



BOARD OF STUDIES
NEW SOUTH WALES

**Business Services
Curriculum Framework
Stage 6 Draft Syllabus**

Consultation Report

August 2008

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1 Background

The preparation of the Draft Business Services Curriculum Framework adhered to the process for framework revisions and amendments approved by the Board in June 2006.

The Draft Business Services Curriculum Framework was distributed for comment over the period 5 – 30 May 2008 to all NSW schools, TAFE colleges and Registered Training Organisations' (RTO) delivering courses from the current Framework and the VET consultative network.

Modifications to this draft, following widespread consultations, have enabled the revised Business Services Curriculum Framework to be finalised for submission to the Industry Curriculum Committee, the VET Advisory Committee and the Board.

1.1 Survey responses

Thirty-seven (37) survey responses to the consultation in Business Services were received by 10 June 2008.

The sample profile of survey respondents is as follows:

Individual responses

There were 29 individual responses: 20 from schools and 9 from TAFE NSW.

School responses

classroom teacher	19	head of department	1	school executive	0
principal	0	nil response	0		
Up to 3 years teaching	0	4 – 9 years teaching	1	10 – 15 years teaching	3
16 years + teaching	14	nil response	2		
Sydney metropolitan area	12	Other town or city	5	Rural area	3
nil response	0				
Government	13	Non-government	7	nil response	0

TAFE responses

teacher	9	head teacher	0	faculty manager	0
TAFE institute consultant	0	curriculum centre program manager	0	college director	0
institute director	0	nil response	0		
Sydney metropolitan area	4	Other town or city	4	Rural area	1
nil response	0				

Group responses

There were 8 group responses: 2 from schools, 3 from TAFE NSW and 3 from others.

School responses

school	0	faculty	2	nil response	0
Sydney metropolitan area	2	Other town or city	0	Rural area	0
nil response	0				
Government	0	Non-government	2	nil response	0

TAFE responses

faculty	1	curriculum centre	0	college	1
institute	1	nil response	0		
Sydney metropolitan area	2	Other town or city	0	Rural area	1
nil response	0				

Other responses

parent group	0	community group	0	private training provider	0
business	0	university	0	professional association	0
industry body	0	organisation	0	school sector	3
other	0	nil response	0		
<hr/>					
local	1	state	2	national	0
nil response	0				

The major issues raised in the consultation are addressed in Section 4 of this report.

1.2 Profile of structured sample groups

Six (6) structured sample group meetings were conducted. The meetings were held in Nambucca Heads, Maitland, Bankstown, Shellharbour, Wagga Wagga and Castle Hill. Two (2) structured teleconferences were conducted, one in the morning and the other in the afternoon. The participant profile is as follows:

School	32	TAFE NSW	5	Other	16
Location of school/TAFE					
Sydney metropolitan area	11	Other town or city	17	Rural area	9
Type of school					
Government	18	Non-government	14		
Position in school					
classroom teacher	22	head of department	8	school executive	0
principal	0	nil response	2		
Total years teaching					
Up to 3 years	1	10–15 years	2	nil response	2
4–9years	4	16 years +	23		
Position in TAFE					
teacher	2	head teacher	3	faculty manager	0
TAFE institute consultant	0	curriculum centre program	0	college director	0
institute director	0	nil response	0		
Other					
parent group	0	community group	0	private training provider	1
business	0	university	0	professional association	0
industry body	0	organisation	0	school sector	15
other	0	nil response	0		
Other organisations					
local	14	state	2	national	0
nil response	0				

2 Qualitative analysis of the survey

2.1 Rationale

Respondents indicated a high level of satisfaction with the rationale's explanation of the purpose of Business Services in the NSW Higher School Certificate. This was represented by 98% approval rate.¹ Responses included:

'The rationale is much improved, particularly naming the jobs covered in this industry.'
Survey # BS15

'Reinforcing the relevance of the subject [in the rationale] to what the occupational experience is, in reality is very necessary, as this is not acknowledged generally.' Survey # BS17

2.2 Course structures

This section describes how the units of competency are arranged for the purpose of HSC credit. The statements provide advice on the purpose, structure, requirements and qualifications for each of the courses within the Framework.

Respondents indicated support for the format (approval rate 92%), agreeing that the information was clearly presented and easy to understand. One respondent disagreed expressing uncertainty about who would be able to deliver the range of units of competency included in the Framework.

Further to this, 86% (approval rate) of respondents agreed the proposed course structures enabled flexibility to plan and deliver programs that maximised student learning.

Responses included:

'The options make this course more flexible and can be suited to particular classes, their interests and abilities.' Survey # BS16

'Reducing the content for HSC examination is a positive move. Introduction of electives is also positive and provides increased flexibility to provide for diverse learning needs and interests of students.' Survey # BS28

'Embedding of the 120 hour course in the 240 hour course is welcome. The flexibility of the 120 hour course is most welcome as it gives schools considerable leeway when putting together mixed classes. [The respondent] supports the introduction of electives to the 240 hour course. We are pleased that students have the opportunity to engage with Certificate III, if their RTO has been able to extend scope or they have access to an external RTO which has it on its scope. We acknowledge that there are issues in relation to advising Business Services teachers that they must teach units in line with RTO scope and their own qualifications. This advice is a welcome addition to Part A. RTOs will need to monitor eBOS to ensure that school enrolments in units and qualifications are appropriate. Reducing the content for the examination is supported.'
Survey # BS29

Two respondents selected 'disagree' for this question. One expressed concern that there needed to be a more practical application of Business Services. The other respondent commented:

'There isn't as much flexibility as I had first thought/hoped for. Once you add 95 hours of what I think the foundation skills should consist of, it doesn't look terribly different from the current course?' Survey # BS36

¹ Approval rate indicates that the respondent selected 'strongly agree' or 'agree'.

The range of courses proposed within the Business Services Curriculum Framework received a positive response, although a number of respondents were unsure in their responses:

- 86% (approval rate) of respondents agreed the 120-hour course provides students with the opportunity to develop basic Business Services knowledge and skills
- 84% approval for the 240-hour course designed to provide students with the opportunity to gain knowledge and skills that enable the individual to commence a career and be an effective employee in the Business Services industry
- 83% (approval rate) of respondents indicated support for the Business Services Specialisation Study.

The following comments indicate issues raised during consultation:

‘This section must be viewed in relation to the HSC components (compulsory and elective). In this case some units have been made an elective; e.g. simple word processed documents, maintain daily financial/business records where they should be compulsory for all students.’ Survey # BS39

‘I am surprised that the more technical subjects – Word/Excel have been removed from compulsory units.’ Survey # BS03

‘Will students be able to study all topics at school – taught by their normal school teachers or will they only be able to study some of them at TAFE? Will extra training be necessary for teachers?’ Survey # BS15

The major issues raised in the consultation are addressed in Section 4.

