Stage 6 Syllabus

DRAFT Business Services Curriculum Framework

Part A

Course Structures and Requirements

for implementation from 2009

Business Services (120 indicative hours)
Business Services (240 indicative hours)
Business Services Specialisation Study (60 or 120 or 180 indicative hours)

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1 Introduction to Industry Curriculum Frameworks

Industry curriculum frameworks give students the opportunity to gain credit towards the NSW Higher School Certificate (HSC) and credit towards national vocational qualifications under the Australian Qualifications Framework (AQF).

Industry curriculum frameworks are based on nationally endorsed Training Packages. They specify the range of industry-developed units of competency from the relevant Training Packages which are suitable for the HSC. They also define how units of competency are arranged in HSC Vocational Education and Training (VET) courses to gain unit credit for the HSC.

This Industry Curriculum Framework document contains the HSC Business Services VET courses to be delivered for the HSC by schools, TAFE NSW colleges and other Registered Training Organisations (RTOs) on behalf of schools or TAFE NSW colleges.

2 Documents Associated with Industry Curriculum Frameworks

The purpose of the industry curriculum framework documents is to assist teachers and trainers to develop teaching and assessment programs, and to help manage competency achievement by HSC candidates.

Part A of the Business Services Curriculum Framework Stage 6 Syllabus describes how students may achieve unit credit towards the HSC 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 to implement courses for the HSC.

The set of documents associated with the Framework is shown below.

2.1 Industry Curriculum Framework documents

- Syllabus Part A Course Structures and Requirements
- Syllabus Part B Units of Competency and HSC Requirements
- Support Document
- Resource List
- Specimen HSC Examination Paper or Previous HSC Examination Papers
- HSC Notes from the Marking Centre
- Performance Band Descriptions
3  The Higher School Certificate Program of Study

The purpose of the HSC 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 HSC

4.1  The national context

VET programs offered for the HSC are consistent with the National Training Framework (NTF). The NTF is the system of vocational education and training that:

- applies nationally
- is made up of the Australian Quality Training Framework (AQTF) and nationally endorsed Training Packages. The AQTF is the agreed quality framework for the national VET system.

The Australian Qualification Framework (AQF) is the policy framework that defines all qualifications recognised nationally in post-compulsory education and training in Australia. HSC VET course qualifications are recognised within the AQF.

4.2  Determination of AQF VET qualifications for HSC students

The HSC VET industry curriculum frameworks are based on units of competency and qualifications contained in nationally endorsed Training Packages. These AQF VET qualifications are determined by the qualification rules for each Training Package, referred to as qualification packaging rules. The qualification packaging rules describe the number and range of units of competency required for eligibility for an AQF VET qualification.

Course structures for the HSC are described in each industry curriculum framework syllabus. In order to have satisfactorily completed a framework course, students must follow the course structure, attempt the required units of competency with diligence and sustained effort, and fulfil work placement requirements.

The rules and structure of HSC VET courses are not always identical to the qualification packaging rules. In some cases more units of competency are required for the HSC course than are required for successful completion of the AQF VET qualification.

In some HSC courses, students might not achieve all of the specified units of competency for the purposes of the HSC, but may still be eligible for the qualification as a result of meeting the requirements of the packaging rules for that AQF VET qualification.

Sections 8.4, 8.5 and 8.6 outline the course structures within the Business Services Curriculum Framework.

Section 15 outlines the qualification packaging rules for each AQF VET qualification available through the Business Services Curriculum Framework (reproduced directly from the Training Package) and should be consulted when selecting elective units of competency.
5 Rationale

The business services industry provides the core business skills and knowledge required for high performing workplaces, competitive advantage and business success.

Business services are essential to every Australian business, either as a core activity or as a support to the core activities, and can be internally or externally provided. Business services are those activities which bind an organisation together, enable it to function and connect it to its customers and community. ‘business services’ represents both an industry sector (comprising those firms which provide a business service to other workplaces/organisations) and an occupational grouping (comprising those workers in all industries who are providing a business service within their own workplace/organisation).

Business services includes functions related to advertising, accounting, business communication, human resources, management, legal work, market research, sales and marketing, and secretarial and technology applications. It also includes more specialised functions such as franchising, project management and OHS practitioner work.

In June 2004, the industry contributed 10% to the national gross domestic product (GDP) and employed 11.1% of the total Australian workforce across the full scope of working arrangements including the private sector, government, community and not-for-profit agencies. Forty-two percent of self-identified casuals in business services industries are aged between 15–24 years and almost one in five are dependent students.

Business services have experienced significant growth in the past five years and this trend is forecast to continue. It is an evolving and dynamic industry subject to emerging developments and challenges such as the expansion of global business services including e-business, rapid technological change and uptake, and the increasingly commercial focus of government business enterprises. Employers will be seeking employees who possess transferable skills and essential underpinning skills such as business skills, problem-solving, communication and technical know-how.

The Business Services Training Package (BSB07) offers qualifications from Certificate I to a Vocational Graduate Diploma and specifies the competencies required for a range of areas including administration, customer contact, frontline management, legal services, management, marketing, medical administration, OHS, purchasing and recordkeeping. The Business Services Curriculum Framework is based on units of competency from this Training Package.

The inclusion of courses in business services in the HSC based on industry-recognised AQF VET qualifications will allow students to access both long-term and short-term employment opportunities. Courses within the Business Services Curriculum Framework provide an opportunity for students to gain Certificates II or III as part of their HSC. Apart from being nationally recognised, these AQF VET qualifications articulate into higher-level qualifications in the business services industry, including those which underpin traineeship pathways, which students may pursue post-school.

The Framework also provides an optional HSC examination, which allows results from the Business Services (240 indicative hours) course to contribute to the calculation of the Universities Admission Index (UAI).

Learning in each HSC course within the Business Services Curriculum Framework provides opportunities for students to develop relevant technical, vocational and interpersonal competencies suitable for employment and further training in the business services industry. It also provides skills, knowledge and experiences – such as teamwork, communication and occupational health and safety – that are transferable to other industry areas.

1 www.ibsa.org.au [Innovation and Business Skills Australia (IBSA)].
6 Aim

The Business Services Curriculum Framework is designed to enable students to acquire a range of technical, practical, personal and organisational skills valued both within and beyond the workplace. They will also acquire underpinning knowledge and skills related to work, employment and further training within the business services industry. Through the study of this subject, students will gain experiences that can be applied to a range of contexts, including work, study and leisure and that will assist them to make 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 (BSB07).

The Business Services Training Package incorporates eight nationally recognised qualification levels ranging from AQF Certificate I in Business to a Vocational Graduate Diploma of Organisational Learning and Capability Development.

7.2 AQF VET qualifications available in the Business Services Curriculum Framework

The AQF VET qualifications available in the Business Services Curriculum Framework are listed in Table 1 below. Section 15 of this document outlines the qualification packaging rules for the qualifications available through the courses within the Framework.

A Statement of Attainment will be issued for achievement of single or multiple units of competency. At a later date, a person can undertake further skill development or training and be assessed against additional competencies until they have achieved all the competencies required for an AQF VET qualification. RTOs must recognise and give credit for the competencies recorded on a Statement of Attainment.

Table 1 Business Services Training Package qualifications

<table>
<thead>
<tr>
<th>National code</th>
<th>Qualification name</th>
<th>Qualification available within the Business Services Training Package (BSB07)</th>
<th>Qualification available within the Business Services Curriculum Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSB10107</td>
<td>Certificate I in Business</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>BSB20107</td>
<td>Certificate II in Business</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>BSB20207</td>
<td>Certificate II in Customer Contact</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>BSB30107</td>
<td>Certificate III in Business</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>BSB30207</td>
<td>Certificate III in Customer Contact</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>BSB30307</td>
<td>Certificate III in Micro Business Operations</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>BSB30407</td>
<td>Certificate III in Business Administration</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>BSB30507</td>
<td>Certificate III in Business Administration (International Education)</td>
<td>–</td>
<td>–</td>
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<tr>
<td>BSB30607</td>
<td>Certificate III in International Trade</td>
<td>–</td>
<td>–</td>
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<tr>
<td>BSB30707</td>
<td>Certificate III in Occupational Health and Safety</td>
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<tr>
<td>BSB30807</td>
<td>Certificate III in Recordkeeping</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>BSB30907</td>
<td>Certificate III in Business Administration (Education)</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>BSB31007</td>
<td>Certificate III in Business Administration (Legal)</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>BSB31107</td>
<td>Certificate III in Business Administration (Medical)</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>BSB31207</td>
<td>Certificate III in Frontline Management</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>BSB40107</td>
<td>Certificate IV in Advertising</td>
<td>–</td>
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<tr>
<td>BSB40207</td>
<td>Certificate IV in Business</td>
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</table>
### Qualifications available within the Business Services Training Package (BSB07)

<table>
<thead>
<tr>
<th>National code</th>
<th>Qualification name</th>
<th>Certificate</th>
<th>Statement of Attainment</th>
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<tbody>
<tr>
<td>BSB40307</td>
<td>Certificate IV in Customer Contact</td>
<td></td>
<td></td>
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<tr>
<td>BSB40407</td>
<td>Certificate IV in Small Business Management</td>
<td></td>
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<tr>
<td>BSB40507</td>
<td>Certificate IV in Business Administration</td>
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<tr>
<td>BSB40607</td>
<td>Certificate IV in Business Sales</td>
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<td>BSB40707</td>
<td>Certificate IV in Franchising</td>
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<tr>
<td>BSB40807</td>
<td>Certificate IV in Frontline Management</td>
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<tr>
<td>BSB40907</td>
<td>Certificate IV in Governance</td>
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<tr>
<td>BSB41007</td>
<td>Certificate IV in Human Resources</td>
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<tr>
<td>BSB41107</td>
<td>Certificate IV in International Trade</td>
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<tr>
<td>BSB41207</td>
<td>Certificate IV in Legal Services</td>
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<tr>
<td>BSB41307</td>
<td>Certificate IV in Marketing</td>
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<tr>
<td>BSB41407</td>
<td>Certificate IV in Occupational Health and Safety</td>
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<tr>
<td>BSB41507</td>
<td>Certificate IV in Project Management</td>
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<tr>
<td>BSB41607</td>
<td>Certificate IV in Purchasing</td>
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<tr>
<td>BSB41707</td>
<td>Certificate IV in Recordkeeping</td>
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<tr>
<td>BSB41807</td>
<td>Certificate IV in Unionism and Industrial Relations</td>
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<tr>
<td>BSB41907</td>
<td>Certificate IV in Business (Governance)</td>
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<tr>
<td>BSB50107</td>
<td>Diploma of Advertising</td>
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<tr>
<td>BSB50207</td>
<td>Diploma of Business</td>
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<tr>
<td>BSB50307</td>
<td>Diploma of Customer Contact</td>
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<td></td>
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<tr>
<td>BSB50407</td>
<td>Diploma of Business Administration</td>
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<tr>
<td>BSB50507</td>
<td>Diploma of Franchising</td>
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<tr>
<td>BSB50607</td>
<td>Diploma of Human Resources</td>
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<tr>
<td>BSB50707</td>
<td>Diploma of International Business</td>
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<td></td>
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<tr>
<td>BSB50807</td>
<td>Diploma of International Education Services</td>
<td></td>
<td></td>
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<tr>
<td>BSB51007</td>
<td>Diploma of Legal Services</td>
<td></td>
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<tr>
<td>BSB51107</td>
<td>Diploma of Management</td>
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<tr>
<td>BSB51207</td>
<td>Diploma of Marketing</td>
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<td></td>
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<tr>
<td>BSB51307</td>
<td>Diploma of Occupational Health and Safety</td>
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<tr>
<td>BSB51407</td>
<td>Diploma of Project Management</td>
<td></td>
<td></td>
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<tr>
<td>BSB51507</td>
<td>Diploma of Purchasing</td>
<td></td>
<td></td>
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<tr>
<td>BSB51607</td>
<td>Diploma of Quality Auditing</td>
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<tr>
<td>BSB51707</td>
<td>Diploma of Recordkeeping</td>
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<tr>
<td>BSB51807</td>
<td>Diploma of Unionism and Industrial Relations</td>
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<td></td>
</tr>
<tr>
<td>BSB51907</td>
<td>Diploma of Business (Governance)</td>
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<tr>
<td>BSB60107</td>
<td>Diploma of Advertising</td>
<td></td>
<td></td>
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<tr>
<td>BSB60207</td>
<td>Advanced Diploma of Business</td>
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<td></td>
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<tr>
<td>BSB60307</td>
<td>Advanced Diploma of Customer Contact</td>
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</tbody>
</table>

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### Qualifications available within the Business Services Curriculum Framework

<table>
<thead>
<tr>
<th>National code</th>
<th>Qualification name</th>
<th>Certificate</th>
<th>Statement of Attainment</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSB60407</td>
<td>Advanced Diploma of Management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSB60507</td>
<td>Advanced Diploma of Marketing</td>
<td></td>
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<tr>
<td>BSB60607</td>
<td>Advanced Diploma of Occupational Health and Safety</td>
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<tr>
<td>BSB60707</td>
<td>Advanced Diploma of Project Management</td>
<td></td>
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<tr>
<td>BSB60807</td>
<td>Advanced Diploma of Recordkeeping</td>
<td></td>
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<tr>
<td>BSB60907</td>
<td>Advanced Diploma of Management (Human Resources)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSB70107</td>
<td>Vocational Graduate Certificate in Organisational Learning and Capability Development</td>
<td></td>
<td></td>
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<tr>
<td>BSB70207</td>
<td>Vocational Graduate Certificate in International Education Services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSB80107</td>
<td>Vocational Graduate Diploma of Organisational Learning and Capability Development</td>
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</tbody>
</table>
8 Course Structures

8.1 Courses within the Business Services Curriculum Framework

An industry curriculum framework describes the units of competency that have been identified as being suitable for the purposes of the HSC. Units of competency in the Business Services Curriculum Framework are detailed in Sections 8.4, 8.5 and 8.6.

