



Australian Government  
Department of Education and Training



# BSB Business Services Training Package Implementation Guide

**Companion Volume**





## Disclaimer

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# Contents

Contents	3
Who is this Guide for?	4
Version control and modification history	4
What is in the Implementation Guide?	4
What is a training package?	5
About training packages	5
Training package development and endorsement process	6
IBSA's Training Package Development Process	7
Who can deliver and assess a qualification?	8
About the Business Services industry	10
Qualifications, skill sets and units of competency	10
Mapping to previous version of the training package	10
Overview of <b>BSB Business Services Training Package</b>	10
Sectors in the <b>Business Services Training Package</b>	11
Regulation and licensing implications for implementation	15
Implementation information	15
WHS implications in the industry	17
Requirements for assessors	17
Access and equity considerations	19
Foundation skills	20
Identifying foundation skills	20
Resource and equipment requirements	20
Modes of delivery	21
Legal considerations for learners in the workplace/on placements	25
What is a qualification?	26
Qualifications in the <b>BSB Business Services Training Package</b> version 1.2	26
Qualifications	26
Qualification structure	27
Qualification pathways and occupational outcomes	29
Selecting electives for different employment outcomes	45
What is a skill set?	46
Skill sets in the <b>BSB Business Services Training Package</b> version 1.2	46
Skill sets	46
Skill set structure	47
What is a unit of competency?	48
Units of competency	48
Units of competency in the <b>BSB Business Services Training Package</b> version 1.2	49
Unit of competency structure	50
Contextualisation of units of competency by RTOs	52
Companion volumes/training package information	53
Contacts and links	53

## Who is this Guide for?

The Implementation Guide is designed to assist assessors, trainers, Registered Training Organisations (RTOs) and enterprises to deliver nationally endorsed industry training packages.

Nationally endorsed training packages are developed to meet the *Standards for Training Packages* (and accompanying policies) which were ratified by Commonwealth and State/Territory ministers in 2012.

As well as information relevant to all training packages, it provides specific information and advice about the history, structure, key features and application of the *BSB Business Services Training Package*.

## What is in the Implementation Guide?

This *BSB Business Services Training Package* Implementation Guide provides:

- information relevant to all training packages
- specific information and advice about the history, structure, key features and application of the *BSB Business Services Training Package*.

The Appendices section is provided as a separate document and contains:

- lists of qualifications, skill sets and units of competency
- mapping information for qualifications, skill sets and units of competency.

## Version control and modification history

Release number	Release date	Comments
Version 1.2	June 2015	Industry Skills Council (ISC) upgrade to correct typographical errors
Version 1.1	April 2015	Industry Skills Council (ISC) upgrade to correct mapping and typographical errors
Version 1	March 2015	Primary release of restructured <i>BSB Business Services Training Package</i> .  This release of the <i>BSB Business Services Training Package</i> contains 61 qualifications, 35 skill sets and 563 native units of competency (comprising 523 units updated to meet <i>Standards for Training Packages</i> and 40 new units) and 73 imported units  Leadership and Management qualifications added Managing Diversity qualification added Portfolio Management qualifications added Conveyancing qualifications moved from <i>FNS10 Financial Services Training Package</i> to <i>BSB Business Services Training Package</i> .

# About training packages

## What is a training package?

A training package is a set of nationally endorsed qualifications, units of competency and assessment requirements developed for a specific industry, sector or workplace. A training package:

- specifies the skills and knowledge required to perform effectively in the workplace
- provides consistent components for training, assessing or recognising skills
- enables nationally recognised qualifications to be awarded through direct assessment of workplace competencies
- promotes flexible modes of training to suit individual and industry requirements
- encourages learning and assessment in a work-related environment that leads to verifiable workplace outcomes
- may also provide support materials.

While a training package *does* specify workplace skills and knowledge requirements, it *does not* suggest how a learner should be trained. Users of training packages, such as trainers or assessors, must develop learning and assessment strategies that support the needs of their particular learners.

## Components of IBSA training packages

Training packages consist of the following endorsed components:

- **Qualifications** which consist of units of competency combined into meaningful groups to meet workplace roles, and aligned to vocational qualification levels identified in the *Australian Qualifications Framework (AQF)*
- **Units of competency** which specify the standards of performance required in the workplace
- **Assessment requirements** which specify the performance evidence, knowledge evidence and conditions for assessment for each unit of competency
- **Credit arrangements** which specify details of existing credit arrangements between vocational and higher education qualifications in accordance with the AQF. Currently no credit arrangements exist between any IBSA training package qualifications and higher education qualifications.

Training packages may also include non-endorsed components, such as:

- **Skill sets** which are groups of endorsed units of competency that address a defined industry need or licensing or regulatory requirement
- **Companion volumes** (including this Implementation Guide) which provide support for delivery and assessment
- **User guides** which provide information about specific components.

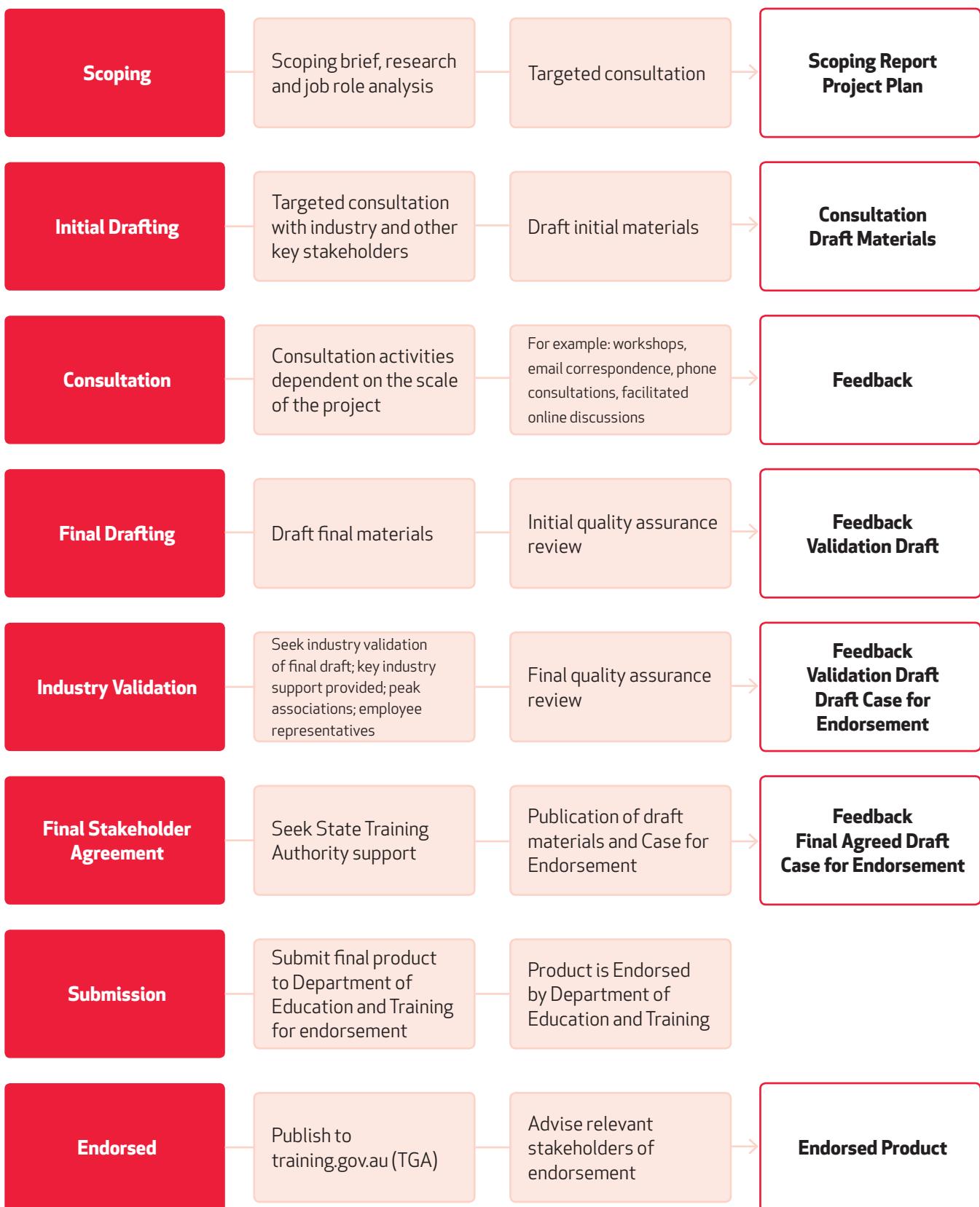
# Training package development and endorsement process

