2 The <i>financial plan</i> identifies sources and costs of finance to provide required liquidity and profitability for the business</li> <li>2.3 <i>Marketing/ promotion strategies</i> identify methods to promote the market exposure of the business</li> <li>2.4 <i>Production/operations plan</i> identifies methods/means of production/operation to conform with business goals and objectives</li> <li>2.5 <i>Staffing</i> requirements, are identified as required to effectively produce/deliver products/services</li> <li>2.6 <i>Specialist services</i> and sources of advice are identified where required, and costed in accordance with resources available</li> </ul> |
| 3. Develop strategies for minimising risks | <ul style="list-style-type: none"> <li>3.1 Specific interests and objectives of <i>relevant people</i> are identified and their support of the planned business direction is sought and confirmed</li> <li>3.2 <i>Risk management strategies</i> are identified and developed according to business goals and objectives and relevant legal requirements</li> <li>3.3 <i>Contingency plan</i> is developed to address possible areas of non conformance to plan</li> </ul>   |

## KEY COMPETENCIES

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	to gain support for the business plan	2
Collecting analysing and organising information	to develop a business plan	3
Planning and organising activities	to support the business operation	3
Working with others and in teams	to plan staffing and supply of goods and services	2
Using mathematical ideas and techniques	to aid financial planning	3
Solving problems	to support business planning	3
Using technology	to aid business planning	1

## RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

**Legislation, codes and national standards relevant to the workplace which may include:**

- award and enterprise agreements and relevant industrial instruments
- national, State/Territory and Local Government legislative requirements affecting business operation, especially in regard to Occupational Health and Safety and environmental issues, EEO, industrial relations and anti-discrimination
- relevant industry codes of practice

**Occupational Health and Safety issues must include:**

- management of the organisation and operation of OHS as part of the business plan
- procedures for managing hazards in the workplace (identify, assess & control)
- identification of specific hazard issues such as occupational violence, security, manual handling, equipment and hazardous substances.
- Provisions for ensuring safety of members of the public and contractors visiting the premises/worksite.

**Business plan may include:**

- proposed size and scale of the business
- market focus of the business
- marketing requirements
- sources of funding
- need to raise finance and requirements of lenders
- level of risk involved, risk assessment and management
- stages in the business development
- business opportunities
- resources required and available
- details of ownership/management
- staffing
- organisation/operational arrangements
- specialist services and sources of advice which may be required
- finance, expenditure statement, balance sheet and cash flow forecast, projections for the initial years of operation  
assumptions underlying the business plan, expected level of inflation and taxation, expected trend of interest rate, capital expenditure and its timing, stock turnover, debtors collection period, creditor payment period, return on investment
- recognition of any seasonal or cyclical (time-based) elements which are crucial to the success of the enterprise

**Business opportunities may be influenced by:**

- expected financial viability,
- skills of operator
- amount and types of finance available

**Business goals and objectives may include:**

- goals, objectives, plans, systems and processes
- short, medium or long term goals
- financial projections
- customer needs/marketing projections
- proposed size and scale of the business
- market focus of the business
- lifestyle issues

**Financial plan may include:**

- the current financial state of the enterprise (or owner/operator)
- financial performance to date (if applicable)
- likely return on investment
- a review of financial inputs required (sources and forms of finance)
- projections of likely financial results (budgeting)
- projected profit targets, pricing strategies, margins
- profit, turnover, capital and equity targets
- risks and measures to manage or minimise risks
- working, fixed, debt and equity capital
- non-recurrent assets calculations
- projections may vary depending on the importance of such information and the stage in the life of the business
- monthly, quarterly or annual returns
- analysis of sales by product/service, identifying where they were sold and to whom
- estimates of profit and loss projections for each forward period
- cash flow estimates for each forward period
- resources required to implement the proposed marketing and production strategies (staff, materials, plant and equipment)

**Financial resources may include:**

- personal, financial institutions, trade/industry sources
- government sources eg. Federal and State governments which provide various forms of technical and financial assistance including direct cash grants, subsidies, tax concessions and professional and technical advice

**Financial backers may include:**

- owner, family and friends
- providers of venture capital
- banks or finance companies
- leasing and hire purchase financiers

**Production/operations plan may include:**

- options for production, delivery, technical and customer service and support
- means of supply and distribution
- operational targets and action plan may include short, medium or long term goals
- customer requirements, market expectations, budgetary constraints
- industrial relations climate and quality assurance considerations

**Staffing requirements may include:**

- owner/operator
- full-time, part-time staff, permanent, temporary or casual staff
- sub-contractors or external advisers/consultants

**Specialist services may include:**

- accountants
- lawyers and providers of legal advice
- government agencies
- industry/trade associations
- online gateways
- business brokers/business consultants