Each course in a framework describes how the available units of competency can be grouped to gain units of credit towards the HSC.

The Business Services Curriculum Framework contains the following courses:

- Business Services (120 indicative hours)
- Business Services (240 indicative hours)
- Business Services Specialisation Study (60 or 120 or 180 indicative hours)

The maximum number of Preliminary and/or HSC units available from this Framework is seven units. That is, courses can total up to 420 hours. In addition to courses within the Framework, students may undertake locally designed Board Endorsed VET courses drawing from the Business Services Training Package (BSB07). Such courses may provide additional HSC credit for students.

Compulsory units of competency are those that all students must attempt in their study of the HSC course (refer to Section 8, Tables 2 and 3). Examinable units of competency are those that can be examined in the optional HSC examination (refer to Section 11.5).

Core units of competency are those required by the Business Services Training Package for a student to be eligible for the vocational qualification (refer to Section 15).

8.1.1 The selection of units of competency

Units of competency should be selected within course structures to maximise students’ eligibility for AQF VET qualifications and an occupational outcome. Section 15 provides the qualification packaging rules for the qualifications available through the Business Services Curriculum Framework (reproduced directly from the Training Package). Table 6 (pp 68–73) lists the status of each unit of competency in relation to the qualifications. This information should be consulted when selecting elective units of competency.

As some units of competency in the Business Services Curriculum Framework are available in other national Training Packages it is important that teachers are aware of all VET courses students are studying to ensure that they do not complete the same unit of competency in another VET course (refer to Section 13.3).

An integrated or holistic approach to course delivery should be adopted. Examples of integrated approaches to programming and assessment strategies, as well as advice on curriculum materials that may be used to support the delivery of courses within the Business Services Curriculum Framework, are contained in the Business Services Curriculum Framework Support Document and Resource List (www.boardofstudies.nsw.edu.au). This information is provided as a guide to RTOs delivering HSC courses within the Framework. The use of the resources listed is not mandatory.

8.2 Allocation of HSC indicative hours of credit

Units of competency drawn from 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 delivery strategies and/or curriculum resources chosen.

However, for the purposes of the HSC, courses must be described in terms of their indicative hours. For this reason, indicative hours for unit credit towards the HSC 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, only the delivery hours.

It is also expected that students will need to spend additional time practising skills in a work environment and in completing projects and assignments, in order to fulfil Training Package assessment requirements.

Tables 2, 3 and 4 (Section 8) list the indicative hours assigned to each unit of competency included in the Business Services Curriculum Framework for the purpose of unit credit towards the HSC.

8.3 Recognition of Prior Learning (RPL)

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

Students undertaking HSC courses within the Business Services Curriculum Framework may have current knowledge, skills and experience relevant to the units of competency within the courses.

For RPL (assessment-only pathway) the student provides current, quality evidence of their competency against the relevant unit of competency. This evidence may take a variety of forms. Where the outcomes of this process indicate that the student is competent, structured training is not required. The RPL requirements of the AQTF 2007 must be met.
8.4 Business Services (120 indicative hours)

Purpose

The purpose of this course is to provide students with an opportunity to develop basic business services knowledge and skills.

Course structure

This course comprises 3 compulsory units of competency and a selection of units of competency from the 240-hour course.

Section 15 outlines the qualification packaging rules for each qualification available through the Business Services Curriculum Framework. Table 6 (pp 68–73) lists the status of each unit of competency in relation to the qualifications. This section should guide the selection of units of competency to meet qualification requirements. The selection of units of competency must be guided by the job outcome, local industry requirements and the characteristics of the qualification outcome as per the AQF descriptors (see pp 44–45 of this document).

120 indicative hour courses are accredited for a total of 2 units at the Preliminary and/or HSC level.

Course requirements

- Students must attempt:
  - ALL of the compulsory units of competency
  - AND a selection of units of competency from the 240-hour course (Table 3 pp 21–23), which have not already been undertaken, to a minimum value of 75 indicative hours.
- Students must complete a minimum of 35 hours of mandatory work placement.

AQF VET qualifications

To receive AQF VET qualifications, students must meet the assessment requirements of the Business Services Training Package (BSB07). A qualified assessor must conduct the assessment.

Depending on the selection and achievement of units of competency, the possible qualification outcomes are:

- Statement of Attainment towards Certificate II in Business (BSB20107)
- Statement of Attainment towards Certificate III in Business (BSB30107)
- Statement of Attainment towards Certificate III in Business Administration (BSB30407)

Qualification packaging rules are in Section 15 of this document.

Further information on assessment is in Section 11 of this document.

<table>
<thead>
<tr>
<th>Table 2</th>
<th>Business Services (120 indicative hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMPULSORY</td>
<td>Attempt ALL units of competency</td>
</tr>
<tr>
<td>Unit code</td>
<td>Unit title</td>
</tr>
<tr>
<td>BSBCM201A</td>
<td>Communicate in the workplace</td>
</tr>
<tr>
<td>BSOH201A</td>
<td>Participate in OHS processes</td>
</tr>
<tr>
<td>BSBWOR04A</td>
<td>Use business technology</td>
</tr>
<tr>
<td>Total compulsory hours</td>
<td>45</td>
</tr>
</tbody>
</table>

ELECTIVE UNITS | Attempt units of competency to a minimum value of 75 indicative hours

Elective units may include any unit of competency from the 240-hour course which has not already been undertaken (refer to Section 8.5, Table 3).
8.5 Business Services (240 indicative hours)

Purpose

The purpose of this course is to provide students with the opportunity to gain knowledge and skills to enable the individual to commence a career and be an effective employee in the business services industry.

Course structure

This course comprises 9 compulsory units of competency and 37 elective units of competency.

Section 15 outlines the qualification packaging rules for each qualification available through the Business Services Curriculum Framework. Table 6 (pp 68–73) lists the status of each unit of competency in relation to the qualifications. This section should guide the selection of units of competency to meet qualification requirements. The selection of units of competency must be guided by the job outcome, local industry requirements and the characteristics of the qualification outcome as per the AQF descriptors (see pp 44–45 of this document).

240 indicative hour courses are accredited for a total of 4 units at the Preliminary and/or HSC level.

Course requirements

- Students must attempt:
  - ALL of the compulsory units of competency
  - AND a selection of units of competency from the elective pool to a minimum value of 95 indicative hours.
- Students must complete a minimum of 70 hours of mandatory work placement.

An external written Higher School Certificate examination will be conducted for this course. This examination is optional. In the year they will complete the course, students will specify whether or not they choose to undertake the external written examination (refer to Sections 11.4 and 11.5).

The units of competency for the optional HSC examination are listed in the HSC exam specifications in Section 11.5 of this document (pp 33–34).

AQF VET qualifications

To receive AQF VET qualifications, students must meet the assessment requirements of the Business Services Training Package (BSB07). A qualified assessor must conduct the assessment.

Depending on the selection and achievement of units of competency, the possible qualification outcomes are:
- Certificate II in Business (BSB20107)
- Statement of Attainment towards Certificate III in Business (BSB30107)
- Statement of Attainment towards Certificate III in Business Administration (BSB30407).

Qualification packaging rules are in Section 15 of this document.

Further information on assessment is in Section 11 of this document.
<table>
<thead>
<tr>
<th>COMPULSORY</th>
<th>Attempt ALL units of competency</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit code</td>
<td>Unit title</td>
<td>Unit-specific prerequisite</td>
</tr>
<tr>
<td>BSBCM201A</td>
<td>Communicate in the workplace</td>
<td>Nil</td>
</tr>
<tr>
<td>BSBCUS201A</td>
<td>Deliver a service to customers</td>
<td>Nil</td>
</tr>
<tr>
<td>BSBIND201A</td>
<td>Work effectively in a business environment</td>
<td>Nil</td>
</tr>
<tr>
<td>BSBINM201A</td>
<td>Process and maintain workplace information</td>
<td>Nil</td>
</tr>
<tr>
<td>BSBOHS201A</td>
<td>Participate in OHS processes</td>
<td>Nil</td>
</tr>
<tr>
<td>BSBSUS201A</td>
<td>Participate in environmentally sustainable work practices</td>
<td>Nil</td>
</tr>
<tr>
<td>BSBWOR202A</td>
<td>Organise and complete daily work activities</td>
<td>Nil</td>
</tr>
<tr>
<td>BSBWOR203A</td>
<td>Work effectively with others</td>
<td>Nil</td>
</tr>
<tr>
<td>BSBWOR204A</td>
<td>Use business technology</td>
<td>Nil</td>
</tr>
</tbody>
</table>

| Total compulsory hours | 145 |

<table>
<thead>
<tr>
<th>ELECTIVE POOL</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit code</td>
<td>Unit title</td>
</tr>
<tr>
<td>---------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>Customer Service</td>
<td>BSBCUS301A</td>
</tr>
<tr>
<td>Diversity</td>
<td>BSBDIV301A</td>
</tr>
<tr>
<td>Financial Administration</td>
<td>BSBFIA301A</td>
</tr>
<tr>
<td></td>
<td>BSBFIA302A</td>
</tr>
<tr>
<td></td>
<td>BSBFIA303A</td>
</tr>
<tr>
<td></td>
<td>BSBFIA304A</td>
</tr>
<tr>
<td>General Administration</td>
<td>BSBADM302B</td>
</tr>
<tr>
<td></td>
<td>BSBADM303B</td>
</tr>
<tr>
<td></td>
<td>BSBADM307B</td>
</tr>
<tr>
<td></td>
<td>BSBADM311A</td>
</tr>
<tr>
<td>Information Management</td>
<td>BSBINM202A</td>
</tr>
<tr>
<td></td>
<td>BSBINM301A</td>
</tr>
<tr>
<td></td>
<td>BSBINM302A</td>
</tr>
<tr>
<td>Innovation</td>
<td>BSBINN201A</td>
</tr>
<tr>
<td></td>
<td>BSBINN301A</td>
</tr>
<tr>
<td>Interpersonal Communication</td>
<td>BSBCM301A</td>
</tr>
<tr>
<td>IT Use</td>
<td>BSBITU102A</td>
</tr>
<tr>
<td></td>
<td>BSBITU201A</td>
</tr>
<tr>
<td></td>
<td>BSBITU202A</td>
</tr>
<tr>
<td></td>
<td>BSBITU203A</td>
</tr>
<tr>
<td></td>
<td>BSBITU301A</td>
</tr>
<tr>
<td></td>
<td>BSBITU302A</td>
</tr>
</tbody>
</table>
### Table 3 cont/d

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
<th>Unit-specific prerequisite</th>
<th>HSC indicative hours of credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBITU303A</td>
<td>Design and produce text documents</td>
<td>Nil</td>
<td>25</td>
</tr>
<tr>
<td>BSBITU304A</td>
<td>Produce spreadsheets</td>
<td>Nil</td>
<td>20</td>
</tr>
<tr>
<td>BSBITU305A</td>
<td>Conduct online transactions</td>
<td>Nil</td>
<td>15</td>
</tr>
<tr>
<td>BSBITU306A</td>
<td>Design and produce business documents</td>
<td>Nil</td>
<td>25</td>
</tr>
<tr>
<td>BSBITU307A</td>
<td>Develop keyboarding speed and accuracy</td>
<td>Nil</td>
<td>25</td>
</tr>
<tr>
<td>BSBITU309A</td>
<td>Produce desktop published documents</td>
<td>Nil</td>
<td>25</td>
</tr>
<tr>
<td>BSBPRO301A</td>
<td>Recommend products and services</td>
<td>Nil</td>
<td>20</td>
</tr>
<tr>
<td>BSBPUR301B</td>
<td>Purchase goods and services</td>
<td>Nil</td>
<td>20</td>
</tr>
<tr>
<td>BSBMB201A</td>
<td>Identify suitability for micro business</td>
<td>Nil</td>
<td>30</td>
</tr>
<tr>
<td>BBSUS301A</td>
<td>Implement and monitor environmentally sustainable work practices</td>
<td>Nil</td>
<td>30</td>
</tr>
<tr>
<td>BSBWOR301A</td>
<td>Organise personal work priorities and development</td>
<td>Nil</td>
<td>20</td>
</tr>
<tr>
<td>BSBWOR302A</td>
<td>Work effectively as an off-site worker</td>
<td>Nil</td>
<td>25</td>
</tr>
<tr>
<td>BSBWRT301A</td>
<td>Write simple documents</td>
<td>Nil</td>
<td>20</td>
</tr>
<tr>
<td>FNSCGEN305A</td>
<td>Maintain daily financial/business records</td>
<td>Nil</td>
<td>20</td>
</tr>
<tr>
<td>HLTFA301B</td>
<td>Apply first aid</td>
<td>Nil</td>
<td>20</td>
</tr>
</tbody>
</table>

#### 8.6 Business Services Specialisation Study (60 or 120 or 180 indicative hours)

**Purpose**

The purpose of the Business Services Specialisation Study is to provide students with the opportunity to gain further credit towards Certificate III qualifications within the business services industry. It is intended specifically for students with particular interest in the industry.