All training packages must be designed and developed to comply with the Australian Government's *Standards for Training Packages* and accompanying policies, which were approved by Commonwealth and State/Territory ministers in 2012. More information about training package standards and policies is available at:

<http://www.industry.gov.au/skills/TrainingPackages/Pages/default.aspx>.

Training packages are developed to meet the training needs of specific industries and sectors. They differ from other education and training courses in that they must be created with industry involvement and extensive national consultation. They are regularly reviewed through a continuous improvement cycle, and updated to ensure they remain current and relevant. The following diagram demonstrates IBSA's development or review process.

# IBSA's Training Package Development Process



# Who can deliver and assess a qualification?

For the purpose of national recognition, delivery and assessment must be conducted by an RTO with the qualifications or specific units of competency on its scope of registration.

All RTOs must comply with the requirements set out in applicable national frameworks and standards. The current registering bodies, frameworks and standards, and which type of RTO they apply to, are shown in the table on the following page. Users of this Implementation Guide are advised to check the applicable standards for their particular circumstances.

More information about national standards and standards for non-referring states can be found at:

<http://www.industry.gov.au/skills/NationalStandards/Pages/default.aspx>.

RTOs must make sure that training and assessment complies with the relevant standards. This includes ensuring that training delivery and assessment is conducted by those who:

- have the necessary training and assessment competencies
- have the relevant vocational competencies at least to the level being delivered or assessed
- can demonstrate current industry skills directly relevant to the training/assessment being delivered
- continue to develop their VET knowledge and skills, industry currency and trainer/assessor competence.

In some cases RTOs may need to use team-based or collaborative approaches to bring together all the necessary skills and knowledge to train and assess the full range of skills within a program of vocational training.

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**Check for specific assessor requirements in the *Assessment conditions* section of the *assessment requirements* for the unit of competency.**

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## Summary of Frameworks and Standards for RTOs

Registering body	Framework	Standards	Applicable RTOs
Australian Skills Quality Authority (ASQA)	<i>Vocational Education and Training (VET) Quality Framework</i>	Standards for Registered Training Organisations (RTOs) 2015	RTOs that deliver training in the Australian Capital Territory, New South Wales, the Northern Territory, South Australia, Queensland, or Tasmania  RTOs in Victoria and Western Australia that offer training to overseas students and/or students (including online courses) in the Australian Capital Territory, New South Wales, the Northern Territory, South Australia, Queensland, or Tasmania
Victorian Registration and Qualifications Authority (VRQA) - Victoria  Training Accreditation Council (TAC) - Western Australia	<i>Australian Quality Training Framework (AQTF)</i>	AQTF Essential Conditions and Standards for Initial Registration  AQTF Essential Conditions and Standards for Continuing Registration	RTOs that deliver vocational education and training solely in Victoria and/or Western Australia and do not intend to apply to be registered on the Commonwealth Register of Institutions and Courses for Overseas Learners (CRICOS)

# Overview of BSB Business Services Training Package

## About the Business Services industry

The *BSB Business Services Training Package* covers a diverse range of industries and occupations. Business Services covers a range of cross-industry functions and services supporting the commercial activities of all industries.

## Qualifications, skill sets and units of competency

The *BSB Business Services Training Package* contains:

- 61 AQF aligned qualifications
- 35 skill sets
- 563 native units of competency
- 73 imported units of competency.

Please refer to **Appendix 1** for the full list of qualifications, skill sets and units of competency.

## Mapping to previous version of the training package

Mapping information can be useful for delivery and assessment as it:

- explains the main changes between the previous and current versions of qualifications, skill sets and units of competency
- shows whether the outcomes of the previous and current versions are equivalent or not equivalent
- shows new components as well as any components removed from the training package.

Please refer to **Appendix 2** for mapping information for qualifications, skill sets and units of competency for the *BSB Business Services Training Package*.

**IBSA also recommends using the Compare Content Tool available on the [training.gov.au \(TGA\)](https://training.gov.au) website for more information about specific changes. Visit <https://www.youtube.com/watch?v=EjhNe3Bu0H4> to watch a video on how to use this tool.**

# Sectors in the Business Services Training Package

Broad competency fields	Titles for specific competency fields (alpha code)	Description <i>This code is used to indicate:</i>
Administration	Educational Administration (EDU)	Specialist units of competency developed for application in educational environments
	General Administration (ADM)	Units of competency developed for application in a broad range of work environments
	Legal Services Administration (LEG)	Specialist units of competency developed for application in a legal work environment
	Medical Services Administration (MED)	Specialist units of competency developed for application in medical environments including doctor's surgeries, hospitals, medical centres, hospices etc.
	Purchasing and Contracting (PUR)	Specialist units of competency developed for the procurement of goods and services
Business Development	Advertising (ADV)	Specialist units of competency developed for application in an advertising work environment
	International Business (INT)	Specialist units of competency developed for application in workplace environments involved in the import and/or export of goods and services
	Marketing (MKG)	Specialist units of competency developed for application in planning, developing and implementing marketing strategies
	Public Relations (PUB)	Specialist units of competency developed for application in public relations, fundraising and sponsorship environments
	Sales (SLS)	Specialist units of competency developed for application in the sales process and in sales management
Communication	Interpersonal Communication (CMM)	Units of competency denoting the application of interpersonal skills in a range of contexts within the workplace
	Writing (WRT)	Specialist units relating to the development and use of writing skills to communicate information
Creativity and Innovation	Creative Thinking (CRT)	Units of competency requiring the application of thought to develop concepts, ideas and constructive argument for the workplace
	Innovation (INN)	Units of competency requiring the application of skills and knowledge for the development of new practices, systems and processes for the workplace