2.3 Assessment requirements and advice

Section 11 of Part A of the Syllabus briefly outlines assessment requirements for the Higher School Certificate (including HSC examination specifications) and the Training Package. There was a positive response to this section of the syllabus. 92% (approval rate) of the respondents agreed that the assessment requirements were satisfactorily outlined.

The following comment indicates one of the issues raised during consultation:

‘In view of the change to examinable units the Specimen Exam papers will need to be updated. In particular questions on BSBSUS201A as teachers will have no BOS resources to base their teaching on.’ Survey # BS32

The major issues raised in the consultation are addressed in Section 4.

2.4 Students with special education needs

Section 13 of Part A of the Syllabus provides information on the ways in which VET courses are able to meet the needs of a broad range of students, including those with special education needs.

84% (approval rate) of respondents agreed that courses within the Business Services Curriculum Framework could be adapted to meet the needs of students with special education needs. Comments included:

‘Many students with special needs do the course and competency tasks can be adapted to suit their needs.’ Survey # BS16

The major issues raised in the consultation are addressed in Section 4.

2.5 AQF qualification packaging rules

This section has been included so that the minimum requirements for achieving qualifications available in the Business Services Curriculum Framework are clear.

79% (approval rate) of respondents were in agreement that the qualification packaging rules were clear and easy to understand. Comments included:

‘Clearly presented & cross referenced...’ Survey # BS05

‘The shading makes this information very clear.’ Survey # BS07

‘The qualification packaging rules are provided in full from the training package for each qualification. This is very welcome. [The respondent] particularly endorses the inclusion of the table summaries from page 68, with each unit’s status compared across the available qualifications. The summary of the qualification packaging rules at the top of the table is another welcome addition. We are pleased to see the employability skills included in the training package for each qualification and reproduced in the syllabus. This is an excellent development in training package and ICF design.’ Survey # BS29

One respondent selected ‘strongly disagree’ for this question but provided no detail to explain or support their concern regarding the qualification packaging rules.

2.6 HSC requirements and advice and HSC examination

Part B reproduces the text of each unit of competency directly from the Training Package as well as providing associated HSC requirements and advice for examinable units of competency.

The majority of respondents were satisfied with content layout and formatting of Part B, agreeing that there is a clear relationship between the unit of competency and the HSC requirements and advice. This was represented by an 89% approval rate.

‘Much improved HSC requirements – gives more direction than the current syllabus and makes more sense.’ Survey # BS15

Respondents also indicated (approval rate 87%) that together Parts A and B of the syllabus documentation provided sufficient information to develop teaching/learning programs.

The majority of respondents (approval rate 81%) felt that fair, reliable and valid HSC examinations could be developed based on the breadth of learning experiences within the range of examinable units of competency. Comments included:

‘Reducing the range of examinable units of competency will enable students to focus their area of study and is therefore a fairer form of assessment by examination.’ Survey # BS33

‘Reduced content for HSC examination should provide students with the opportunity to develop and express a more in-depth understanding of core competencies.’ Survey # BS28

Two respondents selected ‘disagree’ or ‘strongly disagree’ for all questions in this section but provided minimal detail to explain or support their concern. Comments included:

‘Part B is far too detailed and very difficult to use as is the current syllabus. Students will now only be examined on 8 units of study from a 2 year course – do not like this.’ Survey # BS08

The major issues raised in the consultation are addressed in Section 4.

2.7 Overall comments

Overall 81% of respondents were generally happy with the proposed syllabus. Some positive responses included:

‘Overall, it is an excellent piece of work. The inclusion of unit BSBSUS201A as an elective rather than a compulsory unit is the only “fine tuning” required.’ Survey # BS29

Four respondents expressed dissatisfaction with the draft syllabus. In general these respondents expressed concern that the compulsory units of competency were too theoretical and that there should be some more specific practical/technical skills units as compulsory and that the HSC requirements and advice are too extensive.

While acknowledging a number of positive features about the proposed Framework in general, the main areas of concern include:

- the composition of the compulsory and examinable units of competency and a general concern that there are not enough technical units of competency that are compulsory
- the quantity of learning required in the HSC requirements and advice and uncertainty about the depth of learning required
- uncertainty about which units of competency teachers would be able to deliver and whether there would be a need for retraining

The following comments highlight these concerns:

‘We believe that units reflecting competency in word processing, spreadsheets and financial should be examinable and integral to the syllabus.’ Survey # BS37

‘It concerns me that even though greater depth is not always apparent for examination purposes – the breadth/detail that the HSC can in theory, cover, makes preparation for this exam very difficult for students.’ Survey # BS17

‘Although you have cut down on the number of competencies to be tested for the HSC, which is good, you have extended the work that needs to be learnt for each competency as well as having to complete the other four competencies to obtain Certificate II – it is not a winning situation for teachers or students...’ Survey # BS38

‘Will extra training be necessary for teachers?’ Survey # BS15

‘Teachers would need consultation in what units they are allowed to teach.’ Survey # BS13

These issues have been addressed as detailed in Section 4 and, where appropriate, the Framework adjusted in response to consultation.

3 Quantitative analysis of the survey

3.1 Rationale

The rationale describes the nature of the Business Services industry in broad terms and explains the place and purpose of the subject in the NSW Higher School Certificate.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree	Nil response
30 %	68 %	0 %	0 %	0 %	3 %

3.2 Course structures

3.2a The information provided is clearly presented and easy to understand.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree	Nil response
24 %	68 %	3 %	3 %	0 %	3 %

3.2b The course structures enable the flexibility to plan and deliver programs that maximise student learning.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree	Nil response
32 %	54 %	3 %	5 %	0 %	5 %

3.2c The 120-hour Business Services course provides students with the opportunity to develop basic Business Services knowledge and skills.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree	Nil response
27 %	59 %	11 %	3 %	0 %	0 %

3.2d The 240-hour Business Services course provides 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.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree	Nil response
19 %	65 %	14 %	3 %	0 %	0 %

- 3.2e For students with a particular interest in the Business Services industry, the 60 or 120 or 180-hour Business Services Specialisation Study provides the opportunity to gain further credit towards Certificate III qualifications.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree	Nil response
24 %	59 %	5 %	3 %	0 %	8 %

3.3 Assessment requirements and advice

This section briefly outlines assessment requirements for the Higher School Certificate (including HSC examination specifications) and for the Training Package.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree	Nil response
14 %	78 %	5 %	0 %	0 %	3 %

3.4 Students with special education needs

Courses within the Business Services Curriculum Framework can be adapted to meet the needs of these students.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree	Nil response
30 %	54 %	11 %	0 %	0 %	5 %