**Course eligibility**

The Business Services Specialisation Study is only available to students who are currently enrolled in, or have completed, the Business Services (240 indicative hours) course.

Before offering the Business Services Specialisation Study, schools should ensure that the RTO undertaking delivery has the scope to deliver the relevant qualification or relevant units of competency.

**Course structure**

The Business Services Specialisation Study consists of units of competency drawn from the 240-hour course (Table 3) not previously attempted by students AND/OR from the pool of 22 Specialisation Study units of competency listed in Table 4.

Details of the units of competency listed in Table 4 are not included in Part B of the Syllabus. They are available in the Business Services Training Package (BSB07) or at www.ntis.gov.au Section 15 provides the qualification packaging rules for the qualifications available through the Business Services Curriculum Framework. Table 6 (pp 68–73) lists the status of each unit of competency in relation to the qualifications. This section should guide the selection of units of competency to meet qualification requirements. The selection of units of competency must be guided by the job outcomes, local industry requirements and the characteristics of the qualification outcome as per the AQF descriptors (see pp 44–45 of this document).

The Business Services Specialisation Study (60 indicative hours) course is accredited for a total of one unit at the Preliminary or HSC level. The Business Services Specialisation Study (120 indicative hours) course is accredited for a total of two units at the Preliminary and/or HSC level. The Business Services Specialisation Study (180 indicative hours) course is accredited for a total of three units at the Preliminary and/or HSC level.
Course requirements
Students may only undertake a Specialisation Study if they are currently enrolled in, or have completed, the Business Services (240 indicative hours) course.

Specialisation Study (60 indicative hours) course:
- Units of competency from the 240-hour course (Table 3) not previously attempted by students and/or the Specialisation Study units of competency (Table 4), should be selected to a minimum of 60 indicative hours.
- Students must complete a minimum of 14 additional hours of mandatory work placement.

Specialisation Study (120 indicative hours) course:
- Units of competency from the 240-hour course (Table 3) not previously attempted by students and/or the Specialisation Study units of competency (Table 4), should be selected to a minimum of 120 indicative hours.
- Students must complete a minimum of 35 additional hours of mandatory work placement.

Specialisation Study (180 indicative hours) course:
- Units of competency from the 240-hour course (Table 3) not previously attempted by students and/or the Specialisation Study units of competency (Table 4), should be selected to a minimum of 180 indicative hours.
- Students must complete a minimum of 49 additional hours of mandatory work placement.

AQF VET qualifications
To receive AQF VET qualifications, students must meet the assessment requirements of the Business Services Training Package (BSB07). A qualified assessor must conduct the assessment.

<table>
<thead>
<tr>
<th>ELECTIVE POOL</th>
<th>Unit code</th>
<th>Unit title</th>
<th>Unit-specific prerequisite</th>
<th>HSC indicative hours of credit</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Frontline Management</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSBFLM303C</td>
<td>Contribute to effective workplace relationships</td>
<td>Nil</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>BSBFLM305C</td>
<td>Support operational plan</td>
<td>Nil</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>BSBFLM306C</td>
<td>Provide workplace information and resourcing plans</td>
<td>Nil</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>BSBFLM309C</td>
<td>Support continuous improvement systems and processes</td>
<td>Nil</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>BSBFLM311C</td>
<td>Support a workplace learning environment</td>
<td>Nil</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>BSBFLM312B</td>
<td>Contribute to team effectiveness</td>
<td>Nil</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td><strong>Information Management</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSBINM303A</td>
<td>Handle receipt and despatch of information</td>
<td>Nil</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td><strong>Legal Services Administration</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSBLEG301A</td>
<td>Apply knowledge of the legal system to complete tasks</td>
<td>Nil</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>BSBLEG302A</td>
<td>Carry out search of the public record</td>
<td>Nil</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>BSBLEG303A</td>
<td>Deliver court documentation</td>
<td>Nil</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>BSBLEG304A</td>
<td>Apply the principles of confidentiality and security within the legal environment</td>
<td>Nil</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>BSBLEG305A</td>
<td>Use legal terminology in order to carry out tasks</td>
<td>Nil</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>BSBLEG306A</td>
<td>Maintain records for time and disbursements in a legal practice</td>
<td>Nil</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>BSBLEG308A</td>
<td>Assist in prioritising and planning activities in a legal practice</td>
<td>Nil</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td><strong>Medical Services Administration</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSBMED301B</td>
<td>Interpret and apply medical terminology appropriately</td>
<td>Nil</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>BSBMED302B</td>
<td>Prepare and process medical accounts</td>
<td>Nil</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>BSBMED303B</td>
<td>Maintain patient records</td>
<td>Nil</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>BSBMED304B</td>
<td>Assist in controlling stocks and supplies</td>
<td>Nil</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>BSBMED305B</td>
<td>Apply the principles of confidentiality, privacy and security within the medical environment</td>
<td>Nil</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td><strong>Occupational Health and Safety</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSBCHM311B</td>
<td>Maintain workplace safety</td>
<td>Nil</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>BSBCHM306B</td>
<td>Contribute to implementing emergency prevention activities and response procedures</td>
<td>Nil</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>BSBCHM307A</td>
<td>Monitor a safe workplace</td>
<td>Nil</td>
<td>20</td>
<td></td>
</tr>
</tbody>
</table>

Depending on the selection and achievement of units of competency, the possible qualification outcomes:
- Certificate II in Business (BSB20107)
- Certificate III in Business (BSB30107)
- Certificate III in Business Administration (BSB30407)
- Certificate III in Business Administration (Legal) (BSB31007)
- Certificate III in Business Administration (Medical) (BSB31107)
- Certificate III in Frontline Management (BSB31207).

Qualification packaging rules are in Section 15 of this document.

Further information on assessment is in Section 11 of this document.
9 Outcomes and Content

9.1 Units of competency

Details about individual units of competency in the Business Services (120 and 240 indicative hours) courses for the HSC in the Business Services Curriculum Framework are contained in Part B of this Syllabus. Part B details unit of competency content and HSC requirements and advice.

The text for each unit of competency in the Business Services Curriculum Framework is reproduced directly from the Business Services Training Package (BSB07). Each unit of competency consists of:

- elements of competency
- performance criteria
- a range statement
- required skills and knowledge
- an evidence guide, containing:
  - critical aspects for assessment and evidence required to demonstrate competency in this unit
  - context of and specific resources for assessment
  - method of assessment
  - guidance information for assessment.

In addition, there is a column headed HSC Requirements and Advice that prescribes the scope of learning and the minimum learning experiences expected for each examinable unit of competency for the purposes of the HSC. These must be addressed by all students undertaking the Business Services (120 and 240 indicative hours) courses.

The units of competency to be delivered and assessed are determined by the scope of the registration of each RTO. Teachers and trainers should check their RTO’s 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 any external RTO delivering the HSC course. Scope of registration can be checked on the National Training Information Services (NTIS) website (www.ntis.gov.au).

Information about the delivery of VET courses for the HSC by RTOs other than schools or TAFE NSW colleges is contained in the Board of Studies Assessment, Certification and Examination (ACE) Manual and relevant Board of Studies Official Notices.

9.2 Course delivery

RTOs offering training programs that deliver HSC Business Services Framework courses must consult Part B of this Syllabus and take into consideration the details provided in the HSC Requirements and Advice column (including key terms and concepts) as well as the following requirements for each unit of competency:

- the elements of competency
- the performance criteria
- the range statement
- the required skills and knowledge
- all aspects of the evidence guide.

RTOs should pay particular attention to the information under Required skills and knowledge (to ensure these requirements have been met).

Learning experiences that are compulsory learning for the Training Package are compulsory learning for the HSC. So, in the examinable units of competency, where the range statement uses the words ‘must include’ the relevant matter has not been repeated in the HSC Requirements and Advice. However, the range statement also uses the words ‘may include’. The HSC Requirements and Advice specifies which of these learning experiences must be included for the HSC.

It is the responsibility of the RTO to determine both the resources required for course delivery, and the AQF VET qualifications that must be held by teachers and trainers delivering courses within the Business Services Curriculum Framework on behalf of the RTO.

Separate advice on learning materials, resource requirements and teacher qualifications is available from school system/sector authorities.

Further advice on curriculum materials that may be used to support the delivery of courses within the Business Services Curriculum Framework is contained in the Business Services Support Document and Resource List (www.boardofstudies.nsw.edu.au). This information is provided as a guide to RTOs delivering HSC courses within the Framework. The use of the listed resources is not mandatory.
10 Work Placement

Work placement is a mandatory HSC requirement within this Framework and appropriate hours have been assigned to 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 and apply skills acquired in the classroom or workshop
- develop additional skills and knowledge, including the employability skills (refer to Section 13.2 and Section 15).

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 learning in the workplace that is needed to achieve a unit of competency 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 setting or in the classroom.

10.1 Work placement requirements

Students must complete the following work placement for Business Services Curriculum Framework courses:
- Business Services (120 indicative hours) – a minimum of 35 hours in a workplace
- Business Services (240 indicative hours) – a minimum of 70 hours in a workplace
- Business Services Specialisation Study (60 indicative hours) – a minimum of 14 additional hours in a workplace
- Business Services Specialisation Study (180 indicative hours) – a minimum of 49 additional hours in a workplace.

Non-completion of work placement is grounds for the withholding of the course. Schools are advised to follow the issuing of ‘N’ determinations as outlined in the Board of Studies Assessment, Certification and Examinations (ACE) Manual.

It is the responsibility of the school and/or RTO to determine how course outcomes are best achieved and to structure delivery accordingly. If additional work placement or classroom time is required to enable individual students or class groups to achieve the competencies, this will be determined by the deliverer, but it does not affect the indicative HSC hours.

For units of competency that must be assessed in a business services work environment, work placement provides an opportunity to collect evidence required for a student to be deemed competent.

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

10.2 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 Examinations (ACE) Manual or relevant Board of Studies Official Notices.

11 Assessment Requirements and Advice

Assessment is the process of gathering information and making judgements about student achievement for a variety of purposes. In the HSC, those purposes include:
- assisting student learning
- evaluating and improving teaching and learning programs
- certifying satisfactory achievement and completion of courses
- reporting achievement in the HSC.

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

The information in this section relates to the Board of Studies’ requirements for assessing and reporting achievement in the HSC. 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 AQTF requires that a competency-based approach to assessment be used and that a record of the competencies achieved be held by the RTO.

In a competency-based course, assessment of competencies is standards-referenced. This means that a participant’s performance is judged against a prescribed standard contained in each unit of competency, 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 a range 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 knowledge and skills 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 strongly recommended because the concept of competency involves the integration of a wide range of skills, knowledge and attitudes.

The evidence guides in Part B of this Syllabus identify the specific skills and knowledge required to demonstrate achievement of units of competency. The evidence guide for each unit of competency is reproduced directly from the national Training Package.
11.2 Training Package requirements

To achieve an AQF VET 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 under the auspices of the RTO that is to issue the qualification must conduct the assessment.

