



# Business Services Curriculum Framework

## Stage 6 Syllabus Part A

for implementation from 2002

Business Services (120 indicative hours)  
Business Services (240 indicative hours)  
Business Services Extension (60 and/or 120 indicative hours)

2001

**PLEASE NOTE**

The HSC examination specifications detailed in this syllabus refer to the 2009 HSC examination. New HSC examination specifications will apply to the new syllabus endorsed for the 2010 HSC examination and beyond.

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# **1 Introduction to Industry Curriculum Frameworks**

Industry curriculum frameworks have been developed to provide students with the opportunity to gain credit towards the NSW Higher School Certificate and credit towards national vocational qualifications under the Australian Qualifications Framework (AQF).

Industry curriculum frameworks are based on national endorsed training packages. They specify the range of industry-developed units of competency from the relevant training packages that have been identified as suitable for the purposes of the Higher School Certificate. They also define how units of competency are arranged in HSC Vocational Education and Training (VET) courses for the purpose of gaining unit credit for the Higher School Certificate. Wherever possible, VET courses in industry curriculum frameworks are aligned to national training package qualifications.

This industry curriculum framework contains HSC Business Services VET courses delivered by:

- Schools
- TAFE colleges
- other Registered Training Organisations (RTOs) on behalf of schools or TAFE colleges for the Higher School Certificate.

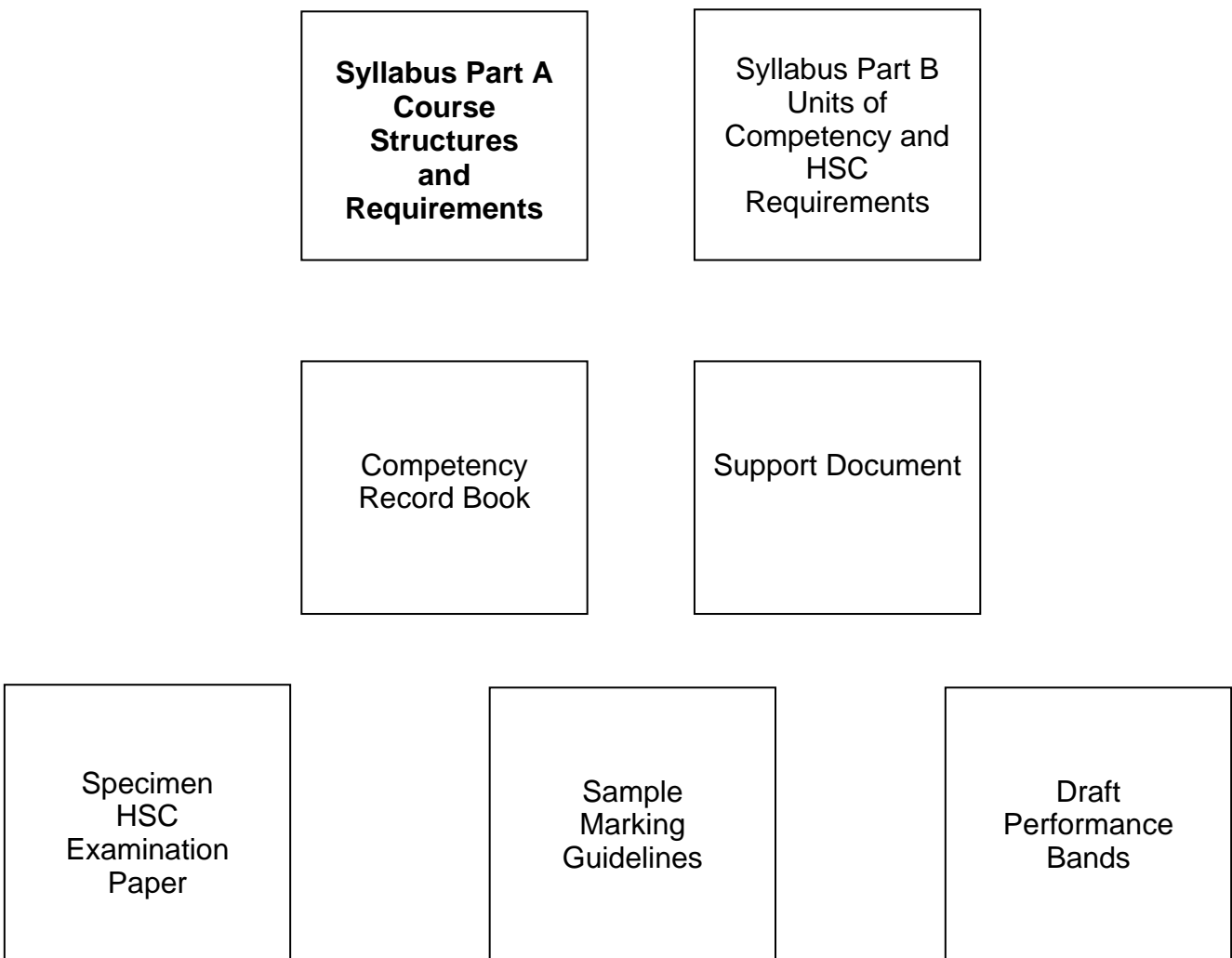
## **2 Documentation associated with Industry Curriculum Frameworks**

The documentation for industry curriculum frameworks has been written to assist teachers and trainers develop teaching and assessment programs and to help in the management of competency achievement of Higher School Certificate candidates.

The purpose of Part A of the Business Services Curriculum Framework Stage 6 Syllabus is to describe how students may achieve unit credit towards the Higher School Certificate and credit towards a vocational qualification. It contains general advice about the Business Services Curriculum Framework and describes course structures and requirements, including work placement. This document should be used as the first reference when planning the implementation of VET courses for the Higher School Certificate.

The set of documents associated with the curriculum framework is shown below.

### **2.1 Industry Curriculum Framework documentation**



### 3 The Higher School Certificate program of study

The purpose of the Higher School Certificate program of study is to:

- provide a curriculum structure which encourages students to complete secondary education
- foster the intellectual, social and moral development of students, in particular developing their:
  - knowledge, skills, understanding and attitudes in the fields of study they choose
  - capacity to manage their own learning
  - desire to continue learning in formal or informal settings after school
  - capacity to work with others
  - respect for the cultural diversity of Australian society
- provide a flexible structure within which students can prepare for:
  - further education and training
  - employment
  - full and active participation as citizens
- provide formal assessment and certification of students' achievements
- provide a context within which schools also have the opportunity to foster students' physical and spiritual development.

### 4 Vocational Education and Training (VET) in the NSW Higher School Certificate

#### 4.1 The National Training Framework

All accredited VET programs, including those for HSC students, must meet the requirements of the National Training Framework (NTF).