**Relevant people may include:**

- owner/operator, partners, financial backers
- family members
- clients
- suppliers
- franchise agency
- trade or industry associations
- regulatory bodies

**Risk management strategies may include:**

- security systems to provide physical security of premises, plant, equipment, goods and services
- security of intellectual property
- knowledge management
- breach of contract, product liability
- measures to manage risk including securing appropriate insurance to cover loss of earnings through sickness/accidents, drought, flood, fire, theft, professional indemnity

**And must include:**

- Occupational Health and Safety requirements

**Contingency plan may include:**

- disturbances to cash flow, supply and/or distribution
- sickness or personal considerations

**EVIDENCE GUIDE**

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

**Critical Aspects of Evidence**

- The development of a business plan which provides for finance, marketing and provision of products/ services to facilitate the business goals and objectives
- Ability to identify and plan for Occupational Health and Safety, Duty of Care responsibilities (knowledge of relative legislation)

**Underpinning Knowledge**

- National, State/Territory and Local Government legislative requirements affecting business operation, especially in regard to Occupational Health and Safety and environmental issues, EEO, industrial relations and anti-discrimination
- OHS responsibilities and procedures for identifying hazards relevant to business
- reasons for and benefits of business planning
- planning processes
- preparation of a business plan
- setting goals and objectives
- methods of evaluation
- types of business planning:- feasibility studies, strategic, operational, financial planning
- relevant industry codes of practice
- principles of risk management relevant to business planning

At this level the learner must demonstrate understanding of a broad knowledge base incorporating some theoretical concepts.

**Underpinning Skills**

- Literacy skills to enable interpretation of business information,
- Communication skills relevant to business performance
- Numeracy skills for data analysis
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

**Resource Implications**

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

These may include:

- Computer equipment
- Business references such as relevant legislation and regulation relating to the business operation especially OHS requirements

**Consistency of Performance**

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

**Context/s of Assessment**

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range of Variables
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competency Levels earlier in this unit

**BSBSBM405A****Unit Descriptor****Monitor and manage business operations**

This unit is concerned with the operation of the business and with implementing the business plan. The strategies involve monitoring, managing and reviewing operational procedures. It is suitable for existing micro and small businesses or a department in a larger organisation.

**Competency Field**

Business Management Services

**ELEMENT****PERFORMANCE CRITERIA**

- |                                     |  |
|-------------------------------------|--|
| 1. Develop operational strategies   | <ul style="list-style-type: none"> <li>1.1 Action plan is developed to provide a clear and coherent direction in accordance with the <i>business goals and objectives</i></li> <li>1.2 Occupational Health and Safety and environmental issues are identified and strategies implemented to minimise risk factors</li> <li>1.3 Strategies for using existing, new or emerging technologies are developed and implemented where practicable to optimise business performance</li> <li>1.4 Performance measures, operational targets and quality assurance issues are developed to conform with the business plan</li> <li>1.5 Structured approach to innovation, including the utilisation of existing, new or emerging technologies, is developed to respond to changing customer requirements</li> </ul>                                      |
| 2. Implement operational strategies | <ul style="list-style-type: none"> <li>2.1 Systems and key performance indicators/targets are implemented to monitor business performance and customer satisfaction</li> <li>2.2 Systems to control stock, expenditure/cost, wastage/shrinkage and risks to health &amp; safety are implemented in accordance with the business plan</li> <li>2.3 Staffing requirements, where applicable, are maintained within budget to maximise productivity</li> <li>2.4 The provision of goods/services is carried out in accordance with established <i>technical</i>, legal and ethical <i>standards</i></li> <li>2.5 The provision of goods/services meets time, cost and quality specifications in accordance with customer requirements</li> <li>2.6 Quality procedures are applied to address product/service and customer requirements</li> </ul> |
| 3. Monitor business performance     | <ul style="list-style-type: none"> <li>3.1 The achievement of operational targets is regularly monitored/reviewed to ensure optimum business performance in accordance with the goals and objectives of the business plan</li> <li>3.2 Systems and structures are reviewed, with a view to more effectively supporting business performance</li> <li>3.3 Operating problems are investigated and analysed to establish causes, and changes implemented as required</li> <li>3.4 Operational policies and procedures are changed to incorporate corrective action taken</li> </ul>  |
| 4. Maintain networks                | <ul style="list-style-type: none"> <li>4.1 Relevant personal and professional networks identified and maintained to support business operation</li> <li>4.2 Strategies developed for use of networks to assist in promoting the business and for monitoring changing business requirements</li> </ul>  |