11.2.1 Assessment guidelines

The assessment guidelines of a Training Package are part of the mandatory components of the package.

Extracts of the assessment guidelines of the Business Services Training Package (BSB07) are reproduced in Section 4 of the Support Document for this Syllabus.

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

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

- the assessment system
- learning and assessment pathways
- assessor requirements
- designing assessment tools
- conducting assessment
- assessment resources.

The full text of the assessment guidelines is included in the national Business Services Training Package (BSB07) and on the National Training Information Service (NTIS) website (www.ntis.gov.au).

In addition to the assessment guidelines, the Training Package contains an evidence guide for the assessment of each unit of competency within courses in the Framework. For units of competency in the 120-hour and 240-hour courses, these requirements are set out in the text of each unit of competency in Part B of the Syllabus.

11.2.2 Using qualified assessors

The following information is drawn from the Business Services Training Package (BSB07). The Training Package specifies that a qualified assessor must conduct assessment.

The AQTF 2007 specifies mandatory competency requirements for assessors. Element 1.4 from the AQTF 2007 Essential Standards for Registration is as follows:

1.4 Training and assessment are conducted by trainers and assessors who:

a) have the necessary training and assessment competencies as determined by the National Training Quality Council or its successors
b) have the relevant vocational competencies at least to the level being delivered or assessed
c) continue developing their vocational and training and assessment competencies to support continuous improvements in delivery of the RTO’s services.

It is important to note that it is not necessary for one individual to meet both components of assessor qualifications. The ‘qualified assessor’ might consist of an assessment partnership or team in which one partner has assessor qualifications and the other has technical expertise.

RTOs must ensure that any such assessment partnership/team is documented.

All assessors who are engaged in assessing units of competency from the Business Services Training Package must be either:

- employed by an RTO
- acting under the registration of an RTO (for example, a teacher working at a delivery site of a school sector RTO).

11.3 Competency record

Maintaining a record of units of competency achieved is compulsory. The Business Services Support Document contains templates that may be used for this purpose. RTOs may choose to design an alternative form of competency record or use versions produced by industry bodies.

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.

If the RTO chooses to use the templates available in the Support Document, it should be noted that:

- all performance criteria must 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
- where the unit of competency is assessed within a particular context, the RTO may make a notation to indicate the context in which the unit was achieved.

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

11.4 HSC examination: Business Services

The HSC examination in Business Services is optional. Only students who have completed the Business Services (240 indicative hours) course are eligible to sit for the HSC examination. In the year they will complete this course, students will specify whether they will undertake the optional written examination. Students who undertake the examination can have their mark contribute to their UAI.

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

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11.5 HSC examination specifications

The examination in Business Services is a two-hour written paper. 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 Examinable units of competency in Business Services (240 indicative hours) including:
   • elements of competency
   • performance criteria
   • range statement
   • required skills and knowledge
   • evidence guide, including:
     – critical aspects for assessment and evidence required to demonstrate competency in this unit
     – context of and specific resources for assessment
     – method of assessment
     – guidance information for assessment.

The examinable units of competency are:

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBCMM201A</td>
<td>Communicate in the workplace</td>
</tr>
<tr>
<td>BSBCUS201A</td>
<td>Deliver a service to customers</td>
</tr>
<tr>
<td>BSBIND201A</td>
<td>Work effectively in a business environment</td>
</tr>
<tr>
<td>BSBINM201A</td>
<td>Process and maintain workplace information</td>
</tr>
<tr>
<td>BSBHOHS201A</td>
<td>Participate in OHS processes</td>
</tr>
<tr>
<td>BSBSUS201A</td>
<td>Participate in environmentally sustainable work practices</td>
</tr>
<tr>
<td>BSBWOR202A</td>
<td>Organise and complete daily work activities</td>
</tr>
<tr>
<td>BSBWOR203A</td>
<td>Work effectively with others</td>
</tr>
</tbody>
</table>

2 Minimum prescribed learning contained in the HSC requirements and advice for each compulsory unit of competency (see Business Services Curriculum Framework Part B), described as:
   • key terms and concepts, and
   • HSC requirements and advice.

3 Associated employability skills for Certificate II in Business (refer to Section 15).

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. Each question is in parts.
   • All questions in this section are compulsory.
   • Question parts may have different values.

Section III (30 marks)
   • The questions in this section require an extended response.
   • There are three questions.
   • Candidates must attempt TWO questions.
   • All questions are of equal value.

The range statement frequently makes reference to ‘may include’. In the examinable units of competency this has been clarified in the HSC Requirements and Advice column to specify the learning experiences that must be included for the HSC. Only the learning that is compulsory according to the Training Package and/or HSC Requirements and Advice can be examined.
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 HSC, 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 Reporting student performance
Courses within the Business Services Curriculum Framework will be listed on the HSC Record of Achievement, together with the unit value of each course. Competencies achieved will be listed on the vocational documentation, which will appear separately.

For students who have fulfilled the requirements for an AQF VET qualification, the vocational documentation will consist of the relevant Certificate and an accompanying Statement of Competencies Achieved. Students who have achieved partial completion of an AQF VET qualification will receive a Statement of Attainment, which lists all units of competency achieved towards the qualification.

For students entered in the Business Services (240 indicative hours) course who undertake the optional HSC examination, the record of achievement will show an examination mark, an HSC mark (equal to the examination mark) and a performance band. These students will also receive a course report for the examination. The course report includes a performance scale describing levels (bands) of achievement, an HSC mark located on the performance scale, and an examination mark. It will also show, graphically, the statewide distribution of examination marks of all students in the course.

An estimated examination mark must be submitted for all students entered for the optional HSC examination. The estimated examination mark will be used only in the case of a successful illness/misadventure appeal.

12.4 AQF VET qualifications
A student who has been assessed as competent will receive formal recognition of their competencies. This formal recognition of competencies leads to a Statement of Attainment or a qualification.

To achieve an AQF VET qualification, a person must achieve the full set of units of competency as specified in the Training Package qualification packaging rules.

A Statement of Attainment will be issued for successful achievement of a single unit or for a group of units. At a later date, the person can undertake further skill development or training and be assessed against additional competencies until they have achieved all the competencies required for an AQF VET qualification. RTOs must recognise and give credit for the competencies recorded on a Statement of Attainment.

Section 15 of this document provides the qualification packaging rules for the qualifications available through the Business Services Curriculum Framework.

Students who undertake the HSC courses within the Business Services Curriculum Framework may be eligible for AQF VET certification as listed below.

- **Business Services (120 indicative hours)**  
  Depending on the selection and achievement of units of competency, the possible qualifications are:
  - Statement of Attainment towards Certificate II in Business (BSB20107)
  - Statement of Attainment towards Certificate III in Business (BSB30107)
  - Statement of Attainment towards Certificate III in Business Administration (BSB30407).

- **Business Services (240 indicative hours)**  
  Depending on the selection and achievement of units of competency, the possible qualifications are:
  - Certificate II in Business (BSB20107)
  - Statement of Attainment towards Certificate III in Business (BSB30107)
  - Statement of Attainment towards Certificate III in Business Administration (BSB30407).

- **Business Services Specialisation Study (60 or 120 or 180 indicative hours)**  
  Depending on the selection and achievement of units of competency, the possible qualifications are:
  - Certificate II in Business (BSB20107)
  - Certificate III in Business (BSB30107)
  - Certificate III in Business Administration (BSB30407)
  - Certificate III in Business Administration (Legal) (BSB31007)
  - Certificate III in Business Administration (Medical) (BSB31107)
  - Certificate III in Frontline Management (BSB31207).
13 Other Information

13.1 Providing for all students

13.1.1 Students with special education needs

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

Students with special education needs may access:

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

OR

- units of competency selected through the collaborative curriculum planning process from the relevant course units of competency detailed in Sections 8.4 and 8.5 of this document.

Students with special education needs may require adjustments to learning and assessment strategies as well as additional time to demonstrate the required level of competence. Reasonable adjustments to delivery and assessment are appropriate provided they conform to the industry competency standards as expressed in the BSB07 Training Package.¹

An adjustment is any measure or action that a student requires because of their disability, and which has the effect of assisting the student to access and participate in education and training on the same basis as students without a disability.

An adjustment is reasonable if it achieves this purpose while taking into account factors such as the nature of the student’s disability, the views of the student, the potential effect of the adjustment on the student and others who might be affected, and the costs and benefits of making the adjustment.

An education provider is also entitled to maintain the academic integrity of a course or program and to consider the requirements or components that are inherent or essential to its nature when assessing whether an adjustment is reasonable.⁸

Reasonable adjustments should be based upon the individual student’s needs and abilities.

The appropriate units of competency should be selected through the collaborative curriculum planning process to work towards the achievement of an AQF VET Certificate and an occupational outcome.

It is recommended that the collaborative curriculum planning should prioritise units of competency that provide essential foundation skills for employment in the business services industry.

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

- collaborative curriculum planning to meet individual needs
- appropriate learning and assessment strategies
- appropriate consultation on strategies to support the mandatory work placement
- 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, both 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 (2005). This document is available on the Board of Studies website (www.boardofstudies.nsw.edu.au).


Work placement

Students with special education needs must undertake the minimum work placement requirements for courses within the Business Services Curriculum Framework, detailed in Section 8 (course requirements for each course) and in Section 10 of this document.

Assessment

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

AQF VET qualifications

Eligibility for AQF VET qualifications is the same for all students. To receive AQF VET qualifications, students with special education needs must meet the assessment requirements of the Business Services Training Package (BSB07). A qualified assessor must conduct the assessment.

13.1.2 Gender and cultural considerations

Industry curriculum frameworks address the needs of a broad range of students. Material developed for teaching and assessment programs in the Business Services Curriculum Framework must not contain any bias related to a student’s gender or cultural background. Case studies, illustrative examples and other materials used for teaching and assessment should be selected such that they do not reinforce gender or cultural stereotypes.

13.1.3 School-based trainees

The Business Services Curriculum Framework includes provision for trainees to fulfil their requirements and gain an AQF VET qualification.

Students participating in a Certificate II in Business traineeship who are seeking credit towards the HSC for their training should undertake the Business Services (240 indicative hours) course.

Students may elect to complete the Board Endorsed Stage 6 Industry-based Learning Course, enabling them to gain HSC credit for the on-the-job component of the school-based traineeship.

Additional HSC credit is available through the locally designed Board Endorsed Course process. Such courses may draw from units of competency in the Business Services Training Package (BSB07) and can be individualised to align to a student’s training plan as included in their Vocational Training Order (VTO).

Further information on requirements and arrangements for school-based traineeships in the Business services industries is available from:

- school system/sector authorities
- the Department of Education and Training State Training Centres
- the apprenticeships and traineeships website (http://apprenticeship.det.nsw.edu.au)
- the Department of Education and Training Vocational Education in Schools school-based apprenticeships and traineeships in NSW (www.sbatinnsw.info)
- Australian Apprenticeship Centres.
13.2 Employability Skills

The Employability Skills build on the Mayer Key Competencies (developed in 1992) which attempted to describe generic competencies for effective participation in work. The Business Council of Australia (BCA) and the Australian Chamber of Commerce and Industry (ACCI), in consultation with other peak employer bodies, produced the Employability Skills for the Future report which was officially released in May 2002. The report indicated that business and industry required a broader range of skills than the Mayer Key Competencies Framework. It featured an Employability Skills Framework identifying eight Employability Skills:

- communication
- teamwork
- problem-solving
- initiative and enterprise
- planning and organising
- self-management
- learning
- technology.