Broad competency fields	Titles for specific competency fields (alpha code)	<b>Description</b> <i>This code is used to indicate:</i>
Design	Design Process (DES)	Units of competency requiring the application of skills and knowledge for the development and application of design techniques in response to workplace requirements
Finance	Financial Admin (FIA)	Units of competency applicable to financial record preparation and reporting
	Financial Management (FIM)	Units of competency related to the general management of financial functions including budgets, payroll and reporting
Industry Capability	Continuity (CON)	Specialist units of competency developed for the application of planning, resourcing and managing business continuity to ensure the resilience and critical functions/objectives of the business can be maintained in the event of a disruptive occurrence
	Industry Context (IND)	Units of competency providing an overview of the work requirements essential in specific workplace environments
	Product Skills and Advice (PRO)	Units of competency requiring the development and application of product knowledge
	Sustainability (SUS)	Specialist units of competency developed for the application of environmentally sustainable work practices
	Workplace Effectiveness (WOR)	Units of competency developed for application as core workplace skills and practices
Information and Communications Technology	E Business (EBU)	Specialist units of competency developed for application in e business environments
	IT Analysis and Design (ITA)	Specialist units of competency developed for application in the design and analysis of computerised systems and processes
	IT Building and Implementation (ITB)	Specialist units of competency developed for application in computer network environments
	IT Support (ITS)	Specialist units of competency developed for application in the maintenance of business technology
	IT Use (ITU)	Units of competency requiring the use of computer based hardware and software
Knowledge Management	Information Management (INM)	Specialist units of competency requiring the application of a range of information management processes including computerised and non computerised systems
	Recordkeeping (RKG)	Specialist units of competency developed for the application of recordkeeping procedures and practices in a broad range of work environments
	Research (RES)	Specialist units of competency required for application in the sourcing, collection, analysis and presentation of information

<b>Broad competency fields</b>	<b>Titles for specific competency fields (alpha code)</b>	<b>Description</b> <i>This code is used to indicate:</i>
Management and Leadership	Frontline Management (FLM)	Units of competency requiring the application of team management skills within a work group
	Franchising (FRA)	Specialist units of competency required for application in the establishment and management of a franchise
	Leadership (LDR)	Specialist units of competency required for leadership and people management in the workplace
	Management (MGT)	Specialist units of competency required for organisational development and people management in the workplace
	Project Management (PMG)	Specialist units of competency required for management and direction of projects
	Small and Micro Business (SMB)	Specialist units of competency developed for application in managing and operating micro and small businesses
Regulation, Licensing and Risk	Compliance (COM)	Specialist units of competency developed for compliance monitoring and management in a range of work environments
	Conveyancing (CNV)	Specialist units of competency developed for application by conveyancers
	Governance (GOV)	Specialist units of competency developed for application by company or Board directors
	Aboriginal and Torres Strait Islander Governance (ATSI)	Specialist units of competency developed for application in Indigenous governance work environments
	Work Health and Safety (WHS)	Specialist units of competency developed for implementing, monitoring and managing WHS in the workplace
	Quality Auditing (AUD)	Specialist units of competency developed for the implementation of quality audit systems
	Risk Management (RSK)	Specialist units of competency developed for application in a range of risk management contexts
	Intellectual Property (IPR)	Specialist units of competency developed for the protection, management and use of intellectual property
Stakeholder Relations	Customer Engagement (CUE)	Specialist units of competency developed for application in a customer engagement centre environment
	Customer Service (CUS)	Specialist units of competency developed for the application of customer service skills
	Relationship Management (REL)	Specialist units of competency associated with the development of client relationships and business networks

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

# Implementation information

## Regulation and licensing implications for implementation

Regulation or licensing issues are identified in the *Application* section of units of competency and the *Qualification description* section of qualifications. If there are no requirements, the following statement will appear: No licensing, legislative or certification requirements apply to this unit/qualification at the time of publication.

## Information for conveyancers

Conveyancers help prepare all legal documents involved in a real estate transaction (in WA, conveyancers are known as settlement agents). The following licensing, legislative and certification requirements apply to conveyancing qualifications in this training package.

### Minimum qualifications or competencies required

Conveyancers must be either qualified legal practitioners or hold *BSB52015 Diploma of Conveyancing* with the following units:

- *BSBLEG415 Apply the principles of contract law*
- *FNSACC403 Make decisions in a legal context*
- *BSBCNV501 Take instructions in relation to a transaction*
- *BSBCNV502 Read and interpret a legal document and provide advice*
- *BSBCNV503 Analyse and interpret legal requirements for a transaction*
- *BSBCNV504 Prepare legal documents*
- *BSBCNV505 Finalise the conveyancing transaction*
- *BSBCNV506 Establish and manage a trust account*
- *FNSINC401 Apply principles of professional practice to work in the financial services industry*
- plus 4 elective units.

Independent conveyancing contractors need to complete the following two sectoral units to be licensed with the Business Licensing Authority

- *BSBCNV601 Identify and conduct searches*
- *FNSORG601 Negotiate to achieve goals and manage disputes.*

## Licensing requirements

State/ Territory	Licensing requirements
NSW	Conveyancers must be licensed. Compliance with the Conveyancers Licensing Act 2003 and the Conveyancing Licensing Regulation 2006.
NT	Conveyancers must be licensed. Compliance with the Agents Licensing Act.
SA	Conveyancers must be registered. Compliance with the Conveyancers Act 1994.
Vic	Must be licensed. Compliance with the Conveyancers Act 2006.
WA	Need Settlement Agents' licence.
ACT & Qld	No conveyancing Act. Need to hire a legal practitioner or conveyancer working within a law firm.
Tas	Must be licensed. Compliance with the Conveyancing Act 2004.

## Relevant legislation and regulatory requirements

Legislative and regulatory requirements differ between States and Territories in Australia, and are subject to change. RTOs are responsible for ensuring that delivery and assessment incorporates the appropriate requirements.