The key components of the National Training Framework are:

- The Australian Qualifications Framework (AQF)  
Under the AQF, VET qualifications in each industry area are standard across Australia. To facilitate this, the award of a particular AQF Diploma, Certificate or Statement of Attainment depends on the person who seeks a qualification which meets specified industry competency standards. Competency standards have been developed by industry to reflect the real requirements for employment and effective work performance in the relevant industry and are expressed in national industry training packages.
- National Training Packages  
All training packages contain three mandatory or 'endorsed' components on which AQF VET qualifications in the relevant industry are based:
  - *units of competency* which express the industry competency standards and include elements of competency, performance criteria, a range of variables and an evidence guide
  - *assessment guidelines* which set out conditions for establishing that competency has been met
  - *qualifications* which explain the qualifications and relationships between them.

Training packages may also contain a range of materials designed to assist with training and assessment. These are not mandatory and are known as 'non-endorsed components'.

- **The Australian Quality Training Framework (AQTF)**

Because training packages and AQF qualifications are standardised across Australia, they are also recognised in all parts of Australia. This is assured by the AQTF, which ensures that the quality of training and assessment is consistent and reliable.

Under the AQTF, an organisation wishing to provide training, assess competencies and issue VET qualifications under the AQF, must be a Registered Training Organisation (RTO). It is the responsibility of an RTO, whether it is a school or school system, a TAFE college or other training provider, to ensure that quality assurance requirements are met. These requirements include access to adequate resources and appropriately qualified staff in order to deliver and/or assess training programs that lead to the achievement of qualifications (or individual units of competency) that have been identified in the RTO's scope of registration. As part of its registration, each RTO must agree to recognise AQF qualifications issued by any other RTO.

## **4.2 Industry curriculum frameworks**

Industry curriculum frameworks have been developed to satisfy the requirements of the National Training Framework and the purposes of the NSW Higher School Certificate.

An industry curriculum framework describes the range of units of competency from the relevant training package that is endorsed by the Board of Studies for inclusion in the NSW Higher School Certificate.

It also describes the groupings of units of competency that define specific HSC VET courses. These are determined largely by the qualifications available in the relevant training package and their suitability for school students attempting the Higher School Certificate. An industry curriculum framework must also meet a set of industry- and school-related criteria developed to promote the strengthening and extension of VET in the Higher School Certificate.

Units of competency are the components against which assessment and reporting occur for the purpose of gaining credit towards an AQF qualification. They are also the focus of courses within an industry curriculum framework. In this sense, the elements of competency, which collectively define the outcomes of each unit of competency, also define the outcomes and determine the content of HSC VET courses within each framework.

## 5 Rationale

Business services are essential to every Australian business, either as a core activity or as a support to the core activities. Business services can be internally or externally provided to a business.

Business services are those activities which bind an organisation together, enable it to function and connect it to its customers and community. As such, 'Business Services' represents both an industry sector (comprising those firms which provide a business service to other companies) and an occupational grouping (comprising those workers in all industries who are providing a business service within their own company).

Business services include management and administration; human resource management; sales marketing and advertising; and accounting and finance.

In 2001, the industry employs approximately 1.6 million people across Australia and is traditionally open to school leavers. The business services workforce is the second largest cross-industry occupational group in Australia. While the total number of business services workers has remained fairly steady since the early 1990s, the size of the workforce ensures that the sector will provide current and future school students with employment opportunities. It is likely that employers will require higher-level skills and place a greater emphasis on formal qualifications.

Virtually all occupations within the industry area have been subject to the significant changes in information and communication technology of the past decade and this trend is likely to continue. In some areas, career paths are converging with those in Information Technology.

The Business Services Curriculum Framework has been developed in response to the needs of the industry and to provide training and education opportunities for the full range of HSC students. The framework relates to the office skills/administration sector of the industry and is based on units of competency in the Business Services Training Package. Courses within the framework replace the courses in *Business Services (Administration) 1999* and the previous *Office Skills CEC 1994*.

The qualification available to students who achieve competence in the appropriate units of competency is the *AQF Certificate II in Business (BSB20101)*. Students who do not qualify for Certificate II may be eligible for an AQF Statement of Attainment towards this certificate. Students who undertake extension courses may also be eligible for an AQF Statement of Attainment towards the *AQF Certificate III in Business (BSB30101)* or Certificate III in Business (Medical Administration) (BSB30704). Students who wish to undertake the HSC examination will have that mark attribute to their U.A.I.

The inclusion of industry-recognised courses in Business Services in the HSC will allow students develop a range of skills which will give them access to both long-term and short-term employment opportunities. Certificate II is a recognised qualification for clerical/administrative employment at an operational level but also provides pathways to further qualifications in supervision, specialist occupations and management in a range of industries. It is also relevant to a number of related professional careers, including information technology, business management, publishing and finance.

The knowledge, skills and attitudes acquired by students in undertaking courses within the Business Services Curriculum Framework will also be of value in future study and daily life.

## 6 Aim

The Business Services Curriculum Framework is designed to enable students to acquire a range of technical, personal and organisational skills valued both within and beyond the workplace. They will also acquire underpinning skills and knowledge related to functional areas within the business services industry. Through study in this subject, students will gain experience that can be applied to a range of contexts, including work, study and leisure, and that can be used in making informed career choices.

## 7 Business Services Curriculum Framework

### 7.1 Training Package qualifications

The Business Services Curriculum Framework is based on the National Business Services Training Package.

This training package incorporates five nationally recognised qualification levels ranging from AQF Certificate I to Diploma of Business, based on the National Business Services Competency Standards. Some of these qualifications are shown in Table 1.

The Qualifications and/or Statements of Attainment available through the Business Services Curriculum Framework are indicated in bold.

**Table 1. Certificates available under Business Services Training Package**

National Code	Qualification Name
BSB10101	Certificate I in Business
<b>BSB20101</b>	<b>Certificate II in Business</b>
<b>BSB30101</b>	<b>Certificate III in Business</b>
BSB30201	Certificate III in Business Administration
BSB30301	Certificate III in Business (Sales)
BSB30401	Certificate III in Business (Recordkeeping)
BSB30501	Certificate III in Business (Frontline Management)
<b>BSB30704</b>	<b>Certificate III in Business (Medical Administration)</b>
BSB40101	Certificate IV in Business
BSB40201	Certificate IV in Business Administration
BSB40301	Certificate IV in Business (Recordkeeping)
BSB40401	Certificate IV in Business (Small Business Management)
BSB40501	Certificate IV in Business Development
BSB40601	Certificate IV in Business (Advertising)
BSB40701	Certificate IV in Business (Marketing)
BSB40801	Certificate IV in Business (Human Resources)
BSB40901	Certificate IV in Business (Governance)
BSB41001	Certificate IV in Business (Frontline Management)
BSA40200	Certificate IV in Business (Legal Services)
BSB41101	Certificate IV in Business (Management)

Certificate II is the entry-level employment qualification. It is recommended by industry that training commence at Certificate II level.