3.5 AQF qualification packaging rules

Minimum requirements for achieving the industry qualifications available in the Business Services Curriculum Framework are clear.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree	Nil response
22 %	57 %	19 %	0 %	3 %	0 %

3.6 HSC requirements and advice and HSC examination

- 3.6a There is a clear relationship between the unit of competency and the HSC requirements and advice.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree	Nil response
30 %	59 %	3 %	5 %	0 %	3 %

3.6b Together, Parts A and B of the syllabus documentation provide sufficient information to develop teaching/learning programs.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree	Nil response
19 %	68 %	5 %	5 %	3 %	0 %

3.6c Fair, reliable and valid HSC examinations can be developed based on the breadth of learning experiences within the range of examinable units of competency.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree	Nil response
19 %	62 %	8 %	8 %	3 %	0 %

3.7 Overall comments

Very good, fine as it is	35 %
Good, a little fine-tuning necessary	38 %
Acceptable, some reworking necessary	8 %
Unsatisfactory in its treatment of some significant issues as identified in this response	11 %
Nil response	8 %

4 Key issues raised in consultation and actions taken

ISSUE	SOURCE	ACTION/RESPONSE
<ul style="list-style-type: none"> Course structures <p>Introduction of electives is also positive and provides increased flexibility to provide for diverse learning needs and interests of students and communities.</p>	BS20, BS28, BS29, BS30, BS39	<p>Feedback from the consultation process and from the ICC indicated positive support for the reduction of the number of compulsory units of competency and the introduction of elective options. HSC courses have been designed to maximise articulation into AQF VET qualifications and enable flexible pathways.</p>
<p>The options make the course more flexible and can be suited to meet particular classes interests and abilities.</p>	BS16	
<p>The specialisation units allowing for a Certificate III are great.</p>	BS04	
<p>Embedding of the 120-hour course in the 240-hour course is welcome. The flexibility of the 120-hour course is most welcome as it gives schools considerable leeway when putting together mixed classes.</p>	BS29	<p>Feedback from the consultation process and from the ICC indicated positive support for the reduction of the number of compulsory units of competency in the 120-hour course and the introduction of elective options. HSC courses have been designed to maximise articulation into AQF VET qualifications and enable flexible pathways.</p>
<p>Prefer to have a full core of compulsory units as current.</p>	BS08	<p>Feedback from the consultation process and from the ICC indicated positive support for the reduction of the number of compulsory units of competency and the introduction of elective options to create more flexible course structures and to reduce the examinable load of this course compared to other HSC courses and VET Curriculum Frameworks.</p>
<p>The 9 compulsory units are generally too difficult for a client group of Year 11/12 school adolescent students.</p>	BS37	<p>Industry Curriculum Frameworks are Stage 6 Board Developed courses. As such, the units of competency must be at a Stage 6 curriculum standard to maintain parity with other Stage 6 courses. Feedback from the consultation process and from the ICC indicate that the units of competency included in the Business Services Curriculum Framework are appropriate for a Stage 6 course.</p>

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ISSUE	SOURCE	ACTION/RESPONSE
<p>Reconsider the unit BSBSUS201A Participate in environmentally sustainable work; it should be an elective, not a core unit, as per the TP. The level of legal detail in the unit means that it may provide difficulties for some students. Its usefulness to examination committees is not sufficient a reason for its inclusion.</p>	<p>BS29</p>	<p>The legislation included in the HSC Requirements and Advice of the unit <i>BSBSUS201A Participate in environmentally sustainable work practices</i> has been reviewed and only the <i>Protection of the Environment Operations Act, 1997</i> (NSW), as amended, and the WorkCover NSW Code of Practice – Control of Workplace Hazardous Substances are now included.</p>
<p>Concern that some of the more technical/practical units of competency are not compulsory:</p> <p>‘As the selection of units of competency to maximise both eligibility for VET qualification and an occupational outcome (Section 8.1.1) I think the selection of core competencies is too theoretical and general. Need a greater balance in the core between knowledge (less) and skills (more).’</p> <ul style="list-style-type: none"> – word processing – maintain daily financial/business – spreadsheets – handle mail 	<p>BS20, BS27, BS39, BS03, BS37, BS36</p> <p>BS20, BS36, BS39</p> <p>BS03, BS37</p> <p>BS36</p>	<p>Advice from the ICC indicated that the range of compulsory units proposed in the draft Business Services Curriculum Framework are appropriate and provide a valuable basis of knowledge for all sectors of the industry.</p> <p>None of the units of competency that have been requested to be made compulsory for the HSC have been made core for any of the qualifications in the draft Framework. If these units were made compulsory for the HSC it would reduce the flexibility of the course. The Certificate III qualifications in the draft Framework allow for a maximum of two unlisted electives to come from level 2. If the units identified were made compulsory students working towards a Certificate III qualification would be required to do additional units of competence that could not contribute towards their qualification.</p> <p>These units are available as electives for HSC courses in the draft Framework. RTOs may continue to select these units of competency as elective units if deemed appropriate for local and regional workforce needs.</p>
<p>Additional unit on keyboarding/touch typing should be added. This will enhance students’ ability to move into the workforce and allow them to have the skill to complete word-processing, spreadsheet and database tasks more efficiently and quickly.</p>	<p>BS02, BS43</p>	<p>Two new units of competency – <i>BSBITU102A Develop keyboard skills</i> and <i>BSBITU307A Develop keyboarding speed and accuracy</i> – have been added to the Business Services Curriculum Framework as elective units.</p>
<p>The selection of electives doesn’t include any modules on industry specialisation, eg medical, legal, financial, if you wanted to include that in your course.</p>	<p>BS36</p>	<p>Specialist medical and legal units are available through the Specialisation Study elective pool. A number of financial administration units are available through the 240-hour course.</p>

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ISSUE	SOURCE	ACTION/RESPONSE
Would like some e-commerce units included.	BS36	The Certificate II and III qualifications that have been included in the Framework do not have any e-commerce units of competency included in them.
There isn't as much flexibility as I had first thought and hoped for. Once you add 95 hours [of elective units to make up the 240-hour course requirements] of what I think the foundation skills should consist of, it doesn't look terribly different from the current course.	BS36	The revised course structure allows schools and RTOs to package HSC courses to meet the needs of their students, qualification outcomes and the employment opportunities available. Elective units may be selected to result in a course structure that is similar to the courses in the existing Framework.
Will teachers will be able to package a Business Services course similar to what they are delivering currently?	BS25	
Concern over the compulsory units being delivered first – these are the 'dry units' that will turn students off.	BS21	<p>The Board of Studies encourages holistic delivery and assessment of units of competency throughout the course.</p> <p>The reduced number of compulsory units of competency in the 120-hour course requirements enables more flexible delivery of the 240-hour course allowing RTOs flexibility in planning the order of their delivery of units for the 240-hour course.</p> <p>In many cases the compulsory units are foundation units and the elective units that students undertake build upon them so students are constantly using the skills and knowledge developed, reinforcing their understanding and providing them with a context of learning. With a holistic approach to delivery, teachers would integrate the theoretical aspects of units of competency with more practical skills and activities.</p>
Need a greater choice of electives that reflect 'job outcomes' (ie skills. I believe employers of Year 12 leavers want people who can almost straightaway 'do' things).	BS36	<p>A broad range of elective units of competency is available within the Business Services Curriculum Framework. There are 37 elective units available through the 240-hour course and an additional 22 units through the Specialisation Study.</p> <p>The full range of units of competency that contribute to the Certificate II qualifications are available through the Framework. All but five units of competency contributing to the Certificate III qualification outcomes have been included in the Framework.</p>