### Commonwealth

- A New Tax System (Goods and Services Tax) Act 1999
- Age Discrimination Act 2004
- Anti-Money Laundering and Counter-Terrorism Financing Act 2006
- Australian Capital Territory Government Service (Consequential Provisions) Act 1994
- Australian Human Rights Commission Act 1986
- Australian Prudential Regulation Authority Act 1998
- Australian Securities and Investments Commission Act 2001
- Competition and Consumer Act 2010
- Corporations Act 2001
- Disability Discrimination Act 1992
- Fringe Benefits Tax Assessment Act 1986
- Income Tax Assessment Act 1997

- Privacy Amendment (Enhancing Privacy Protection) Act 2012
- Racial Discrimination Act 1975
- Sex Discrimination Act 1984
- Tax Agent Services Act 2009
- Taxation Administration Act 1953
- Work Health and Safety Act 2011

### State/Territory

- Anti-discrimination: Discrimination Act 1991 (ACT); Anti-Discrimination Act 1977 (NSW); Anti-Discrimination Act 1996 (NT); Anti-Discrimination Act 1991 (Qld); Anti-Discrimination Act 1998 (Tas); Equal Opportunity Act 1995 (Vic); Equal Opportunity Act 1984 (WA)
- Occupational health and safety: Occupational Health and Safety Act 2004 (Vic); Occupational Safety and Health Regulations 1996 (WA)
- Trustee: Trustee Act 1958 (Vic); Trustee Act 1925 (NSW); Trustee Act 1936 (SA); Trustee Act 1962 (WA); Trustee Act 1978 (Qld)

### Regulatory authorities/Standards

- Australian Accounting Standards Board (AASB) Standards
- Financial Reporting Council

# WHS implications in the industry

Work health and safety (WHS) requirements are covered either by:

- embedding requirements in the elements/performance criteria of units of competency
- including specific WHS units in qualifications.

In jurisdictions where the National Model WHS Legislation has not been implemented RTOs are advised to contextualise units of competency by referring to the existing State/Territory occupational health and safety (OHS) legislative requirements.

## Entry requirements

Generally individuals may commence a qualification as long as they have the knowledge, skills or experience required for entry. The table shows the qualifications in the *BSB Business Services Training Package* with entry requirements.

Qualification code and title	Entry requirements
<b>BSB51315 Diploma of Work Health and Safety</b>	<p>This qualification has entry requirements of all core units from <i>BSB41415 Certificate IV in Work Health and Safety</i>, or equivalent competencies. Equivalent competencies are predecessors to the following units which have been mapped as equivalent:</p> <ul style="list-style-type: none"> <li>• BSBWHS402 Assist with compliance with WHS laws</li> <li>• BSBWHS403 Contribute to implementing and maintaining WHS consultation and participation processes</li> <li>• BSBWHS404 Contribute to WHS hazard identification, risk assessment and risk control</li> <li>• BSBWHS405 Contribute to implementing and maintaining WHS management systems</li> <li>• BSBWHS406 Assist with responding to incidents</li> </ul>
<b>BSB60615 Advanced Diploma of Work Health and Safety</b>	<p>All core units from <i>BSB51315 Diploma of Work Health and Safety</i> or equivalent competencies. Equivalent competencies are predecessors to the following units which have been mapped as equivalent:</p> <ul style="list-style-type: none"> <li>• BSBWHS502 Manage effective WHS consultation and participation processes</li> <li>• BSBWHS503 Contribute to the systematic management of WHS risk</li> <li>• BSBWHS504 Manage WHS risks</li> <li>• BSBWHS505 Investigate WHS incidents</li> <li>• BSBWHS506 Contribute to developing, implementing and maintaining WHS management systems</li> </ul>

## Requirements for assessors

Assessor requirements are identified in the *Assessment conditions* section of units of competency.

All assessors must meet the requirements set by the applicable registering body (refer to the section 'Who can deliver and assess a qualification?' in this Guide).

### Assessor requirements for WHS qualifications

Assessors for *BSBWHS402 Assist with compliance with WHS laws* must hold a WHS qualification or equivalent at diploma level or higher.

Qualification code and title	Entry requirements
<b>BSB61215 Advanced Diploma of Program Management</b>	<ul style="list-style-type: none"> <li>Entry to this qualification is limited to those who:</li> <li>Have completed a Diploma of Project Management qualification.</li> <li>or</li> <li>Have completed two years equivalent full-time relevant workplace experience at a significant level within a project or program environment within an enterprise.</li> </ul>
<b>BSB80215 Graduate Diploma of Strategic Leadership</b>	<p>Entry to this qualification is limited to those who:</p> <p>Have completed a Diploma or Advanced Diploma qualification in related fields of study and 3 years equivalent full-time relevant workplace experience at a significant level of leadership and management responsibility and/complexity in an enterprise</p> <p>or</p> <p>Have completed a Bachelor degree in related fields of study and 2 years equivalent full-time relevant workplace experience at a significant level of leadership and management responsibility and/or complexity in an enterprise</p> <p>or</p> <p>Five years equivalent full-time relevant workplace experience at a significant level of leadership and management responsibility and/or complexity in an enterprise.</p>
<b>BSB80315 Graduate Certificate in Leadership Diversity</b>	<p>Entry to this qualification is limited to those who:</p> <p>Have completed a Bachelor degree in related fields of study.</p> <p>or</p> <p>Have completed a Diploma or Advanced Diploma qualification in related fields of study and 2 years equivalent full-time relevant workplace experience at a significant level of leadership and management responsibility and/or complexity in an enterprise.</p> <p>or</p> <p>Have three years equivalent full-time relevant workplace experience at a significant level of leadership and management responsibility and/or complexity in an enterprise.</p>
<b>BSB80415 Graduate Diploma of Portfolio Management</b>	<p>Entry to this qualification is limited to those who:</p> <p>Have completed a Diploma or Advanced Diploma qualification in related fields of study and 3 years equivalent full-time relevant workplace experience at a significant level of project or program leadership and management responsibility and/or complexity in an enterprise.</p> <p>or</p> <p>Have completed a Bachelor degree in related fields of study and 2 years equivalent full-time relevant workplace experience at a significant level of project or program leadership and management responsibility and/or complexity in an enterprise.</p> <p>or</p> <p>Have five years equivalent full-time relevant workplace experience at a significant level of leadership and management responsibility and/or complexity in an enterprise.</p>

# Access and equity considerations

Access and equity relates to the approaches used to make sure training and assessment practices consider and respond to the individual needs of learners, so that potential learning barriers are minimised. Individual needs that could present barriers to access, participation and achievement of learning outcomes include:

- age
- gender
- cultural or ethnic background
- disability
- sexuality
- language, literacy or numeracy skills
- employment status
- geographical location.

The design and content of this training package supports equitable access and progression for all learners. It is the responsibility of the RTO delivering and assessing qualifications to:

- ensure that training and assessment processes and methods do not disadvantage individual learners
- determine the needs of individual learners and to provide access to any educational and support services necessary.

Some practical ways that access and equity issues could be addressed include:

- modifying assessment processes and techniques for learners who are located at a distance from a campus location
- checking that materials are culturally appropriate for learners and amending, as necessary
- making sure that activities and assessments are suitable for the language, literacy and numeracy skill levels of learners (while meeting the requirements of the unit of competency).

## Reasonable adjustment

A legislative and regulatory framework underpins and supports the delivery of vocational education and training across Australia. Under this framework, providers of vocational education and training must take steps to ensure that learners with recognised disabilities can access and participate in education and training on the same basis as learners without disabilities.