Certificates III and IV allow for study within specialised competency domains. The domains are recordkeeping, management, frontline management, marketing, advertising, small business management, human resources, medical administration and administration. Domain-specific qualifications exist in addition to the general qualification in Business. These qualifications draw on the common units of competency and specific units from within the domain.

The qualification in Business Services available through the Business Services Curriculum Framework is:

- the Certificate II in Business (BSB20101).

The following Statements of Attainment may also be awarded:

- Statement of Attainment towards Certificate II in Business (BSB20101)
- Statement of Attainment towards Certificate III in Business (BSB30101)
- Statement of Attainment towards Certificate III in Business (Medical Administration) (BSB30704).

## **7.2 Units of competency included in the Business Services Curriculum Framework**

The Business Services Curriculum Framework includes units of competency from Certificate II in Business (BSB20101) and selected units of competency from Certificate III as set out in the Industry Training Package.

**Table 2. Business Services Curriculum Framework**

<b>Units of competency</b>	
BSBCMN211A	Participate in workplace safety procedures
BSBCMN201A	Work effectively in a business environment
BSBCMN202A	Organise and complete daily work activities
BSBCMN203A	Communicate in the workplace
BSBCMN204A	Work effectively with others
BSBCMN205A	Use business technology
BSBCMN206A	Process and maintain workplace information
BSBCMN207A	Prepare and process financial/business documents
BSBCMN209A	Provide information to clients
BSBCMN212A	Handle mail
BSBCMN213A	Produce simple word-processed documents
BSBCMN214A	Create and use simple spreadsheets
BSBCMN301A	Exercise initiative in a business environment
BSBCMN302A	Organise personal work priorities and development
BSBFLM303A	Contribute to effective workplace relationships
BSBCMN304A	Contribute to personal skill development and learning
BSBCMN305A	Organise workplace information
BSBCMN306A	Produce business documents
BSBCMN307A	Maintain business resources
BSBCMN308A	Maintain financial records
BSBCMN309A	Recommend products and services
BSBADM304A	Design and develop text documents
BSBADM305A	Create and use databases

<b>Units of competency cont/d</b>	
BSBADM306A	Create electronic presentations
BSBADM307A	Organise schedules
BSBMED201A	Use basic medical terminology
BSBMED202A	Follow OHS policies and procedures in a medical office
BSBMED302A	Prepare and process medical accounts
BSBMED305A	Apply the principles of confidentiality, privacy and security within the medical environment

## **8 Course structures**

### **8.1 Courses within the Business Services Curriculum Framework**

An industry curriculum framework for the Higher School Certificate describes the range of units of competency that have been identified as being suitable for the purposes of the Higher School Certificate. Units of competency within the Business Services Curriculum Framework are shown in Table 2.

Each course within a framework describes how the available units of competency can be grouped to gain units of credit towards the Higher School Certificate.

The Business Services Curriculum Framework includes the following courses:

- Business Services (120 indicative hours)
- Business Services (240 indicative hours)
- Business Services Extension (120 indicative hours)
- Business Services Extension (60 indicative hours).

### **8.2 Allocation of hours for unit credit in the HSC**

Units of competency drawn from industry training packages are not defined in terms of duration. The amount of time required by individual students to achieve competency will vary according to their aptitude and experience. Where a training program is designed for delivery by an RTO, the RTO will specify the length of the training program according to the curriculum resources/delivery strategies chosen.

However, for the purposes of the Higher School Certificate, courses must be described in terms of their indicative hours. Courses are 240 indicative hour courses, 120 indicative hour courses or (in the case of extension courses) 60 indicative hour courses.

For this reason, indicative hours for unit credit towards the Higher School Certificate have been assigned to each unit of competency within the framework. It is emphasised that the assignment of indicative hours does not imply that all students will fulfil all requirements of a unit of competency within these hours. RTOs may determine that additional or fewer hours are required for the achievement of particular competencies. However this does not alter the indicative hours allocated in Table 3, only the delivery hours. It is also expected that students will need to spend additional time in practising skills in a work environment and in completing projects and assignments, in order to fulfil industry assessment requirements.

Table 3 lists the indicative hours assigned to each unit of competency included in the Business Services Curriculum Framework for the purpose of unit credit towards the Higher School Certificate.

**Table 3. HSC Indicative Hours for Certificate II and Extension Courses**

Units of competency		Hours
BSBCM211A	Participate in workplace safety procedures	15
BSBCM201A	Work effectively in a business environment	15
BSBCM202A	Organise and complete daily work activities	15
BSBCM203A	Communicate in the workplace	15
BSBCM204A	Work effectively with others	15
BSBCM205A	Use business technology	20
BSBCM206A	Process and maintain workplace information	20
BSBCM207A	Prepare and process financial/business documents	25
BSBCM209A	Provide information to clients	15
BSBCM212A	Handle mail	15
BSBCM213A	Produce simple word-processed documents	25
BSBCM214A	Create and use simple spreadsheets	20
BSBCM301A	Exercise initiative in a business environment	20
BSBCM302A	Organise personal work priorities and development	20
BSBFLM303A	Contribute to effective workplace relationships	20
BSBCM304A	Contribute to personal skill development and learning	20
BSBCM305A	Organise workplace information	30
BSBCM306A	Produce business documents	30
BSBCM307A	Maintain business resources	15
BSBCM308A	Maintain financial records	30
BSBCM309A	Recommend products and services	20
BSBADM304A	Design and develop text documents	20
BSBADM305A	Create and use databases	20
BSBADM306A	Create electronic presentations	20
BSBADM307A	Organise schedules	20
BSBMED201A	Use basic medical terminology	30
BSBMED202A	Follow OHS policies and procedures in a medical office	15
BSBMED302A	Prepare and process medical accounts	30
BSBMED305A	Apply the principles of confidentiality, privacy and security within the medical environment	15

### 8.3 Course design

Business Services (240 indicative hours) consists of 12 units of competency in the AQF Certificate II in Business (BSB20101) and two units from the AQF Certificate III in Business (BSB30101). The design of this course is, therefore, fixed and is shown in section 8.4 of this syllabus.

However, the Business Services Curriculum Framework allows for flexibility in the design of the other courses within the framework. In the case of the 120 indicative hour course and of the 60 and 120 indicative hour extension courses, RTOs may choose combinations of the units of competency from within the Business Services Curriculum Framework to structure the courses to maximise students' career opportunities along particular pathways. The combinations chosen might meet identified local needs in terms of student interest and industry requirements or take account of the availability of resources.

The combinations of units chosen must meet the following requirements.