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ISSUE	SOURCE	ACTION/RESPONSE
<p>Revamped course only allows 95 hours for acquiring practical skills in order to make them ‘job ready’ and have the skills for the career path outlined in Certificate II in Business (BSB20107).</p>	<p>BS31</p>	<p>There is provision for students to undertake elective units to a minimum value of 75 hours for the 120-hour course and 95 hours for the 240-hour course. The number of compulsory units of competency is comparable with other industry curriculum frameworks.</p> <p>The revised course structure allows schools and RTOs to select elective units of competency to meet the needs of their students, qualification outcomes and the employment opportunities available. These elective units may be composed of a range of technical skills-based units.</p>
<p>I had to read Section 8 (page 15) several time to fully understand the course structures.</p>	<p>BS35</p>	<p>There has been strong support for the layout of syllabus documentation for industry curriculum frameworks. Section 8 of Part A of the Syllabus outlines the HSC course requirements. The structure of this section has changed as the proposed courses in the Business Services Curriculum Framework include a compulsory and elective component to enable more flexible course structures than the current course structures that have a set compulsory structure with no elective choice.</p>
<p>Need a clearer indicator of the time spent on practical and theory. There seems to be a ‘massive’ amount of theory to meet the HSC requirements for a short exam time. The course is for development of skills – from what I have observed/heard some schools just ‘teach the text’ – my opinion and the way I teach the course is through practical application. There needs to be a balance indicator to ensure course is achievable and meets the intended outcomes.</p>	<p>BS41</p>	<p>There is no BOS requirement to deliver the HSC Requirements and Advice in a theoretical approach. Deliverers can cover these requirements using creative programming through practical or project-based teaching and learning strategies.</p> <p>It is up to individual RTOs to determine how and when individual units of competency will be delivered and the type of teaching and learning strategies used.</p>
<p>Asked students today if they would have enrolled in the Business Services TVET course comprising all theory – the answer a resounding NO. Students need some practical skills to break up a 4 hour theory class.</p> <p>Students will be misled as they believe Business Services to be a hands on/technology course.</p> <p>Work placement will be pointless/difficult for TVET students without practical skills – what use will they be in an office work placement apart from shredding and filing?</p>	<p>BS37</p>	<p>Once the revised Framework is approved, a support document will be developed by the Office of the Board to aid initial implementation. Sample scope and sequence, examples of integrated approaches to programming and holistic delivery, and assessment and sample assessment tasks, will be provided. This document will be available on the Board’s website (www.boardofstudies.nsw.edu.au/syllabus_hsc/business-services.html).</p>

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ISSUE	SOURCE	ACTION/RESPONSE
<p>The 9 compulsory units = 145 HSC indicative hours. How many extra electives do you have to do to achieve 240 hours?</p>	BS22	<p>Students undertaking the 240-hour course are required to undertake the compulsory units of competency plus a minimum of 95 indicative hours of elective units. The number of units of competency that make up 95 indicative hours will vary depending on the individual units selected.</p>
<p>There is a lot of overlap, eg questioning types, recording information, importance (mentioned in a number of units). Some units remain similar, many others are completely different or merged, but overall I believe more is being covered.</p> <p>Suggest the following changes:</p> <ul style="list-style-type: none"> • that the units Work effectively in a business environment (element 2 and 3), Work effectively with others (element 1, 2 and 3) and Organise and complete daily work activities (element 1 and 3) merge into one unit • Deliver a service to customers (element 1) could merge with Communicate in the workplace as many elements are similar • element 2 in Communicate in the workplace could be a whole unit by itself. <p>A major concern with having so many units overlap (integrate) is that it becomes too difficult to make sure all areas are completed to HSC requirements. This must be made simpler for HSC students and their teachers.</p>	BS39	<p>The HSC VET industry curriculum frameworks are based on units of competency and qualifications contained in nationally endorsed Training Packages. The BSB07 Training Package defines the content and structure of units of competency included in the Business Services Curriculum Framework. As such it is not possible to make changes to the Training Package component of units of competency.</p> <p>There is some overlap of knowledge and skills required by units of competency within the Framework courses. Complementary units of competency should be delivered and assessed concurrently reflecting the holistic approach recommended in HSC VET delivery (see Sections 8.1.1 and 11.1 in Part A of the Syllabus).</p> <p>The HSC requirements and advice have been developed based on the Training Package requirements of each unit of competency. They articulate the underlying knowledge and content that would be required to enable students to develop their skills and demonstrate competence. It is not expected that they would be delivered separately to the Training Package components of units of competency.</p>
<p>Can a number of different specialisations be delivered to the one cohort in an individual school? Is it possible to have this degree of flexibility – the possibility to have multiple scope and sequences/flexibility in a cohort?</p>	BS25	<p>The course structures within the Business Services Curriculum Framework and the BSB07 Training Package qualification packaging rules provide flexibility to be able to offer courses with multiple scope and sequences within the one cohort.</p>
<p>Are there any imported units in the subject specialisation?</p>	BS22	<p>The Business Services Curriculum Framework only includes two units of competency that the BSB07 Training Package has imported from other Training Packages. These are <i>FNSICGEN305A Maintain daily financial/business records</i> and <i>HLTFA301B Apply first aid</i>. These two units can be accessed through all courses in the Framework.</p>