Sometimes reasonable adjustments, are made to the learning environment, training delivery, learning resources and/or assessment tasks to accommodate the particular needs of a learner with a disability. An adjustment is reasonable if it can accommodate the learner's particular needs, while also taking into account factors such as: the views of the learner; the potential effect of the adjustment on the learner and others; the costs and benefits of making the adjustment.

Adjustments must:

- be discussed and agreed to by the learner with a disability
- benefit the learner with a disability
- maintain the competency standards
- be reasonable to expect in a workplace.

Adjustments are not required if they could:

- cause the RTO unjustifiable hardship
- harm other learners.

Making reasonable adjustments requires the RTO to balance the need for change with the expense or effort involved in making this change. If an adjustment requires a disproportionately high expenditure or disruption it is not likely to be reasonable.

## Foundation skills

Foundation skills are the non-technical skills that support an individual's participation in the workplace, in the community and in education and training.

In this training package (and all training packages developed by IBSA) the foundation skills incorporate the learning, language, literacy and numeracy (LLN) skills described in the *Australian Core Skills Framework (ACSF)*, and the employability skills described in the *Core Skills for Work Developmental Framework (CSfW)*. The skills included in these two frameworks are illustrated in the table.

ACSF	CSfW
<ul style="list-style-type: none"><li>• Learning</li><li>• Reading</li><li>• Writing</li><li>• Oral Communication</li><li>• Numeracy</li></ul>	<ul style="list-style-type: none"><li>• Navigate the world of work<ul style="list-style-type: none"><li>◦ Manage career and work life</li><li>◦ Work with roles, rights and protocols</li></ul></li><li>• Interact with others<ul style="list-style-type: none"><li>◦ Communicate for work</li><li>◦ Connect and work with others</li><li>◦ Recognise and utilise diverse perspectives</li></ul></li><li>• Get the work done<ul style="list-style-type: none"><li>◦ Plan and organise</li><li>◦ Make decisions</li><li>◦ Identify and solve problems</li><li>◦ Create and innovate</li><li>◦ Work in a digital world</li></ul></li></ul>

## Identifying foundation skills

Foundation skills that underpin competent performance are identified in each unit of competency in a foundation skills table. The foundation skills should be considered as an integrated part of the unit for delivery and assessment purposes.

The foundation skills table in each unit:

- identifies applicable underpinning skills
- lists the performance criteria numbers for each skill
- describes the application of each skill in context of the performance criteria.

The five skills from the *ACSF* are identified separately with descriptions identifying how the skill underpins the performance criteria. The three skill clusters from the *CSfW* are identified with descriptions that identify the respective skill or focus areas and how they underpin the performance criteria.

## Resource and equipment requirements

RTOs must make sure that all resources and equipment required to train and assess units of competency are available.

Details of specific resources, including equipment and materials essential for assessment, are listed in the *Assessment conditions* sections of assessment requirements documents.

# Modes of delivery

## Training and assessment in simulated environments

Units of competency in the *BSB Business Services Training Package* may be delivered and assessed in the workplace or in a simulated environment.

To maintain the integrity of training and assessment, RTOs, trainers and assessors need to keep pace with industry technologies and ensure that learning activities and assessments accurately reflect workplace activities. RTOs will need regular contact with industry to ensure the currency and validity of all activities conducted in simulated environments.

### Workplace simulation criteria

In conducting training and assessment in a simulated workplace environment, trainers and assessors must make sure that the simulated environment gives the learner the opportunity to meet the following critical criteria:

1. Quality – The work is of the standard required for entry into the industry.
2. Productivity – The work is performed within a timeframe appropriate for entry to the industry.
3. Safety – The work is performed in a manner that meets industry safety standards.

Where simulations meet these criteria, RTOs can be confident that learners are 'work ready' on successful completion of units of competency.

### Assessing in simulated environments

Simulations must provide opportunities for integrated assessment of competence that include:

- performing the task (task skills)
- managing a number of tasks (task management skills)
- dealing with workplace irregularities such as unexpected problems, breakdowns and changes in routine (contingency management skills)
- fulfilling the responsibilities and expectations of the job and workplace, including working with others (job/role environment skills)
- transferring competencies to new contexts.

Assessment activities must be realistic and reasonable in terms of scale. Assessment conducted under simulated conditions should reflect those typically found in the workplace. The following assessment checklist can be used to make sure that some key points are considered.

To further enhance the validity of assessment process using simulation, the assessor should consider:

- assessments covering a range of interconnected units of competency
- use of assessment checklists to ensure that all required performance and knowledge evidence requirements have been met
- use of self-assessment, peer assessment and debriefing activities
- use of authentic workplace documentation.

## Assessment checklist

Does the assessment allow the learner to:	Yes/No
• deal with typical customers, including difficult customers and diverse types of customers?	
• use facilities, equipment and materials that meet current industry standards?	
• plan and prioritise multiple tasks to meet deadlines?	
• experience the typical workflow for the industry?	
• require adherence to service standards, workplace procedures, health and safety requirements?	
• work with others as part of a team?	
• consider constraints and pressures met in the workplace, e.g. budget, time, availability of resources?	

## Australian apprenticeships

Apprenticeships and traineeships are formal training arrangements between an employer and an employee that have been established by a *State or Territory Training Authority (STA)*. STAs are the government departments in each State or Territory responsible for the operation of the VET system (including Australian Apprenticeships) within that jurisdiction. STAs establish specific industry training package qualifications which are available as apprenticeships and traineeships in each State or Territory.

The Australian Apprenticeships website offers information about traineeships and apprenticeships and includes links to the websites for STAs. Visit [www.australianapprenticeships.gov.au](http://www.australianapprenticeships.gov.au) for more information.

## VET in schools

*VET in schools (VETiS)* provides for nationally recognised vocational education and training to be undertaken as part of a senior secondary certificate.

Successful completion of a *VETiS* program enables students to gain a nationally-recognised AQF qualification, usually at the same time as their school-based qualification.

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

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

In some State and Territory school systems, students who work part-time in an appropriate workplace may use this to fulfil work placement requirements. Virtual or simulated work placements may also be legitimate.

### Training and assessment issues for schools

Implementation of the *BSB Business Services Training Package* within the school sector, while encouraged, needs to ensure:

- the currency of skills and knowledge of those who train and assess students
- access to industry-current equipment, facilities and training resources so that students acquire a realistic view of the realities and conditions within the workplace
- comprehensive coverage of foundation skills, performance requirements and knowledge requirements as described in the unit and assessment requirements documents for each unit of competency
- current and realistic learning and assessment experiences.

The following table lists the *BSB Business Services Training Package* qualifications that are recommended for delivery in a *VETiS* program.

Code	Title
BSB10115	Certificate I in Business
BSB20115	Certificate II in Business
BSB20215	Certificate II in Customer Engagement
BSB30115	Certificate III in Business
BSB30415	Certificate III in Business Administration
BSB31015	Certificate III in Business Administration (Legal)
BSB31115	Certificate III in Business Administration (Medical)

The following table lists the *BSB Business Services Training Package* qualifications that are *not* recommended for delivery in a *VETiS* program.