#### Requirements for course design

Business Services (120 indicative hours) and Business Services extension (60 and 120 indicative hours):

- Courses must consist of units of competency chosen from those included in the Business Services Curriculum Framework.

- Business Services (120 indicative hours) will consist of units within the framework drawn from Certificate II in Business (BSB20101) and must include BSBCMN211A.
- Extension courses will consist of units within the framework drawn from the Certificate III in Business (BSB30101).
- Course hours must adhere to the indicative hours assigned to units of competency in Table 3.
- 60 indicative hour courses are only available as extension courses.
- Extension courses are available only to students enrolled in Business Services (240 indicative hours).
- Students must not attempt the same unit of competency in more than one course.

**In addition, it is recommended that:**

- the combination of units chosen focuses on an occupational outcome (eg accounts, word processing)
- units of competency are logically sequenced and take account of relationships between units of competency shown in the Business Services Training Package.

**8.4 Business Services (240 indicative hours)**

**Purpose**

The purpose of this course is to provide students with the opportunity to gain a range of skills and knowledge suitable for employment in a business environment and also for university and other tertiary study.

**Course structure**

This course is based on twelve units of competency in the Certificate II in Business (BSB20101) and two units of competency from Certificate III (BSB30101).

**Course requirements**

Students must attempt all units of competency and complete a minimum of 70 hours of work placement.

An external written Higher School Certificate examination will be conducted for this course. This examination will be optional. Students undertaking the course will nominate during the HSC year whether or not they will choose to undertake the external written examination.

Units of competency		Hours
BSBCMN201A	Work effectively in a business environment	15
BSBCMN202A	Organise and complete daily work activities	15
BSBCMN203A	Communicate in the workplace	15
BSBCMN204A	Work effectively with others	15
BSBCMN205A	Use business technology	20
BSBCMN206A	Process and maintain workplace information	20
BSBCMN207A	Prepare and process financial/business documents	25
BSBCMN209A	Provide information to clients	15
BSBCMN211A	Participate in workplace safety procedures	15
BSBCMN212A	Handle mail	15
BSBCMN213A	Produce simple word-processed documents	25
BSBCMN214A	Create and use simple spreadsheets	20
BSBCMN307A	Maintain business resources	15
BSBADM305A	Create and use databases	20

## Qualifications

To be eligible to receive AQF qualifications, students must meet the assessment requirements of the Business Services Training Package. Assessment must be conducted by a qualified assessor.

Students assessed as fulfilling the requirements for twelve or more units of competency in this course will be eligible for the AQF Certificate II in Business (BSB20101).

Students achieving at least one unit of competency will be eligible for an AQF Statement of Attainment showing partial completion of the Certificate II.

Further information on assessment is included in section 11 of this syllabus.

## 8.5 Business Services (120 indicative hours)

### Purpose

The purpose of this course is to provide students with basic skills and knowledge as preparation for entry-level employment in a business environment.

### Course Structure

This course addresses a selection of the units of competency in Certificate II in Business (BSB20101) and must include BSBCM211A.

### Course Requirements

Students must attempt units of competency totalling between 108 and 132 indicative hours according to the indicative hours listed below. Students must complete a minimum of 35 hours of mandatory work placement.

RTOs can select from the following table of units of competency in designing a 120 indicative hour course.

Units of competency	Hours
<b>BSBCM211A</b> <b>Participate in workplace safety procedures</b>	<b>15</b>
BSBCM201A      Work effectively in a business environment	15
BSBCM202A      Organise and complete daily work activities	15
BSBCM203A      Communicate in the workplace	15
BSBCM204A      Work effectively with others	15
BSBCM205A      Use business technology	20
BSBCM206A      Process and maintain workplace information	20
BSBCM207A      Prepare and process financial/business documents	25
BSBCM209A      Provide information to clients	15
BSBCM212A      Handle mail	15
BSBCM213A      Produce simple word-processed documents	25
BSBCM214A      Create and use simple spreadsheets	20

BSBCM211A is in bold designating it as a mandatory unit in any 120 hour course.

## Qualifications

To receive AQF qualifications, students must meet the assessment requirements of the Business Services Training Package. A qualified assessor must conduct assessment.

Students achieving all or some units of competency will be eligible for an AQF Statement of Attainment showing partial completion of Certificate II in Business (BSB20101).

Further information on assessment is included in section 11 of this syllabus.

## 8.6 Business Services Extension (60 and/or 120 indicative hours)

### Purpose

The purpose of extension courses is to provide students with the opportunity to gain credit towards additional qualifications in Business Services. They are available to all students undertaking Business Services (240 indicative hours) but are intended especially for students with particular interest and aptitude in this area.

### Course structure

These courses are based on selected units of competency from Certificate III in Business (BSB30101) and Certificate III in Business (Medical Administration) (BSB30704).

60 indicative hour courses are accredited for a total of one Preliminary and/or HSC unit. 120 indicative hour courses are accredited for a total of two Preliminary and/or HSC units.

Students may undertake more than one extension course.

### Course requirements

**60 indicative hour courses:** students must attempt units of competency totalling between 54 and 72 indicative hours according to the indicative hours listed in Table 3. Students must complete a minimum of 14 hours of mandatory work placement.

**120 indicative hour courses:** students must attempt units of competency totalling between 108 and 132 indicative hours according to the indicative hours listed in Table 3. Students must complete a minimum of 35 hours of mandatory work placement.

RTOs can select from the following table of units of competency in designing a 60 and 120 hour extension courses.

Units of competency	Hours
BSBCM301A Exercise initiative in a business environment	20
BSBCM302A Organise personal work priorities and development	20
BSBFLM303A Contribute to effective workplace relationships	20
BSBCM304A Contribute to personal skill development and learning	20
BSBCM305A Organise workplace information	30
BSBCM306A Produce business documents	30
BSBCM308A Maintain financial records	30
BSBCM309A Recommend products and services	20
BSBADM304A Design and develop text documents	20
BSBADM306A Create electronic presentations	20
BSBADM307A Organise schedules	20
BSBMED201A Use basic medical terminology	30
BSBMED202A Follow OHS policies and procedures in a medical office	15
BSBMED302A Prepare and process medical accounts	30
BSBMED305A Apply the principles of confidentiality, privacy and security within the medical environment	15

## **Qualifications**

To be eligible to receive AQF qualifications, students must meet the assessment requirements of the Business Services Training Package. A qualified assessor must conduct assessment.

Students assessed as competent in some or all individual units of competency will be eligible for an AQF Statement of Attainment showing partial completion of the Certificate III in Business (BSB30101) or Certificate III in Business (Medical Administration) (BSB30704).

Further information on assessment is included in section 11 of this syllabus.

## **9 Outcomes and content**

### **9.1 Units of competency**

Details about individual units of competency included in the Business Services Curriculum Framework for the Higher School Certificate are contained in Part B of this syllabus. Part B provides information about unit of competency content and learning outcomes.