The report demonstrated how Employability Skills can be further described for particular occupational and industry contexts by sets of facets or important work skills. The following table contains the Employability Skills facets identified in the report.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Facets</th>
</tr>
</thead>
</table>
| **Communication** that contributes to productive and harmonious relations across employees and customers | - listening and understanding  
- speaking clearly and directly  
- writing to the needs of the audience  
- negotiating responsively  
- reading independently  
- emphasising  
- using numeracy effectively  
- understanding the needs of internal and external customers  
- persuading effectively  
- establishing and using networks  
- being assertive  
- sharing information  
- speaking and writing in languages other than English |
| **Teamwork** that contributes to productive working relationships and outcomes | - working across different ages irrespective of gender, race, religion or political persuasion  
- working as an individual and as a member of a team  
- knowing how to define a role as part of the team  
- applying teamwork to a range of situations e.g. futures planning and crisis problem solving  
- identifying the strengths of team members  
- coaching and mentoring skills, including giving feedback |
| **Initiative and enterprise** that contribute to innovative outcomes | - adapting to new situations  
- developing a strategic, creative and long-term vision  
- being creative  
- identifying opportunities not obvious to others  
- translating ideas into action  
- generating a range of options  
- initiating innovative solutions |
| **Planning and organising** that contribute to long and short-term strategic planning | - managing time and priorities – setting time lines, coordinating tasks for self and with others  
- being resourceful  
- taking initiative and making decisions  
- adapting issues, allocations to cope with contingencies  
- establishing clear project goals and deliverables  
- allocating people and other resources to tasks  
- planning the use of resources, including time management  
- being resourceful  
- being open to new ideas and techniques  
- being prepared to invest time and effort in learning new skills  
- acknowledging the need to learn in order to accommodate change |

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 the business services industry. Learning in English, for example, will contribute to the development of communication and team competencies. Learning in Mathematics will contribute to calculation competencies. Similarly, learning in Business Studies, Legal Studies and other vocational courses will contribute to a range of 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 more than one VET course, similar competencies may be required. In these cases, learning in one area may contribute significantly to learning in another.

It is important that teachers are aware of all VET courses students are studying to ensure that they do not complete the same unit of competency in another VET course. Students may not claim HSC unit credit twice for the same unit of competency. Where a student is undertaking two VET courses involving common units of competency (ie they have the same unit code8), additional units of competency will need to be included in the student’s program of study in one of the industry areas to make up the indicative hour requirements for HSC unit credit.

The following table shows the units of competency that the Business Services Curriculum Framework has in common with other Framework courses:

<table>
<thead>
<tr>
<th>Business Services</th>
<th>Automotive</th>
<th>Entertainment</th>
<th>Retail Services</th>
<th>Tourism</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicate in the workplace</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Deliver a service to customers</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Handle mail</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Produce simple word processed documents</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use business technology</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

Please note: Teachers need to be aware that the HSC Requirements and Advice for the above units of competency may vary slightly in each Framework due to the contextualisation of content to the different industry areas.

Students should be informed of the links between courses in the Business Services Curriculum Framework and other courses that they are studying, and of possible assessment opportunities. Where students apply for recognition of competencies achieved in other VET courses, there will be a need to contextualise their learning to the business services industry.


8 Or an updated version of the unit code – for example, the last letter has changed from an A to B or B to C.
13.4 Articulation to further training

Students achieving units of competency in this Framework can apply to have those units recognised in other endorsed Training Package qualifications.

Students and teachers should investigate the qualifications within the Business Services Training Package (BSB07) to identify possible training pathways. In some instances these may include higher-level courses at TAFE NSW or other RTOs which may provide for advanced standing in related university courses.

Students seeking to gain credit towards AQF VET qualifications in other industries may use the qualifications gained in Business Services as evidence of competency for related units of competency in any national Training Package.

Further information on requirements and arrangements for post-school traineeships in the business services industries is available from the NSW Department of Education and Training State Training Centres and Australian Apprenticeship Centres.

14 AQF VET Qualifications

The various titles of AQF VET qualifications reflect levels of performance and degrees of responsibility 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 Certificates I to III. Brief descriptions of Certificates I, II and III, from the Australian Qualifications Framework Implementation Handbook, are provided below.

Certificate I

Breadth, depth and complexity of knowledge and skills would prepare a person to perform a defined range of activities most of which may be routine and predictable. Applications may include a variety of employment-related skills including preparatory access and participation skills, broad-based induction skills and/or specific workplace skills. They may also include participation in a team or work group.

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.

Certificate II

Breadth, depth and complexity of knowledge and skills would prepare a person to perform in a range of varied activities or knowledge applications 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.

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

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

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 between a limited range of options is required
- assess and record information from varied sources
- take limited responsibility for own outputs in work and learning.

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Certificate III

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

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

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

An individual demonstrating these competencies would be able to:

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

AQF VET Statements of Attainment and Certificates are ONLY issued on the basis of successful achievement of a unit of competency as determined by a qualified assessor.

15 Minimum Requirements for AQF VET Qualifications

The following pages outline the qualification packaging rules for the AQF VET qualifications available in this Framework. This information is reproduced directly from the Business Services Training Package (BSB07). It is included so that the minimum requirements for achieving the industry qualifications are clear. Students who meet these requirements will be eligible for the relevant AQF VET Certificate, whether or not they have met the additional requirements of the HSC course.

Please note: Only the shaded units of competency are available in the Business Services Curriculum Framework. HSC course requirements are outlined in Section 8.

BSB20107 Certificate II in Business

Descriptor

This qualification reflects the role of individuals who perform a range of mainly routine tasks using limited practical skills and fundamental operational knowledge in a defined context, working under direct supervision.

Job roles

Job roles and titles vary across different industry sectors. Possible job titles relevant to this qualification include:

- Administration Assistant
- Clerical Worker
- Data Entry Operator
- Information Desk Clerk
- Office Junior
- Receptionist.

Qualification Pathways

Prerequisite requirements

There are no prerequisite requirements for individual units of competency.

Pathways into the qualification

Preferred pathways for candidates considering this qualification include:

- after achieving the BSB10107 Certificate I in Business or other relevant qualification/s
- providing evidence of competency in the majority of units required for the BSB10107 Certificate I in Business or other relevant qualification/s
- with limited vocational experience assisting in a range of work settings without a formal business qualification.

Pathways from the qualification

After achieving the BSB20107 Certificate II in Business, candidates may undertake the BSB30107 Certificate III in Business, a qualification for those seeking to develop more specialised technical skills and knowledge for working in a range of business environments, or a range of other Certificate III qualifications.

Licensing, Legislative, Regulatory or Certification Considerations

There is no direct link between this qualification and licensing, legislative and/or regulatory requirements. However, where required, a unit of competency will specify relevant licensing, legislative and/or regulatory requirements that impact on the unit.
QUALIFICATION RULES
Total number of units = 12
1 core unit plus
11 elective units
7 of the elective units must be selected from the elective units listed below.
The other 4 elective units may be selected from the remaining elective units listed below, the BSB07 Business Services Training Package or any other currently endorsed national Training Package. If not listed below, a maximum of 2 of the 4 units may be selected from either a Certificate I or a Certificate III qualification.
Elective units must be relevant to the work outcome, local industry requirements and the qualification level. Units selected from other Training Packages must not duplicate units selected from or available within the BSB07 Business Services Training Package.

CORE UNITS
Occupational Health and Safety
BSBOHS201A Participate in OHS processes

ELECTIVE UNITS
Customer Service
BSBCUS201A Deliver a service to customers
Industry Context
BSBIND201A Work effectively in a business environment
Information Management
BSBINM201A Process and maintain workplace information
BSBINM202A Handle mail
Innovation
BSBINN201A Contribute to workplace innovation
Interpersonal Communication
BSBCM201A Communicate in the workplace
IT Use
BSBITU201A Produce simple word processed documents
BSBITU202A Create and use spreadsheets
BSBITU203A Communicate electronically
Small and Micro Business
BSBSMB201A Identify suitability for micro business
Sustainability
BSBSUS201A Participate in environmentally sustainable work practices
Workplace Effectiveness
BSBWOR202A Organise and complete daily work activities
BSBWOR203A Work effectively with others
BSBWOR204A Use business technology
Imported Units
FNSICGEN305A Maintain daily financial/business

EMPLOYABILITY SKILLS SUMMARY
BSB20107 Certificate II in Business
The following table contains a summary of the Employability Skills required by industry for this qualification. The Employability Skills facets described here are broad industry requirements that may vary depending on qualification packaging options.

<table>
<thead>
<tr>
<th>Employability Skill</th>
<th>Industry requirements for this qualification include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>• communicating verbally with clients and colleagues&lt;br&gt;• drafting routine correspondence that meets the organisational standards of style, format and accuracy.</td>
</tr>
<tr>
<td>Teamwork</td>
<td>• working in a team environment to promote team commitment and cooperation.</td>
</tr>
<tr>
<td>Problem solving</td>
<td>• choosing appropriate methods for communication and transferring information&lt;br&gt;• dealing with client enquiries and complaints.</td>
</tr>
<tr>
<td>Initiative and enterprise</td>
<td>• raising occupational health and safety issues with designated personnel.</td>
</tr>
<tr>
<td>Planning and organising</td>
<td>• planning and organising own work schedule for the day&lt;br&gt;• planning the layout of simple documents using appropriate software.</td>
</tr>
<tr>
<td>Self-management</td>
<td>• dealing sensitively with client needs and cultural, family and individual differences&lt;br&gt;• obtaining feedback on work performance and identifying opportunities for improvement.</td>
</tr>
<tr>
<td>Learning</td>
<td>• encouraging, acknowledging and acting on constructive feedback from team members&lt;br&gt;• using manuals, training booklets and online help to overcome difficulties.</td>
</tr>
<tr>
<td>Technology</td>
<td>• selecting, maintaining and using business technology appropriate to the task.</td>
</tr>
</tbody>
</table>

47 48
Please note: Only the shaded units of competency are available in the Business Services Curriculum Framework. HSC course requirements are outlined in Section 8.

**BSB30107 Certificate III in Business**

**Descriptor**
This qualification reflects the role of individuals who apply a broad range of competencies in a varied work context using some discretion, judgement and relevant theoretical knowledge. They may provide technical advice and support to a team.

**Job Roles**
Job roles and titles vary across different industry sectors. Possible job titles relevant to this qualification include:
- Customer Service Advisor
- Data Entry Operator
- General Clerk
- Payroll Officer
- Typist
- Word Processing Operator.

**Qualification Pathways**

**Prerequisite requirements**
There are no prerequisite requirements for individual units of competency.

**Pathways into the qualification**
Preferred pathways for candidates considering this qualification include:
- after achieving the BSB20107 Certificate II in Business or other relevant qualification/s
- or providing evidence of competency in the majority of units required for the BSB20107 Certificate II in Business or other relevant qualifications
- or with some vocational experience assisting in a range of support roles without a formal business qualification.

Examples of indicative job roles for candidates seeking entry based upon their vocational experience include:
- Administration Assistant
- Office Manager
- Data Entry Operator
- Information Desk Clerk
- Office Junior
- Receptionist.

This breadth of expertise would equate to the competencies required to undertake this qualification.

**Pathways from the qualification**
After achieving the BSB30107 Certificate III in Business, candidates may undertake the BSB40207 Certificate IV in Business, a qualification for those who work in a range of business environments and who provide leadership and guidance in relation to specific technical knowledge and skills, or a range of other Certificate IV qualifications.

**Licensing, Legislative, Regulatory or Certification Considerations**
There is no direct link between this qualification and licensing, legislative and/or regulatory requirements. However, where required, a unit of competency will specify relevant licensing, legislative and/or regulatory requirements that impact on the unit.
EMPLOYABILITY SKILLS SUMMARY

BSB30107 Certificate III in Business

The following table contains a summary of the Employability Skills required by industry for this qualification. The Employability Skills facets described here are broad industry requirements that may vary depending on qualification packaging options.

<table>
<thead>
<tr>
<th>Employability Skill</th>
<th>Industry requirements for this qualification include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>• communicating verbally with others in negotiation, training and questioning&lt;br&gt;• writing a range of simple documentation and communications.</td>
</tr>
<tr>
<td>Teamwork</td>
<td>• completing individual tasks to support team goals&lt;br&gt;• conveying workplace procedures and work instructions to team members.</td>
</tr>
<tr>
<td>Problem solving</td>
<td>• resolving issues and conflicts with team members&lt;br&gt;• using manuals and other documentation to overcome problems with information technology or other office equipment.</td>
</tr>
<tr>
<td>Initiative and enterprise</td>
<td>• demonstrating individual responsibility for completing tasks&lt;br&gt;• suggesting improvements to support the development of improved work practices and team effectiveness.</td>
</tr>
<tr>
<td>Planning and organising</td>
<td>• contributing to planning processes with team members to meet expected outcomes&lt;br&gt;• gathering, organising and applying workplace information for the organisation’s work processes and information systems.</td>
</tr>
<tr>
<td>Self-management</td>
<td>• identifying development needs and seeking training to fill needs&lt;br&gt;• monitoring and recording the performance of own work area.</td>
</tr>
<tr>
<td>Learning</td>
<td>• developing a comprehensive knowledge and understanding of products and services&lt;br&gt;• identifying priorities and pursuing personal work goals in accordance with organisational objectives.</td>
</tr>
<tr>
<td>Technology</td>
<td>• using information communication technology to communicate with team members or clients&lt;br&gt;• using word processing packages, spreadsheets and/or databases to produce written correspondence and reports.</td>
</tr>
</tbody>
</table>
**Please note:** Only the shaded units of competency are available in the Business Services Curriculum Framework. HSC course requirements are outlined in Section 8.