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ISSUE	SOURCE	ACTION/RESPONSE
Can students be enrolled in the Specialisation Study and the 240-hour course concurrently?	BS26	The Business Services Specialisation Study is only available to students who are enrolled in, or have completed, the Business Services (240 indicative hours) course. They may have concurrent enrolments in both the Business Services Specialisation Study and the Business Services (240 indicative hours) course.
If a student is enrolled in TAFE for the 240-hour course and that TAFE doesn't offer a specialisation study, can the student do a specialisation study at another TAFE?	BS27	VET courses for the HSC, including industry curriculum frameworks, are delivered by schools as a part of a school system RTO, TAFE NSW colleges and other private providers. Students can undertake courses from the Business Services Curriculum Framework at any RTO who is accredited to deliver the AQF VET qualification and who is delivering the HSC course. A student can undertake courses through more than one RTO simultaneously. For example, they may undertake the 240-hour course at one TAFE college and undertake a Business Services Specialisation Study at another TAFE college.
It is very difficult to timetable specialisation study at school.	BS08	It is up to schools and RTOs to determine how and when courses from the Business Services Curriculum Framework will be scheduled. If delivery of a course from the framework cannot be accommodated within the school then delivery by another RTO may be an option.
How will specialisation study be assessed?	BS27	All courses, including the Business Services Specialisation Study, within the Business Services Curriculum Framework are competency-based courses. Assessment of the Business Services courses is competency-based assessment.
Concerned that reduction in hours for delivery of word processing, spreadsheet and database (30 hours back to 20 hours). Do not agree that prior knowledge justifies the cut back. Age and experience of students also brings limited understanding with some of the competencies. Yes they will achieve Board of Studies requirements but will not achieve those outlined in the rationale.	BS31	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. The indicative hours recognise the level and standard of the unit including the depth of

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ISSUE	SOURCE	ACTION/RESPONSE
		content. 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.
What are the Training Package hours for Communicate in the workplace?	BS27	The Training Package does not define the duration or ‘hours’ of units of competency. For the purposes of the HSC, courses must be described in terms of indicative hours. For this reason, indicative hours for unit credit towards the HSC have been assigned to each unit of competency. Indicative hours are not necessarily delivery hours (refer to Section 8.2 of Part A of the Syllabus).
<p>● Optional HSC Examination</p> <p>Reducing the range of examinable units of competency is positive and will enable students to focus their area of study and is therefore a fairer form of assessment by examination and should provide students with the opportunity to develop and express a more in-depth understanding of core competencies.</p>	BS05, BS20, BS23, BS28, BS29, BS33, BS38	The number of units of competency to be examined has been reduced to be comparable with other industry curriculum frameworks. Feedback from the consultation process and from the ICC indicated positive support for the reduction of the number of examinable units of competency.
Removal of the more practical units like word processing and use business technology from the HSC exam is an excellent development.	BS09	
Today students are competent in ICT, and come to the course with considerable practical computer base skills – it is not necessary to have these units as compulsory.	BS25, BS39	
Do not like that students will only be examined on 8 units of competency from a 2 year course.	BS08	The number of units of competency to be examined has been reduced to be comparable with other industry curriculum frameworks. Feedback from the consultation process and from the ICC indicated positive support for the reduction of the number of examinable units of competency.

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ISSUE	SOURCE	ACTION/RESPONSE
Concern that the positive [practical] electives will not be examinable.	BS21	The number of units of competency to be examined has been reduced to be comparable with other industry curriculum frameworks.
Word processing, spreadsheets and financial units should be compulsory and examinable.	BS03, BS37	The examinable units of competency provide a range of units from which the optional HSC examination can be developed and which can be examined on an ongoing basis. Some of the technical units of competency do not lend themselves well to the development of questions for a written HSC examination that allow for the full range of student responses.
With questions on databases, spreadsheets etc now gone the exam could be 'light on'.	BS22	Feedback through consultation, as well as advice from the Business Services ICC, indicates that fair, reliable and valid HSC examinations can be developed based on the breadth of learning experiences within the range of examinable units of competency.
It is concerning that even though great depth is not always apparent for examination purposes the breadth/detail that the HSC can in theory cover, makes exam preparation very difficult for students.	BS17	There has been a reduction in the examinable units of competency in the proposed Business Services Curriculum Framework making the examinable load of this course comparable to other HSC courses and VET Curriculum Frameworks, and reducing the possible scope of potential HSC examination questions.
In the main fair and valid examination questions are asked on the HSC paper. I would however wish that all questions were based on broader outcomes. Some of the questions are taken from maybe one line in the content or one small part of a big topic. This is especially so in the long response. Give students questions they can answer with some content. The better ones will do exceptionally well, the not so good students will at least have some satisfaction of doing the best they can. 2 years content is a lot for a 2 hour exam so make the questions more inclusive of the obvious content.	BS01	<p>Examination committees setting HSC examinations (including VET Framework HSC examinations) work with a set of Principles for Setting HSC Examinations in a Standards-referenced Framework. These include:</p> <ol style="list-style-type: none"> 1. The examination will test a representative sample of the knowledge, understanding and skills outcomes (as represented by the examinable component of each examinable unit of competency) in any given year. The intention of the examination in its formulation is to avoid predictability and encourage students to prepare for all syllabus outcomes. Over a number of years, it is expected that the full range of syllabus outcomes that are appropriately measured by an examination will be covered. 2. The examination as a whole will be constructed in such a way that it provides a representative sampling of a range of syllabus outcomes and questions that allow demonstration of performance across all levels in the performance scale.

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ISSUE	SOURCE	ACTION/RESPONSE
<p>The course structures (particularly page 21) [the compulsory units for the 240-hour course] do not indicate which units are examinable and which units are core for the qualification. Suggest placing a ‘C’ or ‘E’ next to units to know if it is examinable or core unit. Helpful as overview to plan.</p>	BS21	<p>Part A of the Syllabus provides information regarding which units of competency are compulsory for the HSC courses (refer to Section 8) and which units are core for the qualification (refer to Section 15). Section 11.5 outlines which units of competency can be examined as a part of the optional HSC examination.</p>
<p>We support the change to the UAI examinable content being based on fewer units. We would like to see a starring or other marking of examinable units in the course outline, rather than relying on the list of units in the assessment requirements section.</p>	BS29	<p>Table 6 in Section 15 of Part A of the Syllabus summarises the status of each unit of competency available in the Business Services Curriculum Framework in relation to the HSC courses and BSB07 Training Package qualification packaging rules. Table 6 has been adjusted to indicate (in bold) which units of competency are examinable.</p>
<p>As the HSC Examination will be based predominantly on theory units, fair, reliable and valid is achievable. I still question the validity of assessing a ‘hands on’ unit such as use business technology with theory questions</p>	BS31	<p>The Business Services Curriculum Framework is a competency-based course. As such, delivery and assessment of all units of competency will require competency-based assessment.</p> <p>The optional HSC examination is a written exam which enables students to have their Business Services course count towards the calculation of their UAI. The inclusion of the optional HSC examination increases students’ options and future pathways. The examination is independent of the competency-based assessment undertaken during the course and has no impact on student eligibility for AQF VET qualifications.</p> <p>The examinable units of competency are outlined in the HSC examination specification in Section 11.5 in Part A of the Syllabus. <i>BSBWOR204A Use business technology</i> is not an examinable unit of competency.</p>
<p>In view of the change to examinable units a new or updated specimen exam paper will need to be developed to show the types of questions that will be asked. In particular questions on BSBSUS201A as teachers will have no BOS resources to base their teaching on.</p>	BS13, BS27, BS32	<p>The requirement for a new specimen paper is informed by whether there have been changes to the examination specifications and the extent of the changes to the Framework content and Training Package(s) associated with the revised Framework. There will not be a new specimen paper developed for the revised Business Services Curriculum Framework.</p>
<p>The current exam specimen paper and past HSC papers give a false impression of the units that are examinable in the HSC. Could this be updated to give a true reflection of the examinable content?</p> <p>There may be questions on topics no longer examined and there are new units with no questions in the specimen paper.</p>	BS22, BS25	