Drawing from the Business Services Training Package, Part B contains the:

- elements of competency
- performance criteria
- range statement
- evidence guide.

Part B of this syllabus contains an additional section entitled 'HSC Requirements and Advice'. This section prescribes the scope of learning expected of Stage 6 students undertaking HSC Business Services courses for each unit of competency.

The units of competency that can be delivered and assessed are determined by the scope of registration of each RTO. Teachers and trainers should check their scope of registration before determining which units of competency are to be included in their teaching and assessment programs. School principals should seek documentary evidence of the scope of the RTO delivering the HSC course.

Information about the delivery of training programs by RTOs other than schools or TAFE colleges are contained in the Board of Studies *Assessment, Certification and Examination (ACE) Manual* or relevant Board of Studies Official Notices.

Units of competency may also be accessed from the National Business Services Training Package and from the National Training Information Service (NTIS) website ([www.ntis.gov.au](http://www.ntis.gov.au)).

### **9.2 Course delivery – training programs, learning materials, resources and teacher qualifications**

It is the responsibility of the RTO to determine the learning materials that will be used to deliver courses within the Business Services Curriculum Framework.

In some cases, RTOs may choose to use the Learning Guides and Trainer Guides developed to support the delivery of the Business Services Training Package.

Alternatively, RTOs may develop their own training materials or use a combination of in-house and commercially-produced curriculum resources.

Further advice on curriculum materials that may be used to support the delivery of courses within the Business Services Curriculum Framework is contained within the 'HSC Requirements and Advice' section attached to each unit of competency in Part B of this

syllabus and in the Business Services Support Document. This information is provided as a guide to RTOs delivering HSC courses within the curriculum framework. The use of the resources listed is not mandatory.

It is the responsibility of the RTO to determine both the resources required for course delivery and the qualification requirements required by teachers and trainers delivering courses on behalf of the RTO.

Separate advice on:

- learning materials
- resource requirements
- teacher qualifications

is available from school system authorities.

## **10 Work placement**

The courses in VET industry curriculum frameworks have been designed to deliver specified units of competency. The units of competency have been drawn from industry training packages. They have associated indicative hours to guide schools and other deliverers.

**Work placement is a mandatory HSC requirement of each course within this framework and the required hours have been assigned to the work placement requirement for each course.**

Learning in the workplace will enable students to:

- progress towards the achievement of industry competencies
- develop appropriate attitudes towards work
- learn a range of behaviours appropriate to the industry
- practise skills acquired off the job in a classroom or workshop
- develop additional skills and knowledge, including the key competencies.

The mandatory work placement requirements for courses in this framework are not intended to indicate the time required for the achievement of units of competency. The amount of workplace learning required for competency achievement will vary from student to student. Assessment of the units of competency is to be undertaken by a qualified assessor(s) either in a work placement or in classroom delivery.

### **Work placement requirement**

Students are required to complete the following mandatory work placement:

- Business Services (240 indicative hours)  
– a minimum of 70 hours in a workplace
- Business Services (120 indicative hours)  
– a minimum of 35 hours in a workplace
- Business Services extension (120 indicative hours)  
– a minimum of 35 hours in a workplace
- Business Services extension (60 indicative hours)  
– a minimum of 14 hours in a workplace.

It is the responsibility of the school or other RTO to determine how course outcomes are best to be achieved and to structure delivery accordingly. If additional work placement or classroom time is required to enable individual or class groups of students to achieve the competencies, this will be determined by the deliverer.

Further information and advice on the implementation of work placement is contained in policy statements or guidelines available from the relevant school system authority/RTO.

### **Part-time work**

Under some circumstances, students' part-time work in an appropriate workplace may be used to fulfil work placement requirements. For further details, teachers and principals should consult the Board of Studies *Assessment, Certification and Examination (ACE) Manual* or relevant Board of Studies Official Notices.

## **11 Assessment requirements and advice**

### **PLEASE NOTE**

The HSC examination specifications detailed in this syllabus refer to the 2009 HSC examination. New HSC examination specifications will apply to the new syllabus endorsed for the 2010 HSC examination and beyond.

Assessment is the process of gathering information and making judgements about student achievement for a variety of purposes. In the Higher School Certificate, those purposes include:

- assisting student learning
- evaluating and improving teaching and learning programs
- certifying satisfactory achievement and completion of courses
- reporting achievement in the Higher School Certificate.

For VET courses, they also include assessment for the purpose of achieving AQF qualifications and Statements of Attainment.

The information in this section relates to the Board of Studies' requirements for assessing and reporting achievement in the Higher School Certificate. In this context, 'assessing' refers to competency-based assessment and to external examinations. 'Reporting' refers to the documents used by the Board of Studies NSW and RTOs to report both measures of achievement.

### **11.1 Competency-based assessment**

The courses within the Business Services Curriculum Framework are competency-based courses. The Board of Studies and the Vocational Education and Training Accreditation Board (VETAB) require that a competency-based approach to assessment be used and that a record be held by the RTO of the competencies achieved.

In a competency-based course, assessment of competencies is standards-referenced. This means that a participant's performance is judged against a prescribed standard, not against the performance of other participants.

The purpose of assessment is to judge competence on the basis of performance against the performance criteria set out under each element of competency. A participant is judged either competent or not yet competent. This judgement is made on the basis of evidence, which may be in a variety of forms.

Competency-based assessment is based on the requirements of the workplace. Competence incorporates all aspects of work performance, including problem-solving and the capacity to apply skills and knowledge in both familiar and new situations. Assessment of competence involves the assessment of skills and knowledge combined.

It is not necessary, nor is it desirable, for individual performance criteria to be demonstrated separately for assessment purposes. Rather, assessors should adopt an integrated or holistic approach to assessment. This means that a number of elements of competency or even several units of competency are assessed together. This method of assessment is encouraged in line with the concept of competence as the integration of a wide range of skills, knowledge and attitudes.

## **11.2 Training package requirements**

To achieve an AQF Certificate or Statement of Attainment, a student or worker must be assessed as competent according to the requirements set out in the National Training Package. A qualified assessor, through the auspices of the RTO that is to issue the qualification, must conduct the assessment.

### **Assessment guidelines**

The assessment guidelines of a training package are, along with qualifications and units of competency, one of the three endorsed components (mandatory components) of the package.

The role of the assessment guidelines is to provide the principles and guidance to ensure that assessment is fair, valid, consistent and to industry standard.

The assessment guidelines of the Business Services Training Package set out information on:

- the assessment system
- assessment principles and options
- assessor qualifications and using qualified assessors
- designing and conducting assessments
- recording and reporting of assessment outcomes
- appeal, reassessment and audit processes
- assessment resources.