**BSB30407 Certificate III in Business Administration**

**Descriptor**
This qualification reflects the role of individuals who apply a broad range of administrative competencies in varied work contexts, using some discretion and judgement. They may provide technical advice and support to a team.

**Job Roles**
Job roles and titles vary across different industry sectors. Possible job titles relevant to this qualification include:
- Accounts Receivable Clerk
- Accounts Payable Clerk
- Clerk
- Data Entry Operator
- Junior Personal Assistant
- Receptionist
- Office Administration Assistant
- Office Administrator
- Word Processing Operator.

**Qualification Pathways**

**Prerequisite requirements**
There are no prerequisite requirements for individual units of competency.

**Pathways into the qualification**
Preferred pathways for candidates considering this qualification include:
- after achieving the BSB20107 Certificate II in Business or other relevant qualification/s
- providing evidence of competency in the majority of units required for the BSB20107 Certificate II in Business or other relevant qualification/s
- with some vocational experience assisting in a range of support roles without a formal business qualification.

Examples of indicative job roles for candidates seeking entry based upon their vocational experience include:
- Administration Assistant
- Clerical Worker
- Data Entry Operator
- Information Desk Clerk
- Office Junior
- Receptionist.

This breadth of expertise would equate to the competencies required to undertake this qualification.

**Pathways from the qualification**
After achieving the BSB30407 Certificate III in Business Administration, candidates may undertake the BSB40507 Certificate IV in Business Administration, a qualification for those who work in a range of business environments and who contribute their technical skills and knowledge to supporting the work of a team or a range of other Certificate IV qualifications.

**Licensing, Legislative, Regulatory or Certification Considerations**
There is no direct link between this qualification and licensing, legislative and/or regulatory requirements. However, where required, a unit of competency will specify relevant licensing, legislative and/or regulatory requirements that impact on the unit.

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### QUALIFICATION RULES

Total number of units = 13

- 2 core unit plus
- 7 administration units selected from the administration units listed below plus
- 4 electives selected from the remaining administration units, the generic business elective units listed below or from an equivalent AQF qualification in the BSB07 Business Services Training Package or any other currently endorsed national Training Package. If not listed below, a maximum of 2 electives may be selected from a Certificate II or Certificate IV qualification.

Elective units must be relevant to the work outcome, local industry requirements and the qualification level.

Units selected from other Training Packages must not duplicate units selected from or available within the BSB07 Business Services Training Package.

Where the packaging rules of this qualification meet the rules of a specialist qualification, the specialist qualification and not the generic qualification must be awarded.

### CORE UNITS

**IT Use**
- BSBITU302A Create electronic presentations
- BSBITU303A Design and produce text documents
- BSBITU304A Produce spreadsheets
- BSBITU305A Design and produce business documents
- BSBITU309A Produce desktop published documents

**Writing**
- BSBWRT301A Write simple documents

**GENERIC BUSINESS ELECTIVE UNITS**

| Customer Service | BSBCUS301A Deliver and monitor a service to customers |
| Diversity        | BSBDIV301A Work effectively with diversity |
| Financial Admin. | BSBFIA301A Maintain financial records |
| General Admin.   | BSBADM302B Produce texts from notes |
EMPLOYABILITY SKILLS SUMMARY

BSB30407 Certificate III in Business Administration

The following table contains a summary of the Employability Skills required by industry for this qualification. The Employability Skills facets described here are broad industry requirements that may vary depending on qualification packaging options.

<table>
<thead>
<tr>
<th>Employability Skill</th>
<th>Industry requirements for this qualification include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>clearly communicating workplace information to others (verbal and non-verbal)</td>
</tr>
<tr>
<td></td>
<td>communicating sensitively in a cross cultural context</td>
</tr>
<tr>
<td></td>
<td>communicating with colleagues and clients to handle verbal enquiries such as clarifying instructions and responding to requests for information</td>
</tr>
<tr>
<td></td>
<td>communicating with people who speak languages other than English</td>
</tr>
<tr>
<td></td>
<td>interpreting needs of clients (internal or external)</td>
</tr>
<tr>
<td></td>
<td>interpreting the needs of customers</td>
</tr>
<tr>
<td></td>
<td>reading and interpreting workplace related documentation</td>
</tr>
<tr>
<td></td>
<td>writing to audience needs.</td>
</tr>
<tr>
<td>Teamwork</td>
<td>applying knowledge of own role to complete activities efficiently to support team activities and tasks</td>
</tr>
<tr>
<td></td>
<td>working in a team of people to provide office administration services</td>
</tr>
<tr>
<td></td>
<td>working with diverse individuals and groups.</td>
</tr>
<tr>
<td>Problem solving</td>
<td>developing practical responses to common breakdowns in workplace systems and procedures</td>
</tr>
<tr>
<td></td>
<td>rectifying discrepancies or errors in documentation and transactions</td>
</tr>
<tr>
<td></td>
<td>taking action to resolve complaints.</td>
</tr>
<tr>
<td>Initiative and enterprise</td>
<td>adapting to new and emerging situations in the workplace</td>
</tr>
<tr>
<td></td>
<td>being proactive and creative in responding to workplace problems, changes and challenges.</td>
</tr>
<tr>
<td>Planning and organising</td>
<td>allocating resources to workplace tasks and requirements</td>
</tr>
<tr>
<td></td>
<td>collecting, analysing and organising workplace data</td>
</tr>
<tr>
<td></td>
<td>identifying risk factors and taking action to minimise risk</td>
</tr>
<tr>
<td></td>
<td>organising meeting schedules for clients and colleagues and negotiating alternative arrangements</td>
</tr>
<tr>
<td></td>
<td>planning for contingencies</td>
</tr>
<tr>
<td></td>
<td>planning information and documentation requirements</td>
</tr>
<tr>
<td></td>
<td>utilising or determining required resources.</td>
</tr>
<tr>
<td>Self-management</td>
<td>following workplace documentation such as codes of practice or operating procedures</td>
</tr>
<tr>
<td></td>
<td>projecting a professional image when representing the organisation</td>
</tr>
<tr>
<td></td>
<td>setting own work program and managing time to ensure tasks are done on time</td>
</tr>
<tr>
<td></td>
<td>taking personal responsibility at the appropriate level</td>
</tr>
<tr>
<td></td>
<td>working ethically when dealing with financial transactions.</td>
</tr>
<tr>
<td>Learning</td>
<td>maintaining continuous learning by seeking out opportunities for improvement and developing new skills</td>
</tr>
<tr>
<td></td>
<td>seeking assistance and expert advice.</td>
</tr>
<tr>
<td>Technology</td>
<td>using business related technology safely (OHS)</td>
</tr>
<tr>
<td></td>
<td>using business technology such as software programs for word processing spreadsheets, presentation and scheduling.</td>
</tr>
</tbody>
</table>
BSB31007 Certificate III in Business Administration (Legal)

Descriptor
This qualification reflects the role of individuals who apply a broad range of administrative competencies in a legal office work environment, using some discretion and judgement. They may provide technical advice and support to a team.

Job Roles
Job roles and titles vary across different industry sectors. Possible job titles relevant to this qualification include:
- Legal Receptionist.

Qualification Pathways
Prerequisite requirements
There are no prerequisite requirements for individual units of competency.

Pathways into the qualification
Preferred pathways for candidates considering this qualification include:
- after achieving the BSB20107 Certificate II in Business or other relevant qualification/s or
- providing evidence of competency in the majority of units required for the BSB20107 Certificate II in Business or other relevant qualification/s or
- with some vocational experience assisting in a range of support roles without a formal business qualification.

Examples of indicative job roles for candidates seeking entry based upon their vocational experience include:
- Administration Assistant
- Clerical Worker
- Data Entry Operator
- Information Desk Clerk
- Office Junior
- Receptionist

This breadth of expertise would equate to the competencies required to undertake this qualification.

Pathways from the qualification
Candidates who successfully complete the BSB30407 Certificate III in Business Administration (Legal) may undertake the BSB41207 Certificate IV in Legal Services, a qualification for legal administration team leaders or managers who have responsibility for managing a team and for those required to manage the legal administration/services activities within an organisation, or a range of other Certificate IV qualifications.

Licensing, Legislative, Regulatory or Certification Considerations
There is no direct link between this qualification and licensing, legislative and/or regulatory requirements. However, where required, a unit of competency will specify relevant licensing, legislative and/or regulatory requirements that impact on the unit.
EMPLOYABILITY SKILLS SUMMARY

BSB31007 Certificate III in Business Administration (Legal)

The following table contains a summary of the Employability Skills required by industry for this qualification. The Employability Skills facets described here are broad industry requirements that may vary depending on qualification packaging options.

<table>
<thead>
<tr>
<th>Employability Skill</th>
<th>Industry requirements for this qualification include:</th>
</tr>
</thead>
</table>
| **Communication**   | - clearly communicating workplace information to others (verbal and non verbal)  
                      - communicating sensitively in a cross cultural context  
                      - communicating with colleagues and clients to handle verbal inquiries such as requests for legal documents, schedules or records enquiries  
                      - communicating with people who speak languages other than English  
                      - interpreting needs of clients (internal or external)  
                      - reading and interpreting workplace related documentation  
                      - writing to audience needs. |
| **Teamwork**        | - applying knowledge of own role to complete activities efficiently to support team activities and tasks  
                      - working in a team of people to provide legal administration including record keeping services  
                      - working with diverse individuals and groups. |
| **Problem solving** | - developing practical responses to common breakdowns in workplace systems and procedures  
                      - rectifying discrepancies or errors in documentation and transactions  
                      - taking action to resolve concerns. |
| **Initiative and enterprise** | - adapting to new and emerging situations in the workplace  
                              - being proactive and creative in responding to workplace problems, changes and challenges. |
| **Planning and organising** | - allocating resources to workplace tasks and requirements  
                              - collecting, analysing and organising workplace data  
                              - identifying risk factors and taking action to minimise risk  
                              - organising meeting schedules for clients and colleagues and negotiating alternative arrangements  
                              - planning for contingencies  
                              - planning information and documentation requirements  
                              - utilising or determining required resources. |
| **Self-management** | - following workplace documentation such as codes of practice or operating procedures  
                      - projecting a professional image when representing the organisation  
                      - setting own work program and managing time to ensure tasks are done on time  
                      - taking personal responsibility at the appropriate level  
                      - working ethically when dealing with financial transactions. |
| **Learning**        | - maintaining continuous learning by seeking out opportunities for improvement and developing new skills  
                      - seeking assistance and expert advice. |
| **Technology**      | - using business related technology safely (OHS)  
                      - using business technology such as software programs for word processing spreadsheets, presentation and scheduling. |
Please note: Only the shaded units of competency are available in the Business Services Curriculum Framework. HSC course requirements are outlined in Section 8.

BSB31107 Certificate III in Business Administration (Medical)

Descriptor
This qualification reflects the role of individuals who apply a broad range of competencies in various medical administration contexts. They may exercise discretion and judgement using appropriate knowledge to provide technical advice and support to a team.

Job Roles
Job roles and titles vary across different industry sectors. Possible job titles relevant to this qualification include:
- Medical Receptionist
- Medical Records Clerk
- Medical Secretary.

Qualification Pathways

Prerequisite requirements
There are no prerequisite requirements for individual units of competency.

Pathways into the qualification
Preferred pathways for candidates considering this qualification include:
- after achieving the BSB20107 Certificate II in Business or other relevant qualification/s
- providing evidence of competency in the majority of units required for the BSB20107 Certificate II in Business or other relevant qualification/s
- with some vocational experience assisting in a range of support roles without a formal business qualification.

Examples of indicative job roles for candidates seeking entry based upon their vocational experience include:
- Administration Assistant
- Clerical Worker
- Data Entry Operator
- Information Desks Clerk
- Office Junior
- Receptionist.

This breadth of expertise would equate to the competencies required to undertake this qualification.

Pathways from the qualification
Candidates who successfully complete the BSB31107 Certificate III in Business Administration (Medical) may undertake the BSB40507 Certificate IV in Business Administration, a qualification for those who work in a range of business environments and who contribute their technical skills and knowledge to supporting the work of a team or a range of other Certificate IV qualifications.

Licensing, Legislative, Regulatory or Certification Considerations
There is no direct link between this qualification and licensing, legislative and/or regulatory requirements. However, where required, a unit of competency will specify relevant licensing, legislative and/or regulatory requirements that impact on the unit.