5. Review business operations
- 5.1 Business plan is reviewed and adjusted as required to maintain business viability in accordance with business goals and objectives
  - 5.2 Proposed changes are clearly recorded to aid future planning and evaluation
  - 5.3 Ongoing research into new business opportunities is undertaken and business goals and objectives adjusted as new business opportunities arise

## KEY COMPETENCIES

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	to deal with customers, suppliers and staff	3
Collecting analysing and organising information	to assist in business operation	3
Planning and organising activities	to support and enhance the business operation	3
Working with others and in teams	to build the business	3
Using mathematical ideas and techniques	to support the business operation	2
Solving problems	to reduce risk and enhance business opportunities	3
Using technology	to optimise business performance	1

## RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

**Legislation, codes and national standards relevant to the workplace which may include:**

- award and enterprise agreements and relevant industrial instruments
- national, State/Territory and Local Government legislative requirements affecting business operation, especially in regard to Occupational Health and Safety and environmental issues, EEO, industrial relations and anti-discrimination
- relevant industry codes of practice

**Operational strategies/  
procedures may be  
determined by:**

- business premises (eg size, location, layout)
- purchase (sole or shared ownership) or leasing.
- premises, plant and equipment may be new or previously owned.
- requirements may be one-off requirements or recurrent requirements (such as equipment maintenance) specific to the nature of the business
- use of existing, new and emerging technologies including e-commerce
- plant and equipment , including OHS requirements
- physical and natural resources
- methods/techniques/technology
- management and administrative systems and procedures
- technology
- raw materials

**Occupational Health and  
Safety and environmental  
issues must include:**

- establishment and maintenance of procedures for identifying risks to health and safety
- establishment and maintenance of procedures for assessing and controlling risks
- controls may include instructions to workplace personnel concerning: site hazards and controls, material safety data sheets, use of personal protective equipment, vehicle access, signs and barricades, traffic control, outside contractors
- waste and by-products

**Business goals and  
objectives may include:**

- goals, objectives, plans, systems and processes
- short, medium or long term goals
- financial projections
- customer needs/marketing projections
- proposed size and scale of the business, market focus of the business
- lifestyle issues

**Business outputs may  
include:**

- products
- services

**Operational targets may  
include:**

- internal targets which may relate to size, quality, quantity and diversity, wages to sales, sales to area/stock levels/stock turnover/average debtor payment periods and levels
- external targets which may relate to market share and positioning and may involve exploring new markets, building national or international trade links
- targets which may be short, medium or long term
- staffing level and skills mix

**Technical standards may  
include:**

- any current and generally agreed descriptions of what the product/service is, how it should be produced/delivered and the quality, safety, efficiency or other measures to determine the activity is done effectively

**Networks may include:**

- personal contacts
- professional associations
- business/ industry association contacts
- formal/ informal/ individual/ group/ organisational contacts

**And may assist in the provisions of information on:**

- business trends
- changes in business environment
- client requirements
- technical support
- financial advice

**EVIDENCE GUIDE**

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

**Critical Aspects of Evidence**

- ability to develop strategies to successfully manage the operation of the business by interpreting information and
- making appropriate adjustments to the business operations as required

**Underpinning Knowledge**

- National, State/Territory and Local Government legislative requirements affecting business operation, especially in regard to Occupational Health and Safety and environmental issues, EEO, industrial relations and anti-discrimination
- OHS responsibilities and procedures for managing hazards
- technical or specialist skills relevant to the business operation
- relevant industry codes of practice
- identification of relevant performance measures
- quality assurance principles and methods
- role of innovation
- principles of risk management relevant to the business, including risk assessment
- relevant marketing, sales and financial concepts
- methods for implementing operation and revenue control systems
- systems to manage staff, control stock, expenditure, services and customer service
- methods for monitoring performance and implementing improvements
- methods for developing and maintaining networks

At this level the learner must demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas.

**Underpinning Skills**

- literacy skills to interpret legal requirements, company policies and procedures
- communication skills including questioning, clarifying, reporting
- numeracy skills for performance information and financial control
- technical skills as relevant to the business
- ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

**Resource Implications**

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

**Consistency of Performance**

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations.

**Context/s of Assessment**

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range of Variables
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competency Levels earlier in this unit

**BSBSBM406A****Manage finances****Unit Descriptor**

This unit involves the implementation, monitoring and review of strategies for the ongoing management of finance. It also includes day-to-day financial management of the business. It is suitable for existing micro and small businesses or a department in a larger organisation.