The full text of the assessment guidelines is included in the National Business Services Training Package and on the National Training Information Service (NTIS) website ([www.ntis.gov.au](http://www.ntis.gov.au))

In addition to the assessment guidelines, the Business Services Training Package contains an evidence guide for assessment of each unit of competency. These requirements are set out within the text of each unit of competency in Part B of the syllabus.

### **Using qualified assessors**

The assessment guidelines in the Business Services Training Package specify that a qualified assessor must conduct assessment.

In general terms, there are two components of assessor qualification:

- a minimum qualification as a workplace assessor
- a minimum level of technical competence based on current knowledge of and/or experience in industry.

It is important to note that one individual need not meet the two components of assessor qualification. The 'qualified assessor' might consist of an assessment team in which one partner has assessor qualifications and the other has industry knowledge.

## **11.3 The Competency Record Book**

The competency record book forms a permanent record of all units and elements of competency demonstrated by students undertaking courses within the Business Services Curriculum Framework.

Achievement of elements of competency and units of competency should be progressively recorded in the student log. It should be noted that:

- all performance criteria need to be met to demonstrate the achievement of an element of competency
- all elements of competency must be achieved in order to demonstrate the achievement of a unit of competency.

As stated in section 11.1 of this syllabus it is emphasised that elements and performance criteria need not (and should not) be assessed individually.

#### **11.4 HSC Examination: Business Services (240 indicative hours)**

The Higher School Certificate examination in Business Services is optional. It will consist of a written examination. Students will nominate during the HSC year whether they will undertake the optional examination. Students choosing to undertake the examination can have their mark contribute to the UAI.

The examination is independent of the competency-based assessment undertaken during the course and has no impact on student eligibility for AQF qualifications.

#### **11.5 Higher School Certificate Examination specifications**

The examination in Business Services is a 2-hour written paper worth 100 marks. The paper is marked out of 80. The total marks gained are then converted to a final mark out of 100.

The paper will be based on three areas.

- 1 All units of competency in Business Services (240 indicative hours), including:
  - elements of competency
  - performance criteria
  - range statement
  - evidence guide.

These units are:

BSBCM201A	Work effectively in a business environment
BSBCM202A	Organise and complete daily work activities
BSBCM203A	Communicate in the workplace
BSBCM204A	Work effectively with others
BSBCM205A	Use business technology
BSBCM206A	Process and maintain workplace information
BSBCM207A	Prepare and process financial/business documents
BSBCM209A	Provide information to clients
BSBCM211A	Participate in workplace safety procedures
BSBCM212A	Handle mail
BSBCM213A	Produce simple word-processed documents
BSBCM214A	Create and use simple spreadsheets
BSBCM307A	Maintain business resources
BSBADM305A	Create and use databases.

- 2 Minimum prescribed learning contained in the Higher School Certificate requirements for each unit of competency (see *Business Services Curriculum Framework, Part B*), described as:
  - minimum learning for the Higher School Certificate
  - key terms and concepts.
- 3 Associated key competencies.

The paper will consist of THREE sections.

Section I (15 marks)

- There are 15 multiple-choice questions.
- All questions in this section are compulsory.
- All questions are of equal value.

Section II (35 marks)

- The questions in this section are short-response items, in parts.
- All questions in this section are compulsory.
- Question parts will range in value.

Section III (30 marks)

- The questions in this section are extended-response items.
- Students must attempt TWO questions.
- All questions are of equal value.

## **12 HSC requirements and certification**

### **12.1 Course Completion Requirements**

For a student to be considered to have satisfactorily completed a course within the Business Services Curriculum Framework there must be sufficient evidence that the student has:

- followed the course developed or endorsed by the Board
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school
- achieved some or all of the course outcomes
- undertaken the mandatory work placement.

### **12.2 Preliminary and HSC unit credit**

To facilitate flexibility of VET in the Higher School Certificate, courses within the Business Services Curriculum Framework may be delivered as Preliminary units, as HSC units or as a combination of Preliminary and HSC units.

### **12.3 Higher School Certificate Record of Achievement**

Courses within the Business Services Curriculum Framework will be listed on the Higher School Certificate Record of Achievement, together with the unit value of the course.

No mark will be listed for the achievement of competency but the Record of Achievement will refer to the AQF Certificates and Statements of Attainment, which will be issued separately. The issuing of AQF Certificates and Statements of Attainment is subject to the requirements in section 11.2 of this syllabus.

For students enrolled in Business Services (240 indicative hours) and who undertake the written HSC examination, a scaled examination mark out of 100 will be recorded on the Higher School Certificate Record of Achievement. No school-based assessment mark will be recorded.

### **12.4 AQF qualifications**

Students who undertake the following HSC courses may be eligible for AQF certification as described below.

- Business Services (240 indicative hours)  
Students assessed as fulfilling the requirements for twelve or more of the units of competency in this course will be eligible for AQF Certificate II in Business (BSB20101).  
Students achieving some units of competency in this course will be eligible for an AQF Statement of Attainment showing partial completion of Certificate II.
- Business Services (120 indicative hours)  
Students achieving units of competency in this course will be eligible for an AQF Statement of Attainment showing partial completion of AQF Certificate II in Business (BSB20101).
- Extension courses  
Students achieving units of competency in a 120 indicative hour or 60 indicative hour extension course will be eligible for an AQF Statement of Attainment showing partial completion of the AQF Certificate III in Business (BSB30101) or Certificate III in Business (Medical Administration) (BSB30704).

## 13 Other information

### 13.1 Providing for all students

For students who require basic skills in computing further advice is contained in the Business Services support document.

#### Students with Special Education Needs

Courses within the Business Services Curriculum Framework are available to all students.

Students with special education needs who meet the eligibility requirements for undertaking Stage 6 Life Skills courses may access:

- all courses within the Business Services Curriculum Framework under regular course arrangements

OR

- units of competency selected through the individual transition-planning process from the AQF II units of competency detailed in Table 3 (section 8) of this syllabus.

The latter option recognises that students with special education needs may require additional time to demonstrate the required level of competence.

The appropriate units of competency will be selected through the individual transition-planning process and should be directed towards the achievement of an AQF Certificate.

It is recommended that the individual transition-planning should prioritise BSBCM211A and the units of competency BSBCM212A, BSBCM213A and BSBCM201A as they provide essential foundation skills for employment in the business services industry. Additional units of competency should then be selected according to the identified individual needs of the student.

Successful participation in courses within the Business Services Curriculum Framework for students with special education needs will require:

- transition planning to meet individual needs
- prevocational preparation
- appropriate methods for course delivery and assessment
- ongoing partnerships between schools, students, parents, teachers, employers and others in the community.

To develop skills and knowledge to industry standard, students with special education needs may require extended time and additional support off the job and in the workplace.