Code	Title
BSB30215	Certificate III in Customer Engagement
BSB30315	Certificate III in Micro Business Operations
BSB30515	Certificate III in Business Administration (International Education)
BSB30615	Certificate III in International Trade
BSB30715	Certificate III in Work Health and Safety
BSB30815	Certificate III in Recordkeeping
BSB30915	Certificate III in Business Administration (Education)
BSB40115	Certificate IV in Advertising
BSB40215	Certificate IV in Business
BSB40315	Certificate IV in Customer Engagement
BSB40415	Certificate IV in Small Business Management
BSB40515	Certificate IV in Business Administration
BSB40615	Certificate IV in Business Sales
BSB40715	Certificate IV in Franchising
BSB40915	Certificate IV in Governance
BSB41015	Certificate IV in Human Resources
BSB41115	Certificate IV in International Trade
BSB41315	Certificate IV in Marketing
BSB41415	Certificate IV in Work Health and Safety

Code	Title
BSB41515	Certificate IV in Project Management Practice
BSB41615	Certificate IV in Purchasing
BSB41715	Certificate IV in Recordkeeping
BSB41915	Certificate IV in Business (Governance)
BSB42015	Certificate IV in Leadership and Management
BSB42215	Certificate IV in Legal Services
BSB50115	Diploma of Advertising
BSB50215	Diploma of Business
BSB50315	Diploma of Customer Engagement
BSB50415	Diploma of Business Administration
BSB50515	Diploma of Franchising
BSB50615	Diploma of Human Resources Management
BSB50715	Diploma of Business (Governance)
BSB50815	Diploma of International Business
BSB51215	Diploma of Marketing
BSB51315	Diploma of Work Health and Safety
BSB51415	Diploma of Project Management
BSB51515	Diploma of Purchasing
BSB51615	Diploma of Quality Auditing
BSB51715	Diploma of Recordkeeping
BSB51915	Diploma of Leadership and Management
BSB52015	Diploma of Conveyancing
BSB52215	Diploma of Legal Services
BSB60115	Advanced Diploma of Advertising
BSB60215	Advanced Diploma of Business
BSB60515	Advanced Diploma of Marketing
BSB60615	Advanced Diploma of Work Health and Safety
BSB60815	Advanced Diploma of Recordkeeping
BSB60915	Advanced Diploma of Management (Human Resources)
BSB61015	Advanced Diploma of Leadership and Management
BSB61115	Advanced Diploma of Conveyancing
BSB61215	Advanced Diploma of Program Management
BSB80215	Graduate Diploma in Strategic Leadership
BSB80315	Graduate Certificate in Leadership Diversity
BSB80415	Graduate Diploma of Portfolio Management

RTOs are advised to check requirements with the relevant authorities in their State/Territory.

## Legal considerations for learners in the workplace/on placements

Legal requirements that apply to specific industries and VET vary across each State and Territory, and can regularly change. Contact the relevant State or Territory Department/s to check if legal requirements apply.



# Qualifications

## What is a qualification?

Qualifications are created by grouping units of competency into combinations that meet workplace roles. Qualifications come with 'packaging rules' which set out the overall requirements for delivering the qualification, for example, the number of core units; number and source of elective units.

Qualifications are aligned to *Australian Qualifications Framework* (AQF) qualification types. *Vocational Education & Training* (VET) qualifications are at levels 1, 2, 3, 4, 5, 6, and 8 of the AQF.

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

For a full explanation of the AQF, see the AQF website:  
<http://www.aqf.edu.au>

## Qualifications in the *BSB Business Services* *Training Package* version 1.2

Please refer to **Appendix 1** for a list of qualifications.

# Qualification structure

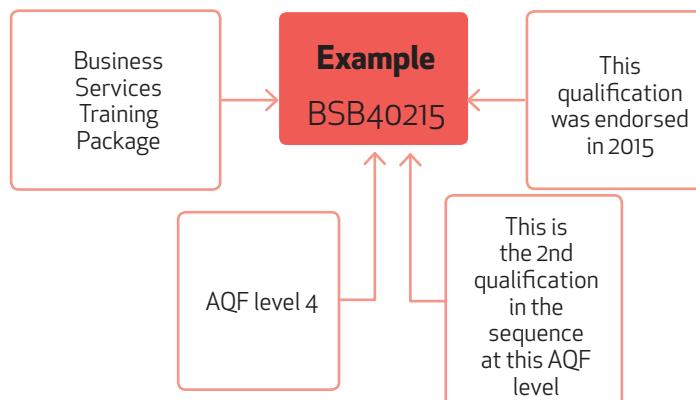
Qualifications are based on templates prescribed by the NSSC Standards for Training Packages 2012. The table explains the contents of each field for qualifications in this training package.

## Qualification code

Each qualification has a unique eight-character code:

- the first three characters identify the training package
- the first number identifies the qualification level
- the next two numbers identify a qualification's position in the sequence of qualifications at that level
- the last two numbers identify the year in which the qualification was endorsed.

For example:



## Qualification title

The title reflects the qualification outcomes and complies with the length specified in the AVETMIS standard (no more than 100 characters).

## Qualification description

This field describes the qualification outcomes, together with any licensing, legislative, regulatory or certification considerations.

### **Entry requirements**

This is an optional field that specifies any mandatory entry requirements.

### **Packaging rules**

This field:

- specifies the total number of units of competency required to achieve the qualification
- specifies the number of core and elective units
- lists all core and elective unit codes and titles, including prerequisite units where they apply.

### **Qualification mapping information**

This field specifies the code and title of any equivalent qualification.

### **Links**

This field provides a link to the Companion Volume Implementation Guide.

# Qualification pathways and occupational outcomes

A *pathway* is the route or course of action taken to get to a destination. A *training pathway* generally means the learning activities or experiences used to attain the competencies needed to achieve career goals. There is no single pathway that applies to everyone; each individual has specific needs and goals.

Achievement of AQF qualifications provides opportunities for individuals to pursue and achieve their career goals. Qualifications can be achieved in various ways, including:

- off-the-job training, e.g. attending classroom-based learning programs
- on-the-job training, e.g. apprenticeships, traineeships
- recognition of prior learning
- credit transfer.

The following information and charts explain possible occupational outcomes for qualifications in this training package, together with pathways between qualifications.