QUALIFICATION RULES
Total number of units = 13
- 2 core units plus
- 5 medical administration units plus
- 4 administration units plus
- 2 other elective units selected from the remaining administration units, the remaining medical administration units or the generic business elective units listed below or selected from an equivalent AQF qualification in the BSB07 Business Services Training Package or any other currently endorsed national Training Package. If not listed below, these 2 elective units may be selected from a Certificate II or Certificate IV qualification.

Elective units must be relevant to the work outcome, local industry requirements and the qualification level.

Units selected from other Training Packages must not duplicate units selected from or available within the BSB07 Business Services Training Package.

CORE UNITS
IT Use
- BSBITU307A Develop keyboarding speed and accuracy

Occupational Health and Safety
- BSBHOHS201A Participate in OHS processes
- or
- BSBHOHS306B Contribute to implementing emergency prevention activities and response procedures

MEDICAL ADMINISTRATION UNITS
Medical Services Administration
- BSBMED301B Interpret and apply medical terminology appropriately
- BSBMED302B Prepare and process medical accounts
- BSBMED303B Maintain patient records
- BSBMED304B Assist in controlling stocks and supplies
- BSBMED305B Apply the principles of confidentiality, privacy and security within the medical environment
- BSBMED401B Manage patient record keeping system

ADMINISTRATION UNITS
Financial Administration
- BSBFIA302A Process payroll
- BSBFIA303A Process accounts payable and receivable
- BSBFIA304A Maintain a general ledger

General Administration
- BSBADM307B Organise schedules

IT Use
- BSBITU302A Create electronic presentations
- BSBITU303A Design and produce text documents
- BSBITU304A Produce spreadsheets
- BSBITU306A Design and produce business documents
- BSBITU309A Produce desktop published documents

Writing
- BSBWRT301A Write simple documents
### GENERIC BUSINESS ELECTIVE UNITS

<table>
<thead>
<tr>
<th>Category</th>
<th>Unit Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Customer Service</td>
<td>BSBCUS301A</td>
<td>Deliver and monitor a service to customers</td>
</tr>
<tr>
<td>Diversity</td>
<td>BSBDIV301A</td>
<td>Work effectively with diversity</td>
</tr>
<tr>
<td>Financial Administration</td>
<td>BSBFIA301A</td>
<td>Maintain financial records</td>
</tr>
<tr>
<td>General Administration</td>
<td>BSBADM301A</td>
<td>Maintain business resources</td>
</tr>
<tr>
<td>Information Management</td>
<td>BSBINM301A</td>
<td>Organise workplace information</td>
</tr>
<tr>
<td></td>
<td>BSBINM302A</td>
<td>Use a knowledge management system</td>
</tr>
<tr>
<td></td>
<td>BSBINM303A</td>
<td>Handle receipt and despatch of information</td>
</tr>
<tr>
<td>Innovation</td>
<td>BSBINI201A</td>
<td>Contribute to workplace innovation</td>
</tr>
<tr>
<td>Interpersonal Communication</td>
<td>BSBCCM301A</td>
<td>Process customer complaints</td>
</tr>
<tr>
<td>IT Use</td>
<td>BSBITU301A</td>
<td>Create and use databases</td>
</tr>
<tr>
<td></td>
<td>BSBITU305A</td>
<td>Conduct online transactions</td>
</tr>
<tr>
<td>Occupational Health and Safety</td>
<td>BSBHOHS401A</td>
<td>Monitor a safe workplace</td>
</tr>
<tr>
<td>Product Skills and Advice</td>
<td>BSBPRR301A</td>
<td>Recommend products and services</td>
</tr>
<tr>
<td>Sustainability</td>
<td>BSBUSUS201A</td>
<td>Participate in environmentally sustainable work practices</td>
</tr>
<tr>
<td>Workplace Effectiveness</td>
<td>BSBWOR201A</td>
<td>Use business technology</td>
</tr>
<tr>
<td></td>
<td>BSBWOR301A</td>
<td>Organise personal work priorities and development</td>
</tr>
<tr>
<td></td>
<td>BSBWOR302A</td>
<td>Work effectively as an off site worker</td>
</tr>
</tbody>
</table>

### EMPLOYABILITY SKILLS SUMMARY

#### BSB31107 Certificate III in Business Administration (Medical)

The following table contains a summary of the Employability Skills required by industry for this qualification. The Employability Skills facets described here are broad industry requirements that may vary depending on qualification packaging options.

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<thead>
<tr>
<th>Employability Skill</th>
<th>Industry requirements for this qualification include:</th>
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<tr>
<td>Communication</td>
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<td></td>
<td>• communicating sensitively in a cross-cultural context</td>
</tr>
<tr>
<td></td>
<td>• communicating with colleagues and clients to handle verbal inquiries such as payroll questions, medical appointments or records enquiries</td>
</tr>
<tr>
<td></td>
<td>• communicating with people who speak languages other than English</td>
</tr>
<tr>
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<td>• interpreting needs of clients (internal or external)</td>
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<td></td>
<td>• reading and interpreting workplace related documentation</td>
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<td></td>
<td>• writing to audience needs.</td>
</tr>
<tr>
<td>Teamwork</td>
<td>• applying knowledge of own role to complete activities efficiently to support team activities and tasks</td>
</tr>
<tr>
<td></td>
<td>• working in a team of people to provide office and medical administration services</td>
</tr>
<tr>
<td></td>
<td>• working with diverse individuals and groups.</td>
</tr>
<tr>
<td>Problem solving</td>
<td>• developing practical responses to common breakdowns in workplace systems and procedures</td>
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<tr>
<td></td>
<td>• rectifying discrepancies or errors in documentation and transactions</td>
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<tr>
<td></td>
<td>• taking action to resolve concerns.</td>
</tr>
<tr>
<td>Initiative and enterprise</td>
<td>• adapting to new and emerging situations in the workplace</td>
</tr>
<tr>
<td></td>
<td>• being proactive and creative in responding to workplace problems, changes and challenges.</td>
</tr>
<tr>
<td>Planning and organising</td>
<td>• allocating resources to workplace tasks and requirements</td>
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<td></td>
<td>• identifying risk factors and taking action to minimise risk</td>
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<td>• organising meeting schedules for clients and colleagues and negotiating alternative arrangements</td>
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<td>• utilising or determining required resources.</td>
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<td>Self-management</td>
<td>• following workplace documentation such as codes of practice or operating procedures</td>
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<td></td>
<td>• projecting a professional image when representing the organisation</td>
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<td>• setting own work program and managing time to ensure tasks are done on time</td>
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<td>• taking personal responsibility at the appropriate level</td>
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<td>• working ethically when dealing with financial transactions.</td>
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<tr>
<td>Learning</td>
<td>• maintaining continuous learning by seeking out opportunities for improvement and developing new skills</td>
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<td></td>
<td>• seeking assistance and expert advice.</td>
</tr>
<tr>
<td>Technology</td>
<td>• using business related technology safely (OHS)</td>
</tr>
<tr>
<td></td>
<td>• using business technology such as software programs for word processing spreadsheets, presentation and scheduling.</td>
</tr>
</tbody>
</table>
BSB31207 Certificate III in Frontline Management

Descriptor
This qualification reflects the role of individuals who provide supervision in a wide range of organisational and industry contexts. They are likely to have existing technical skills in a broad range of vocations or professions, but require some training in the basics of supervision. Typically they would report to a supervisor or team leader. At this level frontline managers provide basic leadership and guidance to small groups of others and have limited responsibility for the effective functioning and performance of a unit and its work outcomes.

Job Roles
Job roles and titles vary across different industry sectors. Possible job titles relevant to this qualification include:
- Unit leader
- Leading Hand.

Qualification Pathways

Prerequisite requirements
There are no prerequisite requirements for individual units of competency.

Pathways into the qualification

Preferred pathways for candidates considering this qualification include:
- after achieving the BSB20107 Certificate II in Business or other relevant qualifications
- providing evidence of competency in the majority of units required for BSB20107 Certificate II in Business or other relevant qualifications
- with some vocational experience of working within a team or unit but no formal supervisory qualification.

Examples of indicative job roles for candidates seeking entry based upon their vocational experience include:
- Clerical Worker
- Data Entry Operator
- Lance Corporal/Corporal or equivalent in other Defence Forces
- Tradesperson

This breadth of expertise would equate to the competencies required to undertake this qualification.

Pathways from the qualification

After achieving the BSB31207 Certificate III in Frontline Management, candidates may undertake the BSB41007 Certificate IV in Frontline Management, or a range of other Certificate IV qualifications.

Licensing, Legislative, Regulatory or Certification Considerations

There is no direct link between this qualification and licensing, legislative and/or regulatory requirements. However, where required, a Unit of Competency will specify relevant licensing, legislative and/or regulatory requirements that impact on the unit.

Please note: Only the shaded units of competency are available in the Business Services Curriculum Framework. HSC course requirements are outlined in Section 8.

QUALIFICATION RULES

Total number of units = 6

4 core units plus
2 elective units

At least 2 of the core units must be selected from the Frontline Management Units in the range of Core Units listed below and BSB3CMN311B Maintain workplace safety.

At least 1 of the elective units must be selected from the Frontline Management units listed below.

Elective units must be relevant to the work outcome, local industry requirements and the qualification level.

<table>
<thead>
<tr>
<th>CORE UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Common</td>
</tr>
<tr>
<td>BSB3CMN311B</td>
</tr>
<tr>
<td>Frontline Management</td>
</tr>
<tr>
<td>BSBFLM303C</td>
</tr>
<tr>
<td>BSBFLM305C</td>
</tr>
<tr>
<td>BSBFLM312B</td>
</tr>
<tr>
<td>Workplace Effectiveness</td>
</tr>
<tr>
<td>BSBWOR301A</td>
</tr>
</tbody>
</table>

| ELECTIVE UNITS |
|-----------------
| Customer Service |
| BSBCUS301A | Deliver and monitor a service to customers |
| Innovation |
| BSB3INN301A | Promote innovation in a team environment |
| IT Use |
| BSBITU203A | Communicate electronically |
| Frontline Management |
| BSBFLM306C | Provide workplace information and resourcing plans |
| BSBFLM309C | Support continuous improvement systems and processes |
| BSBFLM311C | Support a workplace learning environment |
| Management |
| BSBMGT404A | Lead and facilitate off-site staff |
| Project Management |
| BSBPMG3010A | Manage projects |
| Risk Management |
| BSBRISK401A | Identify risk and apply risk management processes |

Note: The rules applying to this qualification are different from the general pattern of qualifications at the same level within the Business Services Training Package. The number of units is much lower than for other qualifications.
Draft for consultation

Table 6 Status of units of competency from the HSC courses for the AQF VET qualifications in the Framework

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
<th>HSC hours</th>
<th>Business Services Curriculum Framework</th>
<th>Qualification packaging rules</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBCMM201A</td>
<td>Communicate in the workplace</td>
<td>15</td>
<td>compulsory (120 &amp; 240)</td>
<td>list E, list E, list E, list E</td>
</tr>
<tr>
<td>BSBCUS201A</td>
<td>Deliver a service to customers</td>
<td>15</td>
<td>compulsory (240) effective (120)</td>
<td>list E, list E, list E, list E</td>
</tr>
<tr>
<td>BSBIND201A</td>
<td>Work effectively in a business environment</td>
<td>20</td>
<td>compulsory (240) effective (120)</td>
<td>list E, list E, list E, list E</td>
</tr>
<tr>
<td>BSBINM201A</td>
<td>Process and maintain workplace information</td>
<td>20</td>
<td>compulsory (240) effective (120)</td>
<td>list E, list E, list E, list E</td>
</tr>
<tr>
<td>BSBOHS201A</td>
<td>Participate in OHS processes</td>
<td>15</td>
<td>compulsory (120 &amp; 240)</td>
<td>list E, list E, list E, list E</td>
</tr>
<tr>
<td>BSBSUS201A</td>
<td>Participate in environmentally sustainable work practices</td>
<td>15</td>
<td>compulsory (240) effective (120)</td>
<td>list E, list E, list E, list E</td>
</tr>
<tr>
<td>BSBWOR201A</td>
<td>Organise and complete daily work activities</td>
<td>15</td>
<td>compulsory (240) effective (120)</td>
<td>list E, list E, list E, list E</td>
</tr>
<tr>
<td>BSBWOR201A</td>
<td>Work effectively with others</td>
<td>15</td>
<td>compulsory (240) effective (120)</td>
<td>list E, list E, list E, list E</td>
</tr>
<tr>
<td>BSBCUS301A</td>
<td>Deliver and monitor a service to customers</td>
<td>20</td>
<td>effective (120, 240 &amp; SS)</td>
<td>list E, list E, list E, list E</td>
</tr>
</tbody>
</table>
### DRAFT Business Services Curriculum Framework Stage 6 Syllabus – Part A