**Competency Field**

Business Management Services

**ELEMENT****PERFORMANCE CRITERIA**

- |                                  |   |
|----------------------------------|---|
| 1. Maintain financial records    | <p>1.1 <i>Financial information</i> requirements are identified and <i>specialist services</i> obtained, as required, to profitably operate and extend the business in accordance with the business plan</p> <p>1.2 Financial information records are identified to meet the needs of the business in accordance with legal requirements</p> <p>1.3 <i>Relevant accounting</i> procedures maintained according to legal requirements and/or specialist services sought as required</p> <p>1.4 Administration and financial record keeping procedures are developed and documented in accordance with legal requirements</p>   |
| 2. Implement financial plan      | <p>2.1 Financial budgets/projections, including cash flow estimates, are produced as required for each forward period, and distributed to <i>relevant people</i> in accordance with legal requirements</p> <p>2.2 Business capital is negotiated/ secured/ managed to best enable implementation of the business plan and meet the requirements of <i>financing bodies</i></p> <p>2.3 Taxation records are maintained and reporting requirements complied with</p> <p>2.4 Strategies to enable adequate financial provision for taxation developed and maintained in accordance with legal requirements</p> <p>2.5 Client <i>credit policies</i> including contingencies for debtors in default are developed, monitored and maintained to maximise cash flow</p> <p>2.6 Key performance indicators are selected to enable ongoing monitoring of financial performance</p> <p>2.7 Financial procedures are recorded and communicated to relevant people to facilitate implementation of the business plan</p> |
| 3. Monitor financial performance | <p>3.1 Financial performance targets are regularly monitored and reported and data is gathered to establish the extent to which the financial plan has been met</p> <p>3.2 Marketing and operational strategies are monitored for their effects on the financial plan</p> <p>3.3 Financial ratios are calculated and evaluated according to own/industry benchmarks</p> <p>3.4 Financial plan is assessed to determine whether variations or alternative plans are indicated and changed as required</p> <p>3.5 Appropriate action is taken to ensure the achievement of profit and return to enable business operation in accordance with the business plan and legal requirements</p>   |



## KEY COMPETENCIES

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	to obtain and convey financial information	2
Collecting analysing and organising information	to acquire and manage finances	3
Planning and organising activities	to comply with legal requirements and manage finances	2
Working with others and in teams	to obtain financial information	2
Using mathematical ideas and techniques	to plan and maintain finances	2
Solving problems	to maximise business financial viability	3
Using technology	to optimise business performance	3

## RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

**Legislation, codes and national standards relevant to the workplace which may include:**

- award and enterprise agreements and relevant industrial instruments
- national, State/Territory and Local Government legislative requirements affecting business operation, especially in regard to Occupational Health and Safety and environmental issues, EEO, industrial relations and anti-discrimination
- relevant industry codes of practice

**Financial information may include:**

- financial budgets
- business capital
- cash flow forecasts
- statements/forecasts
- bookkeeping/accounting/stock/job costing records
- asset registers
- profit and loss statements
- balance sheets
- payroll records, superannuation entitlements
- accrual of staff leave/entitlements
- taxation returns including GST
- business activity statements
- ratios for profitability, liquidity/efficiency/financial structure
- risk management
- financial indicators may be short, medium and/or long term
- asset management strategies which may include:
  - owning, leasing, sharing, syndicating
  - maintaining and deploying assets

**Relevant accounting procedures may include:**

- accrual/cash
- single entry/double entry
- manual/computerised

**Specialist services may include:**

- accountants
- lawyers and providers of legal advice
- government agencies
- industry/trade associations
- online gateways
- business brokers/business consultants

**Relevant people may include:**

- owner/operator
- partners
- financial backers
- family members
- franchise agency
- trade or industry associations
- regulatory bodies

**Legal requirements may include:**

- contractual arrangements (eg partnership agreements, trust deeds)
- corporations law
- industrial law (for payroll records)
- taxation law

**Financial bodies may include:**

- financiers/banks/lending institutions
- shareholders/partners/owners

**Credit policies may include:**

- debt collection
- trading terms
- credit limits
- payment options
- credit references

**Financial ratios may include:**

- Gross profit percentage
- Net profit percentage
- Expense percentages
- Stockturn rates
- Staff productivity measures
- Return on investment/Return on total assets
- Current ratio
- Liquid ratio
- Days stock on hand
- Days debtors outstanding
- Proprietary/debt ratio

**EVIDENCE GUIDE**

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

**Critical Aspects of Evidence**

- Ability to develop, implement and review strategies for the ongoing management of finance and
- To maintain day-to-day financial management of the business as well as implementation of broad financial strategies.

**Underpinning Knowledge**

- National, State/Territory and Local Government legislative requirements affecting business operation, especially in regard to Occupational Health and Safety and environmental issues, EEO, industrial relations and anti-discrimination
- Financial decision making relevant to the business
- Basic knowledge of specific tax requirements relevant to the individual industry
- Legal obligations for record keeping
- Processing financial transactions
- Basic accounting principles (single entry/double entry)
- Purpose of financial reports
- Financial ratios
- Interpretation of comparative profit and loss statements
- Interpretation of comparative balance sheets
- Preparation and interpretation of budget/actual reports
- Stock records/stock control relevant to the business
- Benchmarking
- Methods and relative costs of obtaining finance

At this level the learner must demonstrate understanding of a broad knowledge base incorporating some theoretical concepts.