# Business / Administration Pathway

**BSB60215 Advanced Diploma of Business**

**BSB50215 Diploma of Business**  
**BSB50415 Diploma of Business Administration**

**BSB40215 Certificate IV in Business**  
**BSB40515 Certificate IV in Business Administration**

**BSB30115 Certificate III in Business**  
BSB30415 Certificate III in Business Administration  
BSB31115 Certificate III in Business Administration (Medical)  
BSB31015 Certificate III in Business Administration (Legal)  
BSB30515 Certificate III in Business Administration (International Education)  
BSB30915 Certificate III in Business Administration (Education)

**BSB20115 Certificate II in Business**  
Legal Transcription Skill Set  
Medical Transcription Skill Set

**BSB10115 Certificate I in Business**

# Leadership and Management Pathway

**BSB80215 Graduate Diploma of Strategic Leadership  
BSB80315 Graduate Certificate in Leadership Diversity**

BSB61015 Advanced Diploma of Leadership and Management

BSB51915 Diploma of Leadership and Management

BSB42015 Certificate IV in Leadership and Management

**Team Leader Skill Set**

Workplace Supervisor Language, Literacy and Numeracy Skill Set

Aspiring Supervisor Skill Set

Innovation Leadership Skill Set

## Marketing and Communication Pathway

**BSB60115 Advanced Diploma of Advertising**  
BSB60515 Advanced Diploma of Marketing

**BSB50115 Diploma of Advertising**  
BSB51215 Diploma of Marketing

**BSB40115 Certificate IV in Advertising**  
BSB40615 Certificate IV in Business Sales  
BSB41315 Certificate IV in Marketing

# Project Management Pathway

BSB80415 Graduate Diploma of Portfolio Management

BSB61215 Advanced Diploma of Program Management

BSB51415 Diploma of Project Management

BSB41515 Certificate IV in Project Management Practice

# Work Health and Safety Pathway

**BSB60615 Advanced Diploma of Work Health and Safety**

BSB51315 Diploma of Work Health and Safety

**BSB41415 Certificate IV in Work Health and Safety**

**BSB30715 Certificate III in Work Health and Safety**

# Small Business Pathway

BSB40415 Certificate IV in Small Business Management

BSB30315 Certificate III in Micro Business

Small Business Contracting Skill Set  
Small Business Financial Management Skill Set  
Small Business Home Based Business Skill Set  
Small Business AATSI Corporate Governance Skill Set  
Small Business Intellectual Property Skill Set  
Small Business Marketing Skill Set  
Small Business Operations Preparatory Skill Set  
Small Business Preparatory Skill Set  
Energy Efficiency in Business Skill Set

## International Trade Pathway

BSB50815 Diploma of International Business

BSB41115 Certificate IV in International Trade

BSB30615 Certificate III in International Trade

# Franchising Pathway

BSB50515 Diploma of Franchising

BSB40715 Certificate IV in Franchising

Franchising Skill Set

# Purchasing Pathway

BSB51515 Diploma of Purchasing

BSB41615 Certificate IV in Purchasing

# Human Resources Pathway

**BSB80315 Graduate Certificate in Leadership Diversity**

BSB60915 Advanced Diploma of Management (Human Resources)

**BSB50615 Diploma of Human Resources Management**

**BSB41015 Certificate IV in Human Resources**

**Promoting Diversity Awareness in the Workplace Skill Set**

Implementing Policy for Diversity Skill Set

Managing Cultural Diversity Skill Set

Planning Diversity Skill Set

# Customer Engagement Pathway

BSB61015 Advanced Diploma of Leadership and Management

BSB50315 Diploma of Customer Engagement

BSB40315 Certificate IV in Customer Engagement

BSB30215 Certificate III in Customer Engagement

BSB20215 Certificate II in Customer Engagement

Basic Customer Engagement Skill Set

# Governance Pathway

**BSB50715 Diploma of Business (Governance)**

**BSB41915 Certificate IV in Business (Governance)**  
**BSB40915 Certificate IV in Governance**

**Governance Induction Skill Set**  
**Small Business AATSI Corporate Governance Skill Set**

# Legal Services Pathway

BSB52215 Diploma of Legal Services

BSB42215 Certificate IV in Legal Services

BSB31015 Certificate III in Business Administration (Legal)

Legal Transcription Skill Set

# Conveyancing Pathway

BSB61115 Advanced Diploma of Conveyancy

BSB52015 Diploma of Conveyancy

# Recordkeeping Pathway

**BSB60815 Advanced Diploma of Recordkeeping**

BSB51715 Diploma of Recordkeeping

BSB41715 Certificate IV in Recordkeeping

BSB30815 Certificate III in Recordkeeping

**Key Recordkeeping Skill Set**

## Selecting electives for different employment outcomes

The qualifications include elective units that should be selected according to the learning and pathway needs of the learner. The choice of elective units is generally negotiated between the learner and/or employer, and the RTO conducting the training program.

Electives can be selected from within the training package, from other training packages and from accredited courses.

IBSA recommends that elective units should be used to provide a vocational focus for the qualification and should be relevant to the:

- qualification level
- job role
- work outcomes
- local industry needs.

# Skill sets

## What is a skill set?

Skill sets consist of one or more endorsed units of competency that have been packaged together to address a defined industry need or specific licensing or regulatory requirement. Skill sets are not qualifications.

## Skill sets in the *BSB Business Services Training Package* version 1.2

Please refer to [Appendix 1](#) for a list of skill sets.



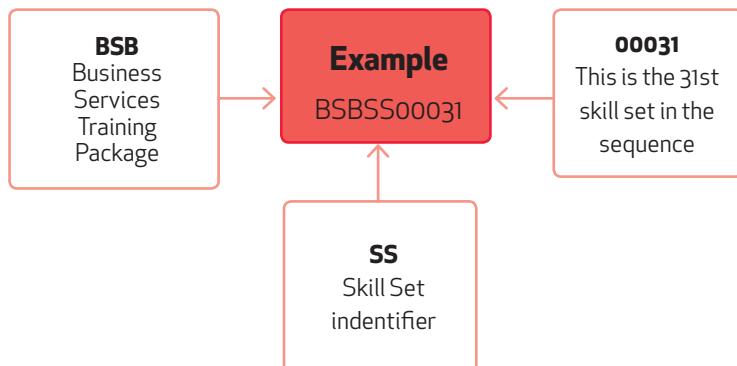
# Skill set structure

Skill sets themselves are non-endorsed components of training packages (however, they consist of endorsed units of competency). Skill sets use a standard format developed by IBSA. The table explains the contents of each field.

## Skill set code

This is a unique code in the format: <Training package code> < SS > <five digit code> e.g. BSBSS00001.

For example:



## Skill set name

The title reflects the skill set outcomes.

## Description

This field explains how the skill set meets the industry need or regulatory requirement.

## Pathways information

This field explains the skill set's relationship with a qualification.

## Suggested title and words for Statement of Attainment

This field provides advice on a suitable title and words to use on a Statement of Attainment.

## Target group

This field explains the types of individuals who will benefit from completing the skill set.

## Links

This field provides a link to the Companion Volume Implementation Guide.

# Units of competency

## What is a unit of competency?

Units of competency are the nationally agreed statements of the skills and knowledge required for effective performance in a particular job or job function. Units of competency describe work outcomes as agreed by industry. As such, they do not describe the procedures necessary to perform a particular role, but rather, identify the skills and knowledge, as outcomes, that contribute to the whole job function. Each unit of competency describes:

- a specific work activity and what it involves
- particular skills (and level of skills) that are needed to perform the work activity
- conditions under which the work activity may be conducted
- knowledge and skills required to perform the work activity
- foundation skills required to perform the work activity
- how learners can show they are competent in the work activity
- performance and knowledge evidence that must be considered in assessing competency of the unit
- conditions under which evidence for assessment must be gathered.