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>BSBITU301A</td>
<td>Design and produce business documents</td>
<td>25</td>
<td>elective (120, 240 &amp; SS)</td>
<td>E</td>
<td>listed E</td>
<td>admin</td>
<td>admin</td>
<td>E</td>
<td>admin</td>
</tr>
<tr>
<td>BSBITU302A</td>
<td>Produce desktop published documents</td>
<td>25</td>
<td>elective (120, 240 &amp; SS)</td>
<td>E</td>
<td>listed E</td>
<td>admin</td>
<td>admin</td>
<td>E</td>
<td>admin</td>
</tr>
<tr>
<td>BSBITU303A</td>
<td>Recommend products and services</td>
<td>25</td>
<td>elective (120, 240 &amp; SS)</td>
<td>E</td>
<td>listed E</td>
<td>admin</td>
<td>admin</td>
<td>E</td>
<td>admin</td>
</tr>
<tr>
<td>BSBITU304A</td>
<td>Conduct online transactions</td>
<td>25</td>
<td>elective (120, 240 &amp; SS)</td>
<td>E</td>
<td>listed E</td>
<td>admin</td>
<td>admin</td>
<td>E</td>
<td>admin</td>
</tr>
<tr>
<td>BSBITU305A</td>
<td>Design and produce business documents</td>
<td>25</td>
<td>elective (120, 240 &amp; SS)</td>
<td>E</td>
<td>listed E</td>
<td>admin</td>
<td>admin</td>
<td>E</td>
<td>admin</td>
</tr>
<tr>
<td>BSBITU306A</td>
<td>Produce desktop published documents</td>
<td>25</td>
<td>elective (120, 240 &amp; SS)</td>
<td>E</td>
<td>listed E</td>
<td>admin</td>
<td>admin</td>
<td>E</td>
<td>admin</td>
</tr>
<tr>
<td>BSBITU307A</td>
<td>Produce desktop published documents</td>
<td>25</td>
<td>elective (120, 240 &amp; SS)</td>
<td>E</td>
<td>listed E</td>
<td>admin</td>
<td>admin</td>
<td>E</td>
<td>admin</td>
</tr>
<tr>
<td>BSBITU308A</td>
<td>Produce desktop published documents</td>
<td>25</td>
<td>elective (120, 240 &amp; SS)</td>
<td>E</td>
<td>listed E</td>
<td>admin</td>
<td>admin</td>
<td>E</td>
<td>admin</td>
</tr>
<tr>
<td>BSBITU309A</td>
<td>Recommend products and services</td>
<td>25</td>
<td>elective (120, 240 &amp; SS)</td>
<td>E</td>
<td>listed E</td>
<td>admin</td>
<td>admin</td>
<td>E</td>
<td>admin</td>
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</table>
### DRAFT Business Services Curriculum Framework Stage 6 Syllabus – Part A

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>BSBPUR301B</td>
<td>Purchase goods and services</td>
<td>20</td>
<td>elective (120, 240 &amp; SS)</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>–</td>
</tr>
<tr>
<td>BSBSMB203A</td>
<td>Identify suitability for micro-business</td>
<td>30</td>
<td>elective (120, 240 &amp; SS)</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>–</td>
</tr>
<tr>
<td>BSBSUS301A</td>
<td>Implement and monitor environmentally sustainable work practices</td>
<td>30</td>
<td>elective (120, 240 &amp; SS)</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>–</td>
</tr>
<tr>
<td>BSBWOR301A</td>
<td>Organise personal work priorities and development</td>
<td>20</td>
<td>elective (120, 240 &amp; SS)</td>
<td>E</td>
<td>E</td>
<td>listed E</td>
<td>listed E</td>
<td>C</td>
</tr>
<tr>
<td>BSBWOR302A</td>
<td>Work effectively as an off-site worker</td>
<td>20</td>
<td>elective (120, 240 &amp; SS)</td>
<td>E</td>
<td>E</td>
<td>listed E</td>
<td>listed E</td>
<td>–</td>
</tr>
<tr>
<td>BSBWRT301A</td>
<td>Write simple documents</td>
<td>20</td>
<td>elective (120, 240 &amp; SS)</td>
<td>E</td>
<td>E</td>
<td>admin (min 7)</td>
<td>admin (min 7)</td>
<td>–</td>
</tr>
<tr>
<td>PSICGEN305A</td>
<td>Maintain daily financial/business records</td>
<td>20</td>
<td>elective (120, 240 &amp; SS)</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>–</td>
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<tr>
<td>HLTPA301B</td>
<td>Apply first aid</td>
<td>20</td>
<td>elective (120, 240 &amp; SS)</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>–</td>
</tr>
<tr>
<td>BSBFML303C</td>
<td>Contribute to effective workplace relationships</td>
<td>20</td>
<td>elective (SS)</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>FLM C (min 2) or FLM E (min 1)</td>
</tr>
<tr>
<td>BSBFML305C</td>
<td>Support operational plan</td>
<td>20</td>
<td>elective (SS)</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>FLM C (min 2) or FLM E (min 1)</td>
</tr>
<tr>
<td>BSBFML306C</td>
<td>Provide workplace information and resources plan</td>
<td>20</td>
<td>elective (SS)</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>FLM E (min 1)</td>
</tr>
<tr>
<td>BSBFML309C</td>
<td>Support continuous improvement systems and processes</td>
<td>20</td>
<td>elective (SS)</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>FLM E (min 1)</td>
</tr>
</tbody>
</table>

### DRAFT Business Services Curriculum Framework Stage 6 Syllabus – Part A

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<tbody>
<tr>
<td>BSBFML311C</td>
<td>Support a workplace learning environment</td>
<td>20</td>
<td>elective (SS)</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>FLM E (min 1)</td>
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<tr>
<td>BSBFML312B</td>
<td>Contribute to team effectiveness</td>
<td>20</td>
<td>elective (SS)</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>FLM C (min 2) or FLM E (min 1)</td>
</tr>
<tr>
<td>BSBNM303A</td>
<td>Handle receipt and despatch of information</td>
<td>15</td>
<td>elective (SS)</td>
<td>E</td>
<td>E</td>
<td>listed E</td>
<td>legal ad (min 5)</td>
<td>listed E</td>
</tr>
<tr>
<td>BSBLLEG301A</td>
<td>Apply knowledge of the legal system to complete tasks</td>
<td>15</td>
<td>elective (SS)</td>
<td>E</td>
<td>E</td>
<td>legal ad (min 5)</td>
<td>E</td>
<td>–</td>
</tr>
<tr>
<td>BSBLLEG302A</td>
<td>Carry out search of the public record</td>
<td>15</td>
<td>elective (SS)</td>
<td>E</td>
<td>E</td>
<td>legal ad (min 5)</td>
<td>E</td>
<td>–</td>
</tr>
<tr>
<td>BSBLLEG303A</td>
<td>Deliver court documentation</td>
<td>15</td>
<td>elective (SS)</td>
<td>E</td>
<td>E</td>
<td>legal ad (min 5)</td>
<td>E</td>
<td>–</td>
</tr>
<tr>
<td>BSBLLEG304A</td>
<td>Apply the principles of confidentiality and security within the legal environmen</td>
<td>15</td>
<td>elective (SS)</td>
<td>E</td>
<td>E</td>
<td>legal ad (min 5)</td>
<td>E</td>
<td>–</td>
</tr>
<tr>
<td>BSBLLEG305A</td>
<td>Use legal terminology in order to carry out tasks</td>
<td>15</td>
<td>elective (SS)</td>
<td>E</td>
<td>E</td>
<td>legal ad (min 5)</td>
<td>E</td>
<td>–</td>
</tr>
<tr>
<td>BSBLLEG306A</td>
<td>Maintain records for time and disbursements in a legal practice</td>
<td>15</td>
<td>elective (SS)</td>
<td>E</td>
<td>E</td>
<td>legal ad (min 5)</td>
<td>E</td>
<td>–</td>
</tr>
<tr>
<td>BSBLLEG308A</td>
<td>Assist in preparing and maintaining records in a legal practice</td>
<td>15</td>
<td>elective (SS)</td>
<td>E</td>
<td>E</td>
<td>legal ad (min 5)</td>
<td>E</td>
<td>–</td>
</tr>
<tr>
<td>BSBMWED300B</td>
<td>Interpret and apply medical terminology appropriately</td>
<td>15</td>
<td>elective (SS)</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>mod ad (min 5)</td>
<td>–</td>
</tr>
<tr>
<td>BSBMWED302B</td>
<td>Prepare and process medical accounts</td>
<td>15</td>
<td>elective (SS)</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>mod ad (min 5)</td>
<td>–</td>
</tr>
<tr>
<td>BSBMWED303B</td>
<td>Maintain patient records</td>
<td>15</td>
<td>elective (SS)</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>mod ad (min 5)</td>
<td>–</td>
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</table>
16 Glossary

AQF  
Australian Qualifications Framework.  
The AQF is the policy framework that defines all qualifications recognised nationally in post-compulsory education and training in Australia. The AQF comprises titles and guidelines that define each qualification, as well as the principles and protocols covering cross-sectoral qualification links and the issuing of qualifications and statements of attainment.

AQTF  
Australian Quality Training Framework.  
The AQTF is the national set of standards which assures nationally consistent, high-quality training and assessment services for the clients of Australia’s vocational education and training system. AQTF 2007 is the current version of the framework effective from 1 July 2007.

assessment guidelines  
An endorsed component of a Training Package which underpins assessment and which sets out the industry approach to valid, reliable, flexible and fair assessment.

Australian Apprenticeships  
Formerly known as ‘New Apprenticeships’. Australian Apprenticeships encompass all apprenticeships and traineeships. They combine time at work with training and can be full-time, part-time or school-based.  
(www.australianapprenticeships.gov.au)

AVETMISS  
Australian Vocational Education and Training Management Information Statistical Standard.

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

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

compulsory units of competency  
Units that must be studied for the Higher School Certificate.

core units of competency  
Units of competency required by the Training Package to be eligible for the AQF VET qualification.

DEST  
Department of Education, Science and Training (Commonwealth).

elements of competency  
The basic building blocks of a unit of competency which describe the key activities or elements of the work covered by the unit.
examinable units of competency

ICFIP Industry Curriculum Framework Information Package. A document produced by the school system authorities to provide schools with information on teacher qualifications and resource requirements that must be adhered to for the delivery of vocational courses. It also includes quality assurance checklists that must be completed each year to demonstrate compliance with the Australian Quality Training Framework.

Industry Skills Councils (national) The Industry Skills Councils have two key roles:
- providing accurate industry intelligence to the VET sector about current and future skill needs and training requirements; and
- supporting the development, implementation and continuous improvement of quality nationally recognised training products and services, including Training Packages.

ITAB Industry Training Advisory Body. Independent incorporated associations or companies that assist with the development of training.

national recognition National recognition is:
- recognition by an RTO of the AQF qualifications and statements of attainment issued by all other RTOs, thereby enabling national recognition of the qualifications and statements of attainment issued to any person
- recognition by each state and territory’s registering body of the training organisations and training organisations registered by any other state or territory’s registering body and of its registration decisions
- recognition by all state and territory course-accrediting bodies and course-accrediting bodies registered by each state or territory’s course-accrediting body and of its accreditation decisions.

NTIS National Training Information Service. The national register for recording information about RTOs, Training Packages and accredited courses. (www.ntis.gov.au)

OHS Occupational Health and Safety.

QRRRC Qualifications, Recognition and Resource Requirements Committee. The QRRRC:
- determines the teacher qualifications and resource requirements for the delivery of VET courses in NSW schools
- has responsibility for recognising teacher qualifications and recommending appropriate professional development for VET teachers
- includes representatives from the school systems, industry, TAFE NSW and the Office of the Board of Studies.

Statement of Attainment Formal certification in the VET sector under the AQF that a person has achieved:
- part of a qualification, or
- one or more units of competency from a nationally endorsed Training Package, or
- all the units of competency or modules comprising learning outcomes for an accredited course that does not meet the requirements for a qualification.

Training Plan A documented program of training and assessment required for an apprenticeship/traineeship training contract. It is developed by an RTO in consultation with the parties to the contract as the basis for training and assessing a person undertaking an apprenticeship or traineeship.

unit of competency Specification of industry knowledge and skill and the application of that knowledge and skill to the standard of performance expected in the workplace.

VET Vocational Education and Training.

VETAB The Vocational Education and Training Accreditation Board.

VTO Vocational Training Order.