**Underpinning Skills**

- Literacy skills to interpret legal requirements, company policies and procedures
- Communication including reporting
- Numeracy skills to undertake financial calculations
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

**Resource Implications**

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

**Consistency of Performance**

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

**Context/s of Assessment**

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competency Levels earlier in this unit

**BSBSBM407A****Unit Descriptor****Manage a small team**

This unit covers planning and managing staff. It involves industrial relations, staff selection, staff records, induction, training and team development to enhance business operations. It is suitable for existing micro and small businesses or a department in a larger organisation.

**Competency Field**

Business Management Services

**ELEMENT****PERFORMANCE CRITERIA**

- |  |  |
|--|--|
| 1. Develop staffing plan               | <p>1.1 <i>Staffing requirements</i> to allow the business to run effectively are determined in accordance with business requirements as outlined in the business plan</p> <p>1.2 Existing skills/competencies of self and staff are identified and compared with business requirements to identify any gaps</p> <p>1.3 <i>Policies</i> and procedures are developed to address recruitment, performance measures, induction, training and professional development needs of owner/s and staff in accordance with the business plan</p>   |
| 2. Recruit, induct and train the team  | <p>2.1 Job description and competencies required, clearly identified in accordance with business requirements, and employment vacancies advertised</p> <p>2.2 Information obtained from each candidate judged against specified selection criteria and selection decided in accordance with business and legal requirements</p> <p>2.3 New staff members inducted</p> <p>2.4 Team members made aware of their responsibilities and performance requirements as soon as practicable and opportunities taken to coach team members who are unfamiliar with business procedures</p> <p>2.5 Systematic approach to training is taken, including demonstration and explanation, as appropriate to the skill or job being taught</p> |
| 3. Address industrial relations issues | <p>3.1 Workplace rights and obligations of employers and employees are clarified in accordance with legal requirements</p> <p>3.2 Staff counselled if required, in a positive and constructive manner, and outcomes recorded accurately</p>  |
| 4. Maintain staff records              | <p>4.1 <i>Staff records system</i> developed to provide timely and accurate information in accordance with confidentiality and legal requirements</p> <p>4.2 System for recording and retrieving personnel and payroll information monitored, accurately maintained and specialist advice sought where required</p>  |

5. Manage staffing issues
- 5.1 Contribution and skills of self and other team members are regularly reviewed to ensure performance is in line with agreed performance measures
  - 5.2 Staffing requirements are noted, monitored and adjusted especially in regard to the balance between operational and support personnel according to changing business requirements
  - 5.3 Allocation of staff to particular tasks/functions is continually monitored and reviewed in the light of business requirements and corrective action taken promptly as required
  - 5.4 Opportunities for staff to discuss work related issues regularly provided
  - 5.5 *Contingency plan* developed to cope with unexpected or extreme situations and appropriate corrective action taken as required
6. Review team performance
- 6.1 Positive and constructive relationships developed with and between *team members*
  - 6.2 Team objectives in support of business goals are reviewed and updated on a regular basis in consultation with team members
  - 6.3 Strengths and weaknesses of team identified against current and expected work requirements
  - 6.4 Time is scheduled on regular basis, for team members to review work operations to maintain and improve operational efficiency
  - 6.5 Team members are encouraged to monitor their own performance, suggest improvements and to identify professional development needs in accordance with personal and business requirements

## KEY COMPETENCIES

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	to aid team development	3
Collecting analysing and organising information	to plan for and manage a small team	2
Planning and organising activities	to manage staffing issues	2
Working with others and in teams	to develop and train a team	3
Using mathematical ideas and techniques	to plan, record and report on staffing issues	2
Solving problems	to reduce conflict and maximise productivity	3
Using technology	to optimise business performance	2

## RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

**Legislation, codes and national standards relevant to the workplace which may include:**

- award and enterprise agreements and relevant industrial instruments
- national, State/Territory and Local Government legislative requirements affecting business operation, especially in regard to Occupational Health and Safety and environmental issues, EEO, industrial relations and anti-discrimination
- relevant industry codes of practice

**Staffing requirements may include:**

- self only, family and/or friends
- number of staff
- time commitment, performance expectations
- responsibilities, competencies required
- full-time, part-time, permanent, temporary or casual
- sub-contractors or external advisors/consultants