Further advice on the implementation of the Business Services Curriculum Framework for students with special education needs is contained in the *Stage 6 Industry Curriculum Framework Support Document for Students with Special Education Needs*. This document is available on the Board of Studies website.

#### Work placement

Students with special education needs must undertake the minimum work placement requirements for courses within the Business Services Curriculum Framework. These requirements are detailed in the course requirements for each course and in section 10 of this syllabus.

#### Assessment

Students with special education needs are subject to the assessment requirements detailed in section 11 of this syllabus.

## **AQF qualifications**

Students with special education needs are eligible for AQF qualifications under the same arrangements as for all students. To receive AQF qualifications, students must meet the assessment requirements of the Business Services Training Package. Assessment must be conducted by a qualified assessor.

## **Eligibility to enrol in Life Skills courses in Stage 6**

In general, students entering a Life Skills course in Stage 6 will have completed at least four Life Skills courses in Stage 5. In special circumstances, a student who has not undertaken at least four Life Skills courses in Stage 5 may wish to enrol in Life Skills courses in Stage 6.

These special circumstances might include situations where:

- a student has attempted regular syllabuses for the School Certificate but has experienced significant difficulty
- a student transfers from interstate or overseas
- a student has a deteriorating condition.

The completion of a transition-planning process for each student is a condition of access to Life Skills courses in Stage 6.

The Board expects that the majority of students who enrol in Life Skills courses in Stage 6 will be students with an intellectual disability.

## **Gender and cultural considerations**

Industry curriculum frameworks have been developed to address the needs of a broad range of students. Teaching and assessment programs in the Business Services Curriculum Framework should be developed to minimise any gender or cultural bias. Case studies, illustrative examples and other materials used for teaching and assessment should be selected on the basis that they do not reinforce gender or cultural stereotypes.

## **Trainees**

The Business Services Curriculum Framework includes provision for trainees to fulfil their requirements and gain an AQF Certificate II in Business (BSB20101).

Trainees who are seeking credit towards the Higher School Certificate for their training should undertake Business Services (240 indicative hours).

Further information on requirements and arrangements for part-time traineeships in the business services industry is available from school system authorities, the Department of Education and Training and New Apprenticeship Centres.

## **13.2 Key competencies**

The employment-related key competencies have been identified as the transferable abilities that people need to participate effectively in work and life in general. They focus on the capacity to apply knowledge and skills in an integrated way in work situations. Key competencies are generic in that they apply to work generally, rather than being specific to particular occupations or industries. Key competencies are not only considered essential for effective participation in work, but in further education and in adult life more generally.

The key competencies have been consciously integrated with the units of competency in national training packages.

A matrix in Part B of this syllabus identifies the key competencies and the performance level (1, 2 or 3) related to the units of competency included in the Business Services Curriculum Framework. Achievement of a unit of competency indicates that a student has also achieved

related key competencies. Difficulty in achieving the unit of competency may indicate that the related key competencies need further development.

In designing learning and assessment programs, thought must be given to ways in which key competencies will be addressed.

Further information on the key competencies is included in section 15 of this syllabus.

### **13.3 Links between the Business Services Curriculum Framework and other HSC courses**

Students may draw on skills and knowledge acquired in the study of general education HSC subjects to develop competencies in Business Services. Learning in English, for example, will contribute to the development of communication and team competencies; learning in Business Studies to Business financial competencies.

Learning in Legal Studies will contribute to competencies related to occupational health and safety; and learning in Information Processes and Technology, or Software Design and Development, to technology competencies. Conversely, skills and knowledge acquired through learning and experience in Business Services courses may assist students in achieving the learning outcomes of general education HSC courses.

Where students are undertaking VET courses in more than one industry curriculum framework, similar competencies may be required. In these cases, learning in one area may contribute significantly to learning in another. In particular, parts of the Business Services Curriculum Framework have strong links to the Information Technology Curriculum Framework, to the Retail Curriculum Framework and to the Tourism and Hospitality Curriculum Framework.

Students may also use work completed in general HSC subjects, or competencies achieved through other industry curriculum frameworks, as partial evidence of competency for assessment in Business Services courses. However, such evidence must be acceptable to and judged by a qualified assessor as part of Business competency assessment. Students should be informed of the links between courses within the Business Services Curriculum Framework and other courses that they are studying, and of possible assessment opportunities.

However, learning activities undertaken as part of the Higher School Certificate or to achieve AQF qualifications should not be unnecessarily duplicated. Where individual units of competency within curriculum frameworks or in other HSC VET courses are very similar – for example, a unit drawn from one training package and contextualised to another – the Board of Studies may place exclusions on a student undertaking both units for the purpose of obtaining Higher School Certificate credit.

Under these circumstances, additional appropriate units of competency could be included in the student's program of study in one or other of the industry areas to make up indicative hour requirements for Higher School Certificate unit credit. Alternatively, provided assessment requirements are met, the student could meet requirements for an AQF Certificate or Statement of Attainment within fewer HSC units than specified in the curriculum framework.

Further advice on these matters is contained in the Business Services support document and in the *Assessment, Certification and Examination (ACE) Manual* published by the Board of Studies.

Examples of links between individual units of competency and other general education and VET courses are included in the 'HSC Requirements and Advice' section attached to each unit of competency in Part B of this syllabus.

### **13.4 Articulation to further training**

Students achieving AQF Certificates and Statements of Attainment within this industry curriculum framework will receive advanced standing in further training in this industry area under the Australian Recognition Framework.

Students who have achieved a Statement of Attainment listing units of competency towards Certificate II are eligible for advanced standing in Level II training courses delivered by RTOs.

Students who have achieved a Statement of Attainment listing units of competency towards Certificate III are eligible for advanced standing in Level III training courses delivered by RTOs.

Students and teachers should study the qualifications within the Business Services Training Package to identify possible training pathways.

Students who proceed to higher level courses at TAFE or through other RTOs may be eligible for advanced standing in related university courses under arrangements between RTOs and universities.

Students seeking to gain credit towards AQF qualifications in other industries may use the qualifications gained in Business as evidence of competency for related units of competency in other national training packages.

## 14 AQF levels

The various levels of AQF VET qualifications reflect levels of performance and degrees of responsibility for one's own output and the output of others in a workplace context. The level of a qualification thus provides an indication of the standard of achievement expected, which is comparable across industries and provides a context for assessment.

Industry curriculum frameworks relate to VET sector AQF Levels I to III. A brief description of AQF Levels I, II and III, adapted from *The Australian Qualifications Framework Implementation Handbook*,<sup>1</sup> are provided below.

### AQF Level I

Work is likely to be carried out under direct supervision. Breadth, depth and complexity of knowledge and skills would prepare a person to perform a defined range of activities most of which would be routine and predictable.