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ISSUE	SOURCE	ACTION/RESPONSE
Is it possible to move from 80 marks to 100 marks for VET exams – feel there is an equality issue in the calculation of the UAI because the VET exams are only marked out of 80.	BS21	Many HSC examinations are out of a raw mark other than 100. The reported mark is out of 100, consistent with all other 2 Unit courses.
Will the UAI rule that Business Services is Category ‘B’ and that only one Category B course can count towards UAI change?	BS25	Categorisation of courses and the rules for the calculation of the University Admission Index (UAI) are determined by the Chairs of the Academic Board of NSW Universities. It is not anticipated that there will be any change to the restriction to include a maximum of 2 units of Category B courses towards the calculation of the UAI, nor the categorisation of the Business Services Curriculum Framework as a Category B course. The HSC unit credit gained from HSC VET courses can count as either Preliminary or HSC units towards a student’s HSC pattern of study, enabling more flexibility in their inclusion in the HSC.
With the external restrictions of only 1 VET subject being allowed to count towards the UAI the practicality of a student undertaking 3 units of extra business study [a specialisation study] on top of their 10 year 12 units is questionable.	BS32	
Does the specialisation study contribute to the UAI?	BS27	Only the 240-hour course – through the optional HSC examination – can contribute towards the calculation of the UAI. The Specialisation Study cannot be counted towards the calculation of the UAI.
<ul style="list-style-type: none"> ● Part B of the Syllabus [The HSC requirements and advice] are quite clearly written and formatted.	BS03	There has been strong support for the nature and format of the HSC requirements and advice for industry curriculum frameworks.
The HSC requirements and advice are much improved, they give more direction than the current syllabus and actually make sense.	BS15, BS27	
HSC requirements and advice are a good summary of HSC knowledge requirements.	BS11	
I use the HSC requirements and advice column frequently so I don’t want any less information than is there.	BS05	
Even though the HSC Requirements seem overly detailed, it is recognised that it is better to have too much than not enough.	BS28	

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ISSUE	SOURCE	ACTION/RESPONSE
<p>Concern that the HSC requirements and advice are too large and overly detailed.</p> <p>The breadth of the learning experience proposed in the HSC requirements and advice has increased in theoretical aspects within the proposed compulsory units.</p>	<p>BS08, BS16, BS34, BS38, BS39</p>	<p>The HSC requirements and advice have been developed based on the Training Package requirements of each unit of competency. They draw from the Evidence Guide (in particular the Required Knowledge and Skills) for each unit of competency and the Performance Criteria and Range Statement for each element of competency. They articulate the underlying knowledge and content that would be required to enable students to</p>
<p>HSC requirements and advice are very in-depth, there is a lot to cover, especially for some of the students who elect to do VET courses. However, we also acknowledge the benefits of this column and commend its inclusion.</p>	<p>BS20</p>	<p>develop their skills and demonstrate competence.</p> <p>The stem sentences used in the HSC requirements and advice are designed to indicate the depth of learning required.</p>
<p>Concern that the HSC requirements and advice do not clearly enough indicate the depth of learning required.</p>	<p>BS06, BS34, BS39</p>	
<p>In Part B some units of competency are explicit and others are too general. This makes it difficult to know where to draw the line as to what depth to go into.</p>	<p>BS26, BS34</p>	
<p>There seems to be a lot more legislation students need to study and know. Legislation needs to be cut back as there are too many included in the compulsory units. If listed they may be examined which is daunting for a HSC examinee.</p> <p>Why are privacy laws referred to, but there is not a breakdown of privacy legislation?</p>	<p>BS21, BS39</p>	<p>The HSC requirements and advice have been developed based on the Training Package requirements of each unit of competency. They draw from the Evidence Guide (in particular the required Knowledge and Skills) for each unit of competency and the Performance Criteria and Range Statement for each Element of competency. Specific pieces of legislation are listed in the HSC requirements where the Training Package requirements of the unit of competency require that this legislation be addressed.</p> <p>The HSC requirements and advice in <i>BSBINM201A Process and maintain workplace information</i> identify the privacy legislation that must be addressed.</p>
<p>Currently draft Part B of the Syllabus does not contain key terms and concepts.</p>	<p>BS09</p>	<p>The key terms and concepts were not included in the draft Syllabus but it is intended that they will be listed in the final version summarising the key terms and concepts from the unit of competency and the final version of</p>

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ISSUE	SOURCE	ACTION/RESPONSE
		the HSC requirements and advice.
Each of the units of competency should include an explanation of the key terms and concepts, ie a glossary.	BS20	<p>The examinable units of competency include a summary list of Key terms and concepts that have been drawn from the content of the HSC requirements and advice and the unit itself. Further detail relating to the Key terms and concepts can be found throughout the unit of competency.</p> <p>Courses from the Business Services Curriculum Framework need to be delivered and assessed by teachers/trainers with vocational competence in the units being delivered and assessed.</p>
Will Part B refer to NTIS ie the volume of the Training Package it is from?	BS22	The ‘Competency Field’ on the first page of each unit of competency in Part B of the Syllabus indicates the broad and specific competency field. The Training Package is organised using these competency fields.
<p>● Qualifications available through the Framework</p> <p>[The AQF qualification packaging rules] are clearly presented and cross referenced. Great for students with traineeships as it caters to the workplace more.</p>	BS05	<p>There has been strong support for the layout of syllabus documentation for industry curriculum frameworks.</p> <p>The shaded units in Section 15 indicate units of competency that are available through HSC courses within the Business Services Curriculum Framework.</p>
The shading [in the AQF qualification packaging rules] makes the information very clear.	BS07	
The qualification packaging rules are provided in full from the training package for each qualification. This is very welcome. We particularly endorse the inclusion of the table summaries from page 68, with each unit’s status compared across the available qualifications. The summary of the qualification packaging rules at the top of the table is another welcome addition.	BS29	
We are pleased that students have the opportunity to engage with Certificate III, if their RTO has been able to extend scope or they have access to an external RTO which has it on its scope. We acknowledge that there are issues in relation to advising Business Services teachers that they must teach units in line with RTO scope and their own qualifications. This advice is a welcome addition to Part A. RTOs will	BS29	Feedback from the consultation process and from the ICC indicated positive support for the inclusion of Certificate III qualification outcomes in the draft Business Services Curriculum Framework.