**Staff policies must include:**

- recruitment and selection
- training, induction
- occupational health and safety
- employment conditions, equal opportunity, anti-discrimination, cultural diversity

**Industrial relations matters may include:**

- awards and/or industrial agreements and relevant industrial instruments
- counselling, dismissal procedures

**Staff Records system must include:**

- job/position descriptions
- employee records (including tax file number, remuneration, leave and training records etc)
- disciplinary and grievance procedures
- records of taxation and superannuation payments made
- occupational health and safety record

**Performance measures may include:**

- performance of key people
- overall productivity of the staff
- staff morale, work ethic, work satisfaction
- ratio of direct workers to those who support, supervise or manage them
- ratio of sales dollars per employee
- percentage of chargeable hours/days per week

**Contingency plan may include:**

- occupational health and safety
- environmental issues
- unpredicted staff shortages
- unpredicted customer demand/busy periods
- fluctuating workloads
- accidents or emergencies

**Team members may include:**

- owner/s, partners, family members, staff
- people with varying competencies and training
- people with varying culture and language

**EVIDENCE GUIDE**

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

**Critical Aspects of Evidence**

- ability to manage a small team including staff selection, staff records, induction, training and
- develop and maintain team performance to enhance business operations

**Underpinning Knowledge**

- National, State/Territory and Local Government legislative requirements affecting business operation, especially in regard to Occupational Health and Safety and environmental issues, EEO, industrial relations and anti-discrimination
- OHS responsibilities and procedures for managing hazards
- Relevant industry awards/enterprise agreements
- Equal opportunity, anti-discrimination legislation
- Staff counselling, grievance and disciplinary procedures
- Unfair dismissal legislation and procedures

At this level the learner must demonstrate understanding of a broad knowledge base incorporating some theoretical concepts.

**Underpinning Skills**

- Literacy skills to interpret legal requirements and compile reports
- Conflict resolution
- Communication skills including ability to relate to staff
- Team building and motivation skills
- Training/coaching skills
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

**Resource Implications**

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace



**Consistency of Performance**

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

**Context/s of Assessment**

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range of Variables
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment  
Add in additional industry requirements if appropriate
- Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competency Levels earlier in this unit

**FNBACC01B****Provide financial and business performance information****Unit Descriptor**

The unit covers the competency to analysis and report a broad range of financial and business performance information.

**Unit Sector**

Accounting

**ELEMENT****PERFORMANCE CRITERIA**

- |                        |   |
|------------------------|---|
| 1. Assess client needs | <ul style="list-style-type: none"> <li>1.1 Expectations and objectives of client are clarified and confirmed to ensure mutual understanding of client goals.</li> <li>1.2 The client's specific legal and financial requirements are identified when establishing, structuring and financing a business.</li> <li>1.3 Financial options and processes are discussed with client to develop suitable plans for the provision of information for the achievement of client goals.</li> <li>1.4 Progress of plans is reviewed regularly against agreed criteria and results communicated to client.</li> <li>1.5 Client objectives are monitored to identify changes in client needs.</li> <li>1.6 Feedback on service is regularly obtained, analysed and incorporated into services to client.</li> <li>1.7 Shortfalls in customer service are investigated and proposals for overcoming them are formulated and implemented.</li> </ul>   |
| 2. Analyse data        | <ul style="list-style-type: none"> <li>2.1 Advice on reliability and accuracy of data is sought from appropriate authorities and sources in accordance with organisational procedures.</li> <li>2.2 Data is compiled in accordance with standard financial reporting requirements.</li> <li>2.3 Revenues and costs are analysed in accordance to standard accounting techniques and consistent with the organisation's objectives.</li> <li>2.4 All data and reports are analysed in accordance with standard financial analysis techniques.</li> <li>2.5 Data is reconciled to ensure statements are accurate and comply with organisational procedures and statutory requirements.</li> <li>2.6 Information is evaluated in relation to the financial performance of a business, specifically profitability, efficiency and financial stability.</li> <li>2.7 Further analysis is undertaken to ensure consistency of analysis with clients business and personal objectives</li> <li>2.8 Further evaluation is undertaken to assess the financial potential of the business, its future funding requirements and its statutory obligations.</li> </ul> |

3. Prepare advice
- 3.1 Advice provides client with a realistic view of financial performance and compliance, including significant taxation issues and comparisons of alternative options.
  - 3.2 Suitable methods of presentation, language and forms of documentation are used to convey information to client.
  - 3.3 Advice identifies how risks, contingencies and future cash flows may be identified and quantified.
  - 3.4 Advise client of risk management options.
  - 3.5 Clients are advised of rights and obligations.
  - 3.6 Advise clients on alternative sources and features of short and long term finance.