An individual demonstrating competencies at this level would be able to:

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

### AQF Level II

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

An individual demonstrating competencies at this level would be able to:

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

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1 Australian Qualifications Framework (AQF) Advisory Board, 1998, *The Australian Qualifications Framework Implementation Handbook*, 2nd edn, Carlton, Vic.

### **AQF Level III**

Breadth, depth and complexity of knowledge and competencies would cover the selecting, adapting and transferring of skills and knowledge to new environments, and providing technical advice and some leadership in resolution of specific 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.

An individual demonstrating these competencies would be able to:

- perform a defined range of skilled operations usually within a range of broader related activities involving known routines, methods and procedures
- exercise some discretion and judgement in the selection of equipment, services or contingency measures
- operate within known time constraints
- take some responsibility for others
- participate in teams, including group or team coordination.

AQF Statements of Attainment and Certificates are <b>ONLY</b> issued on the basis of successful achievement of competency as determined by a qualified assessor.
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## **15 Key Competencies — levels of performance**

A matrix included in Part B of this syllabus identifies the relationship between each unit of competency and the key competencies. This relationship is represented by a performance level (1 to 3). The following provides a brief description of the performance levels.

### **Performance Level 1**

Describes the competence needed to undertake activities efficiently and with sufficient self-management to meet the explicit requirements of the activity and to make judgements about quality of outcome against established criteria.

### **Performance Level 2**

Describes the competence needed to manage activities requiring the selection, application and integration of a number of elements, and to select from established criteria to judge quality of process and outcome.

### **Performance Level 3**

Describes the competence needed to evaluate and reshape processes, to establish and use principles in order to determine appropriate ways of approaching activities, and to establish criteria for judging quality of process and outcome.

Key competencies are integral to each of the units of competency and therefore consideration must be given to the ways in which they can be addressed when designing learning activities and assessment instruments.

## 16 Glossary

ANTA	Australian National Training Authority.
AQF	The Australian Qualifications Framework (AQF) is a comprehensive policy framework defining all qualifications recognised nationally in post-compulsory education and training within Australia. The qualification level depends on the depth, complexity and degree of autonomy involved in the work. The Australian Qualifications Framework comprises guidelines that define each qualification, together with principles and protocols covering articulation, issuing of a qualification and transition arrangements.
AQTF	<p>The Australian Quality Training Framework (AQTF) is a set of nationally agreed standards ensuring the quality of vocational education and training services throughout Australia. The AQTF is the name given to the revised Australian Recognition Framework (ARF).</p> <p>The AQTF includes two sets of standards:</p> <ul style="list-style-type: none"><li>– <i>Standards for Registered Training Organisations</i></li><li>– <i>Standards for State and Territory Registering/Course Accrediting Bodies.</i></li></ul>
assessment guidelines	The requirements of the assessment system in the industry's training package. This component is mandatory and needs to be read in conjunction with the assessment requirements of each competency standard.
AVETMISS	Australian Vocational Education and Training Management Information Statistical Standard.
competency standards/units of competency	<p>The specification of knowledge and skill and the application of that knowledge and skill to the standards of performance required in the workplace, expressed as a competency standard. Each provides a description of the skills, knowledge and attitudes required to perform a particular kind of work. Competency standards also define the outcomes for training delivery, assessment and the issuing of qualifications and Statements of Attainment under the Australian Quality Training Framework.</p> <p>Units of competency are composed of elements of competency. They include performance criteria (which specify the required level of performance), the range of variables (which indicates the context for performance) and the evidence guide (which indicates the context for assessment).</p> <p>Units of competency are developed nationally as an endorsed component of training packages or, where no relevant training package exists, as the basis for defining the learning outcomes of an accredited course.</p>

compliance assessment	A systematic and independent external assessment administered by a State Training Authority/State Recognition Authority to determine whether a RTO is operating effectively within its registered scope.
element of competency	The basic building blocks of the unit of competency. Elements of competency break down a unit of competency into workplace related tasks.
indicative hours	Indicative hours is the time credited towards the Higher School Certificate for a unit of competency.
ITAB	Industry Training Advisory Body – ITABs are independent incorporated associations or companies. The State ITABs work directly with industry enterprises and providers to implement training arrangements and assist with the development of training programs. The National ITABs are also concerned with the development of National Training Packages.
mutual recognition	This encompasses RTOs, qualifications and training products: <ul style="list-style-type: none"><li>• RTOs – acceptance by a State Recognition Authority/State Training Authority enabling a RTO to operate within its jurisdiction on the basis of its primary registration</li><li>• qualifications – acceptance by a RTO of the recognition decisions of other RTOs/State Recognition Authorities relating to the issuing of qualifications and Statements of Attainment, enabling individuals to receive full recognition of their achievements, including credit transfer where appropriate</li><li>• training products – acceptance of recognised training products available in the training market. This includes endorsed training packages, training programs for training packages and accredited courses.</li></ul>
NTF	National Training Framework
NTIS	National Training Information Service – the NTIS is a relational database that provides up-to-date information on recognised vocational education and training, including details of endorsed training packages and their components (competency standards, assessment guidelines and qualifications and any non-endorsed components) together with details of RTOs and their scope of registration. The web address for NTIS is <a href="http://www.ntis.gov.au">www.ntis.gov.au</a>
OH&S	Occupational Health and Safety.
qualification	The defined set of competencies that establishes a specified and identifiable point of achievement, relevant to industry and community needs, expressed in accordance with the titles of the Australian Qualification Framework and recognised through endorsement as part of a training package or recognised through accreditation. The credential awarded by a RTO demonstrates the achievement of the defined set of competencies.

RTO	Registered Training Organisation – any training organisation registered in accordance with the Australian Recognition Framework providing vocational education, training and/or assessment services. Includes TAFE colleges/institutes, private commercial providers, community providers, schools, higher education institutions, enterprises and firms, industry bodies and any other organisation that meets the requirements for registration.
scope of registration	Defines the parameters of recognition as a Registered Training Organisation in respect of the products and services offered and the range of areas in which the organisation operates. Scope establishes whether the organisation is registered for training delivery and/or skill recognition services, and the qualifications and Statements of Attainment it has been granted authority to issue, identified by training packages or accredited courses.
Statement of Attainment	The formal certification issued by a relevant approved body (RTO or State Recognition Authority) in recognition that a person has achieved some of the competencies identified for a particular qualification (within a training package, accredited course or customised qualification).
training packages	Comprehensive, integrated products that provide national benchmarks and resources for delivery, assessment and qualifications in vocational education and training. Training packages comprise endorsed components of national competency standards, assessment guidelines and qualifications, combined with non-endorsed components, which may include learning strategies, assessment resources and professional development materials.
unit of competency	see competency standards.
VET	Vocational Education and Training.
VETAB	The Vocational Education and Training Accreditation Board.