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ISSUE	SOURCE	ACTION/RESPONSE
need to monitor eBOS to ensure that school enrolments in units and qualifications are appropriate.		
Congratulations. I thought the Certificate III may be limiting but there is more rigour helping to keep students at school.	BS26	
The AQF qualification packaging rules is an overload of information. The course structures provide sufficient detail (even though it is for HSC) and this information is for the industry qualification.	BS34	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. The Training Package qualification rules are included in Section 15 of Part A of the Syllabus to enable schools and RTOs to ensure they are aware of the qualification rules for each qualification available through the Business Services Curriculum Framework.
The AQF Qualification packaging rules section seems confusing eg page 47 states ‘seven of the electives must be selected from the elective units listed below’. In the next sentence maybe add ‘OR’ the BSB07 Business Services Training Package. Also maybe highlight ‘may’.	BS38	<p>The AQF Qualification packaging rules in Section 15 of the Part A of the Syllabus have been reproduced directly from the BSB07 Training Package. This text is protected by copyright and can not be changed.</p> <p>The HSC VET industry curriculum is based on units of competency and qualifications contained in nationally endorsed Training Packages and provide students with dual accreditation. Students can get HSC unit credit as well as AQF VET qualifications. The HSC course requirements (Section 8) outline the requirements for students to gain HSC unit credit that contribute towards their HSC pattern of study. The qualification packaging rules (Section 15) describe the number and range of units of competency required for eligibility for an AQF VET qualification. 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.</p>

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ISSUE	SOURCE	ACTION/RESPONSE
<p>Can HSC indicative hours be listed next to the qualification rules at the back [Section 15] rather than having to cross reference them yourself. This would make it easier to plan.</p>	<p>BS21</p>	<p>The AQF Qualification packaging rules in Section 15 of the Part A of the Syllabus have been reproduced directly from the BSB07 Training Package. This text is protected by copyright and can not be changed. Table 6 in Section 15 of Part A of the Syllabus was developed to assist readers of the document and those responsible for designing learning and assessment programs for Framework courses. This table summarises the status of each unit of competency available in the Business Services Curriculum Framework in relation to the HSC courses (Sections 8) including the HSC indicative hours and BSB07 Training Package qualification packaging rules (Section 15).</p>
<p>Can students who don't get sufficient competencies for Certificate II, obtain Certificate I? With the right combination of units, students might be able to achieve that qualification. If not, at present, can they do so under the new syllabus?</p>	<p>BS36</p>	<p>Industry Curriculum Frameworks are Stage 6 Board Developed courses. As such, the qualifications and units of competency must be at a Stage 6 curriculum standard to maintain parity with other Stage 6 courses. The qualifications included in the Business Services Curriculum Framework are appropriate for a Stage 6 course.</p>
<p>There will be a need to make the Certificate I course available for students with special education needs and not just restricted to rural, juvenile or special behavioural establishments.</p>	<p>BS32</p>	<p>Certificate I in Business is not available through the Business Services Curriculum Framework. This qualification is endorsed as a Stage 5 VET Board Endorsed Course as it is at a Stage 5 curriculum standard.</p> <p>Students with special education needs may access all courses within the Business Services Curriculum Framework under regular course arrangements or a combination of units of competency selected through the collaborative curriculum planning process from the relevant course (refer to Section 11.1.1 of Part A of the Syllabus).</p>
<p>What is the difference between the Business and Business Administration qualifications?</p>	<p>BS26</p>	<p>The descriptor for Certificate III in Business states that 'this qualification reflects the role of individuals who apply a broad range of competencies in a varied work context' (refer to Section 15 in Part A of the Syllabus, p 49).</p> <p>The descriptor for Certificate III in Business Administration states 'this qualification reflects the role of individuals who apply a broad range of administrative competencies in varied work contexts' (refer to Section 15 in Part A of the Syllabus, p 53).</p>

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ISSUE	SOURCE	ACTION/RESPONSE
I'm not very sure what [the AQF Qualification packaging rules] means. For the HSC we need 9 compulsory units plus 95 hours from electives. For AQF VET Level 2 we need 12 units (1 core and 11 electives). How can the Certificate II qualifications be different?	BS36	The HSC VET industry curriculum frameworks are based on units of competency and qualifications contained in nationally endorsed Training Packages and provide students with dual accreditation. Students can get HSC unit credit as well as AQF VET qualifications. The HSC course requirements (Section 8) outline the requirements for students to gain HSC unit credit that contribute towards their HSC pattern of study. The qualification packaging rules (Section 15) describe the number and range of units of competency required for eligibility for an AQF VET qualification. 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.
An area of concern is the allocation of elective units to make up the minimum value of 95 indicative hours, which necessitates at least 4 units and could be to 7 (if all 15 hours) thus giving you between 1 and 4 units in excess of the VET Certificate II requirement.	BS32	
If you selected all the units from General Administration would it result in a qualification?	BS22	The qualification packaging rules are outlined in Section 15 of Part A of the Syllabus. The qualification packaging rules describe the number and range of units of competency required for eligibility for an AQF VET qualification. RTOs should check the qualification packaging rules to determine which units of competency contribute towards particular qualifications. Table 6 in Section 15 of Part A of the Syllabus was developed to assist readers to do this.
If we deliver Certificate III units would the students get a Certificate II and a Statement of Attainment towards Certificate III?	BS26	
Statement of Attainment to Certificate III only has one mandatory unit. There would probably be about three units that map to Certificate III from the 240-hour course. Is it worth enrolling students at the Certificate III level?	BS22	A student can only be enrolled in a qualification that is on the Scope of Registration of the RTO who is delivering the qualifications. The Scope of Registration of all RTOs can be viewed on the National Training Information Service (NTIS) website (www.ntis.gov.au). Teachers/trainers should contact their RTO prior to selecting and delivering qualifications and units of competency to determine the qualification outcomes that students may be enrolled in.
What qualification outcome should we enter on Schools Online?	BS22	
Is it possible to get both a Certificate III in Business and a Certificate III in Front Line Management through the revised Framework?	BS26	Depending on the selection of elective units of competency it may be possible to achieve both a Certificate III in Business and a Certificate III in Frontline Management. RTOs should check the qualification packaging rules (Section 15) and the HSC course structures (Section 8) to determine the possible qualification outcomes of courses within the Business Services Curriculum Framework. Table 6 in Section 15 of Part A of the Syllabus was developed to assist readers to do this.