## KEY COMPETENCIES

These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Key Competency	Performance Level
Communicating ideas and information	3
Collecting analysing and organising information	3
Planning and organising activities	3
Working with others and in teams	2
Using mathematical ideas and techniques	2
Solving problems	3
Using technology	2

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

1 Perform

2 Administer

3 Design

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

## RANGE STATEMENT

**Client objectives and expectations may include:**

- reduction in tax liabilities
- financial consolidation
- higher levels of investment returns
- asset development
- wealth accumulation
- administrative efficiency
- improved cash flows
- improved quality of life

**Clients may include:**

- shareholders
- In line management
- Company Officers and Board of Management
- businesses (small and large)
- private individuals
- financial institutions
- statutory authorities
- government departments
- partnerships, trusts, (incorporated and unincorporated organisations)
- sole traders

**Financial options may include:**

- sources of finance
- cost of capital
- funding alternatives
- debt and equity
- cost recoveries
- dividends
- purchases
- adjustment of borrowings
- asset liquidation
- long term investments

**Plans may include:**

- review of financial systems
- long term and short term financial requirements
- personal investments
- cash flow development
- working capital needs
- personal financial needs / position
- suitable business structure
- business registration
- alternate forms of finance
- accounts receivable management
- insurance needs
- business plans
- tax issues
- regulations, permits and licences
- adequate funding structure

**Agreed criteria may include:**

- net present values
- capital budgeting
- working capital management
- budgeting
- periodic reports
- decision making authorities
- strategic priorities
- forecasted returns
- business turnover
- profitability and financial stability
- costing, pricing and budgeting
- asset management

**Shortfalls in customer service may include:**

- response time
- accuracy of advice
- consideration of relevant factors
- presentation of advice
- maintenance of records

**Appropriate authorities and sources may include:**

- Ministers
- Company Officers and Board of Management
- Program Managers
- organisational procedures and policies
- statutory returns and guidelines
- Chief Executive Officer

**Standard financial analysis techniques may include:**

- cost benefit analysis
- financial statement analysis including ratios
- cash flow analysis
- benchmarking

**Significant taxation issues may include:**

- reporting and lodgement dates
- compliance advice
- Pay As You Go obligations
- Business Activity Statement reporting requirements
- State tax obligations

**Presentation methods and formats may include:**

- tables
- graphics
- estimates and projections
- calculations
- explanatory notes

**Risks and contingencies may include:**

- insurable risks
- debtor default
- operating costs
- business forecasts
- funding costs
- hedging arrangements
- opportunity costs

**Rights and obligations may include:**

- legislative protection for consumers
- Corporation law
- Contract law
- employment law
- Privacy law
- Taxation legislation

**Risk management options may include:**

- insurance products
- internal control procedures

## EVIDENCE GUIDE

Assessment of performance requirements in the unit may be undertaken in an industry context. Aspects of competency, including attainment of relevant knowledge and skills may be assessed in a simulated work environment. Competency is demonstrated by performance of all stated criteria including the Range of Variables applicable to the workplace.

**Specialised resources required for training and assessment include:**

- availability of qualified assessors
- systems which facilitate recording of trainees' profiles and progress
- facilities for workplace or simulated environment assessment

**Critical aspects of evidence will include:**

- analysis and interpretation of client's financial position
- development of short term and long term revenue and expenditure schedules
- presentation of advice and financial options to range of clients
- documentation of records and data
- analysis of alternative legal requirements in establishing and operating a business

**Interdependent assessment of units:**

- Prerequisite Units: Nil
- Co requisite Units: Nil

**Workplace outcomes:**

The Evidence Guide is a guideline which assists in the development of assessment instruments/tools to assess the competency of workers in the Financial Services sector. This requires evidence of consistent achievement of the workplace outcomes covered by the unit. An employee working at this level should be able to demonstrate the following underpinning knowledge and skills.

**Underpinning knowledge includes:**

- financial legislation (eg deductions and allowance in Taxation legislation)
- basic knowledge of Corporations and Consumer legislation
- State and Territory charges and taxes
- sources of information on financial products and markets (eg Banks, financial advisers)
- principles of cash flow and budgetary control
- forecasting techniques
- methods of presenting financial data
- government financial policies (Secretary's financial management instructions)

**Underpinning skills includes:**

- interpersonal skills and communication skills (eg liaising, interviewing, listening, consulting)
- report writing and preparation
- numeracy skills for calculation of data
- researching for data testing and management
- estimating, forecasting and analysis skills
- information technology skills for set up and use of spreadsheets

**FNBACC30A****Unit Descriptor****Provide management accounting information**

This unit covers the competency to calculate and record the costs of products and services