Units of competency are not aligned to levels within the AQF because units of competency can be included across a range of qualification levels. However, the qualification in which a unit is first packaged in a training package is indicated in the unit code.

## What is competency?

The broad concept of industry competency is the ability to perform particular tasks and duties to the standard of performance expected in the workplace. Competency covers all aspects of workplace performance and involves:

- performing individual tasks
- managing a range of different tasks
- responding to contingencies or breakdowns
- dealing with the responsibilities of the workplace, including working with others.

Workplace competency is the ability to apply relevant skills and knowledge consistently over time and in the required workplace situations and environments.

Competency standards are determined by industry to meet industry skill needs and focus on what is expected of a competent individual in the workplace.

## Units of competency in the *BSB Business Services Training Package* version 1.2

As well as native units, a range of units of competency have been imported into the *BSB Business Services Training Package* to provide greater flexibility, choice and transferability of skills within the industry.

Please refer to **Appendix 1** for a list of units of competency. This includes:

- units of competency native to this training package
- imported units of competency
- units of competency with prerequisites.

# Unit of competency structure

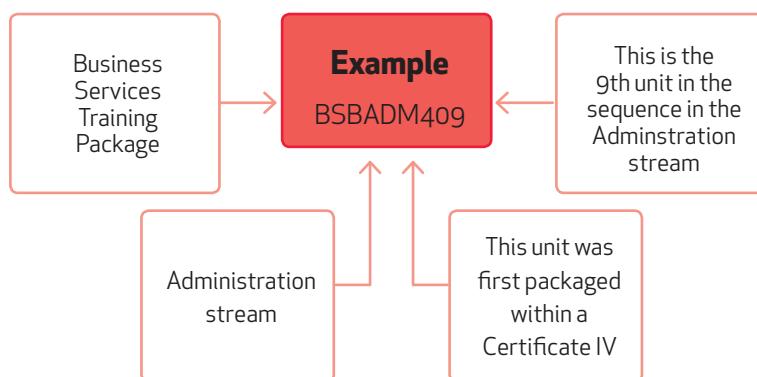
Units of competency are based on templates prescribed by the *NSSC Standards for Training Packages 2012*. Under these *Standards*, a unit of competency comprises two separate documents, i.e. a unit of competency document and an assessment requirements document. The tables explains the contents of each field.

## Unit of competency

### Unit code

Each unit of competency has a unique code, which is assigned when the training package is endorsed, or when new units of competency are added to an endorsed training package:

- the first three characters identify the training package
- the next three characters indicate the competency stream or group
- the first number indicates the AQF qualification in which the unit is first packaged
- the next two numbers identify a unit's position in the sequence of units in that competency stream or group.



### Unit title

The title describes the unit outcome and complies with the length specified in the AVETMIS Standard (no more than 100 characters).

### Unit application

This field describes how the unit is practically applied, who would typically use it and the unit of competency's relationship to licensing, legislative or certification requirements.

### Prerequisite units

This is an optional field that specifies any unit(s) in which the learner must already be competent prior to the achieving competency in this unit.

#### **Unit sector**

This field is used to categorise units of competency in relation to industry sectors or types of work.

#### **Elements of competency**

Elements of competency describe the outcomes of the significant functions and tasks that make up the competency. Elements describe actions or outcomes that are demonstrable and assessable.

#### **Performance criteria**

Performance criteria specify the required performance in relevant tasks, roles, skills (including foundation skills) and the applied knowledge that enables competent performance.

#### **Foundation skills**

This field describes the language, literacy, numeracy and employment skills that are essential to performance.

#### **Range of conditions**

This is an optional field that specifies different work environments and conditions that may affect performance. Range is restricted to essential operating conditions and any other variables essential to the work environment, so it is quite different from the previous Range statement.

#### **Unit mapping information**

This field specifies the code and title of any equivalent unit of competency.

#### **Links**

This field provides a link to the Companion Volume Implementation Guide.

## Assessment requirements

### Title

This field uses the format: Assessment Requirements for [Unit of Competency Code and Title]

### Performance evidence

Performance evidence, as the name implies, specifies what individuals must do to show that they satisfy the performance standards in the unit of competency.

### Knowledge evidence

Knowledge evidence, as the name implies, specifies what individuals must know in order to carry out the work tasks described in the unit of competency safely and effectively.

### Assessment conditions

This field describes mandatory conditions for assessment, e.g. details of equipment and materials; contingencies; physical conditions; relationships with other people; timeframes. It also specifies assessor requirements.

### Links

This field provides a link to the Companion Volume Implementation Guide.

## Contextualisation of units of competency by RTOs

RTOs may contextualise units of competency to reflect local skill needs. Contextualisation could involve additions or amendments to the unit of competency to suit particular delivery methods, learner profiles, or specific enterprise requirements. Any contextualisation must ensure the integrity of the outcome of the unit of competency is maintained.

Industry requirements, as described in training or job specifications, can be used to contextualise a unit of competency.

# Contacts and links

## Companion volumes/ training package information

All IBSA Companion Volumes can be found on the IBSA website:  
[https://ibsa.org.au/companion\\_volumes](https://ibsa.org.au/companion_volumes)

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Email: [reception@ibsa.org.au](mailto:reception@ibsa.org.au)

## General

Australian Apprenticeships  
[www.australianapprenticeships.gov.au](http://www.australianapprenticeships.gov.au)

Australian Qualifications Framework: Second edition, January 2013  
<http://www.aqf.edu.au/>

Australian Skills Quality Authority (ASQA)  
<http://www.asqa.gov.au>

Industry Skills Councils  
<http://www.isc.org.au>

TGA website, training packages  
<http://www.training.gov.au/>

Training Accreditation Council (Western Australia)  
<http://www.tac.wa.gov.au>

Victorian Registration and Qualifications Authority (VRQA)  
<http://www.vrqa.vic.gov.au>

# State and Territory Training Authority

Australian Capital Territory  
<http://www.det.act.gov.au/>

New South Wales  
<https://www.dec.nsw.gov.au/>

Northern Territory  
<http://www.dob.nt.gov.au>

Queensland  
<http://trainandemploy.qld.gov.au/>

South Australia  
<http://www.statedevelopment.sa.gov.au/>

Tasmania  
<http://www.skills.tas.gov.au/>

Victoria  
<http://www.education.vic.gov.au/>

Western Australia  
<http://www.education.wa.edu.au>

## About IBSA

This Guide has been developed by Innovation and Business Skills Australia (IBSA). IBSA is a national organisation working closely with industry to identify skill needs and to develop training products and services to fill those needs.

IBSA is authorised and funded by the Australian government to produce training packages for its six industries:

- Business services
- Financial services
- Information and communication technologies
- Cultural industries
- Printing and graphic arts
- Education and training.

Visit [www.ibsa.org.au](http://www.ibsa.org.au) for more information.

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**Department of Education and Training**