**Unit Sector**

Accounting

**ELEMENT****PERFORMANCE CRITERIA**

- |  |   |
|--|---|
| 1. Gather and record operating and cost data | 1.1 Systems to generate data are established<br>1.2 Data is systematically coded, classified and checked for accuracy and reliability in accordance with organisational policies and procedures   |
| 2. Analyse data                              | 2.1 Costs are assigned to specified products, services and organisational units<br>2.2 Data is reconciled to ensure calculations are accurate and comply with organisational procedures<br>2.3 Interpretation of revenues and costs is supported by valid analysis and is consistent with the organisation's business performance objectives  |
| 3. Prepare budgeted reports                  | 3.1 Cost information advice is sought from all sections of the organization when formulating budgets<br>3.2 Structure and format of budgets and reports are clear and conform to management information requirements<br>3.3 Variances against budget are identified and prioritised for review and decisions making<br>3.4 Reports are error free, comprehensive and comply with management requirements and organisational practices |
| 4. Review costing system integrity           | 4.1 The variance between actual and applied overheads costs is analysed<br>4.2 Variance analysis is used to review the effectiveness of the cost assignment process   |

**KEY COMPETENCIES**

These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Key Competency	Performance Level
Communicating ideas and information	3
Collecting analysing and organising information	3
Planning and organising activities	3
Working with others and in teams	2
Using mathematical ideas and techniques	2
Solving problems	3
Using technology	2

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

1 Perform

2 Administer

3 Design

## RANGE STATEMENT

The Range of Variables provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit.

### Data may include:

- Inventory, materials and finished product records
- Consumables records
- Records of purchases and associated costs
- Sales information
- Labour utilisation records
- Materials used
- Payroll records
- Manufacturing and general overhead costs
- Service charge out rates

### Budgets may include:

- Production budgets
- Materials purchases
- Materials usage
- Labour Usage
- Manufacturing overhead
- Costing budgets
- Relationship with master budgets

### Costs assignments may include:

- Direct and indirect costs
- Fixed and variable costs
- Labour, materials and overheads
- Manufacturing costs
- Service costs

### Reports may include:

- Manufacturing statements
- Variance analysis reports
- Job and service profitability reports
- Cost volume profit report
- Manufacturing statements
- Job Cost Records
- Spreadsheets
- Service cost analysis
- Performance reports

### Management information requirements may include:

- Costs of products and services and business units
- Causes of and reasons for variances



## EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range of Variables.

<b>Context/s of assessment:</b>	Assessment of performance requirements in the unit may be undertaken in an industry context. Aspects of competency, including attainment of relevant knowledge and skills may be assessed in a simulated work environment. Competency is demonstrated by performance of all stated criteria, including the Range of Variables applicable to the workplace.
<b>Specialised resources required for training and assessment include:</b>	The availability of qualified and recognised assessors in an environment which provides opportunities for workplace demonstration or simulation as well as the accurate recording of candidate progress and performance.
<b>Critical aspects of evidence will include:</b>	<ul style="list-style-type: none"> <li>• Accurate calculation and recording of costs of products and services</li> <li>• Clear compilation of budgets and reports consistent with management information requirements</li> <li>• Use of variance analysis to determine the effectiveness of the cost assignment process</li> </ul>
<b>Interdependent assessment of units:</b>	<ul style="list-style-type: none"> <li>• Prerequisite Units: Nil</li> <li>• Co requisite Units: Nil</li> </ul>
<b>Workplace outcomes:</b>	The Evidence Guide is a guideline which assists in the development of assessment instruments/tools to assess the competency of workers in the Accounting sector. This requires evidence of consistent achievement of the workplace outcomes covered by the unit. An employee working at this level should be able to demonstrate the following underpinning knowledge and skills.
<b>Underpinning knowledge includes:</b>	<ul style="list-style-type: none"> <li>• Principles of costing</li> <li>• Organisational operating procedures</li> <li>• common routines for recording and storing data</li> <li>• principles of costing system integrity</li> <li>• methods of data protection including back ups and security</li> <li>• principles and practices of budgetary control (eg double entry bookkeeping and accrual accounting)</li> <li>• ethical considerations for the handling of financial reconstruction (eg conflict of interests, confidentiality, disclosure requirements)</li> </ul>

**Underpinning skills includes:**

- interpersonal skills and communication skills (eg liaising, listening, consulting)
- information technology use for the set up and analysis of spreadsheets
- estimating, forecasting and analysis skills
- reading, interpreting financial statements and reports
- writing skills for reports and recommendations
- numeracy for financial calculations and analysis
- recording, gathering and classifying financial information



**Australian Government**

**Department of Education,  
Science and Training**

# **PRD01 Property Development and Management Training Package**

**Volume 3 of 5**



# **PRD01 Property Development and Management Training Package**

**Volume 3 of 5**