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ISSUE	SOURCE	ACTION/RESPONSE
<ul style="list-style-type: none"> Assessment <p>The section on assessment requirements and advice are good but I'm not sure how strongly it urges reference to the training package.</p>	BS04	Part A of the syllabus has been adjusted in response to consultation.
The compulsory units are, by their nature, quite difficult to assess in that competent/not competent way in so far as they are (in the main) knowledge based rather than practical skills based.	BS36	<p>The Evidence Guide contained in each unit of competency provides guidelines for assessment – including critical aspects for assessment and evidence required to demonstrate competency, context of and specific resources for assessment and methods of assessment (see Part B of the Syllabus for all units of competency in the 120-hour and 240-hour courses). RTOs are responsible for determining their own learning and assessment strategies.</p> <p>Further advice regarding assessment is found in the AQTF standards and in the Assessment Guidelines of BSB07 (see www.ntis.gov.au). This includes information on assessors working with a technical expert or a team to conduct assessment – assessment and industry experience and expertise working together in the collection of evidence and making judgements about competency. Extracts from the Assessment Guidelines will be included in the Business Services Support Document.</p>
Sometimes it is a struggle to translate the syllabus outcomes into meaningful, assessable components, where the evidence is 'students can do this' or not.	BS36	
Don't make it mandatory to assess each element 3 times, it is time consuming, unrealistic and a logistical nightmare.	BS02	It is up to RTOs to determine learning and assessment strategies for HSC VET courses. Delivery of a unit of competency should address all training package requirements and the minimum learning from the HSC Requirements and Advice, where they are included, to meet BOS requirements for the HSC course.
The 'Context of specific resources for assessment' refers to 'simulated environment'. Perhaps this requires further clarification (as per Retail syllabus).	BS28, BS29	<p>The Evidence Guide contained in each unit of competency provides guidelines for assessment – under 'the context of' and 'specific resources' of assessment it regularly states that 'assessment must ensure access to an actual workplace or simulated environment'.</p> <p>The BSB07 Training Package provides further advice regarding simulated environments. Extracts from the Assessment Guidelines in the BSB07 Training Package regarding simulated environments will be included in the Business Services Support Document.</p>

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ISSUE	SOURCE	ACTION/RESPONSE
		Further clarification of the assessment requirements of specific units of competency within the BSB07 Training Package would need to be sought from the state industry training advisory body Property and Financial Services Industry Training Advisory Board (ITAB) (www.nswpropertyservicesitab.com.au) and/or the developers of the Training Package (Innovation and Business Skills Australia – www.ibsa.org.au).
<ul style="list-style-type: none"> Teacher training/qualifications <p>Although the retraining may not be significant, is there going to be an opportunity for retraining, especially in the specialisation areas?</p>	BS25	It is not anticipated that any significant training will be required to deliver a 240-hour course from the revised Framework.
Will training be required?	BS20, BS15	School system authorities are responsible for training and development of teachers and will provide advice to teachers following the endorsement and release of the Business Services Curriculum Framework.
It's not hard to select elective units to 105 HSC indicative hours for the 240-hour course as there is lots of variety, but as many are at a Certificate III level I feel I'll need additional knowledge to deliver.	BS05	
Will staff currently trained at Certificate II level need to gain further qualifications to teach the two new competencies BSBCUS201A and BSBSUS201A or the other specialisation areas?	BS12	<p><i>BSBCUS201A Deliver a service to customers</i> is a new unit in the BSB07 Training Package. It is based on, but is not equivalent to <i>BSBCMN208A</i>, <i>BSBCMN209A</i>, <i>BSBCMN216A</i> and <i>BSBCMN217A</i>. It is not an entirely new unit to the Framework.</p> <p>It is not anticipated that any significant training will be required to deliver <i>BSBCUS201A</i> or <i>BSBSUS201A Participate in environmentally sustainable work practices</i>.</p> <p>School system authorities are responsible for training and development of teachers and will provide advice to teachers following the endorsement and release of the Business Services Curriculum Framework.</p>
If this is to be implemented in 2009 more time will be needed and some additional training. With Year 12 2009 already requiring a new Retail program, this will put a lot of pressure onto some teachers for 2 complete new programs and new units of work.	BS13	<p>There is national agreement to implement new or revised Training Packages as soon as possible after endorsement and availability in hard copy (within 12 months).</p> <p>The anticipated implementation date for the revised Business Services</p>

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		Curriculum Framework is from Year 11, 2009 with the first optional HSC examination in 2010.
<p>Uncertainty regarding the units of competency teachers will be able to deliver, and whether there will be enough units teachers can deliver to result in students achieving a Certificate II qualification outcome.</p> <p>Teachers would need consultation in what units they are allowed to teach.</p>	BS13, BS20, BS22	<p>Units of competency have been identified that are suitable for delivery by currently trained teachers, which should allow students to achieve Certificate II in Business through the 240-hour course.</p> <p>School system authorities are responsible for training and development and will provide advice to teachers following the endorsement and release of a revised Business Services Curriculum Framework.</p>
<p>Concern regarding the units of competency teachers can deliver eg will they be qualified to be able to deliver Certificate III units of competency?</p>	BS24, BS26	<p>Teachers/trainers should contact their RTO prior to selecting and delivering units of competency. Only those included on the RTO's Scope of Registration and for which teachers/trainers are accredited to deliver should be selected as electives.</p>
<p>No information has been provided on where these [elective] 'units' can be delivered for the HSC students – particularly ones that are at present outside the scope/training of current teachers of Business Services.</p>	BS17	
<p>Will students be able to study all units of competency at school delivered by school teachers or will they need to go to TAFE?</p>	BS15	<p>VET courses for the HSC, including industry curriculum frameworks, are delivered by schools as a part of a school system RTO, TAFE NSW colleges and other private providers. Whilst it is unlikely that school teachers currently trained in Business Services will be accredited to deliver Certificate III qualifications and specialist units of competency, it is possible that there will be suitably accredited trainers from other RTOs.</p> <p>Any RTO that chooses to deliver courses from the Business Services Curriculum Framework must ensure the qualification being delivered is on its Scope of Registration, that it can access the resources required and that it has teachers/trainers who are accredited to deliver.</p> <p>It is possible for the delivery and assessment of HSC VET courses to be shared between more than one RTO.</p>
<p>Query whether the unit BSBSUS201A Environmentally sustainable work practices is beyond level of HSC requirements. TAFE documents indicate a specialised qualification is required to deliver this unit.</p>	BS24	<p>The Assessment Guidelines of the BSB07 Training Package outline the minimum requirements for assessors. This includes holding the unit of competency being delivered. In the case of <i>BSBSUS201A Environmentally</i></p>

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		<p><i>sustainable work practices</i> the assessor must hold that unit of competency (or its equivalent); they need not have a specific qualification in environmental sustainability. This unit is appropriate for a Stage 6 course. A number of Industry Curriculum Frameworks in other industry areas include similar units on environmentally sustainable work practices.</p>
<p>The courses should only be taught by qualified experienced competent teachers.</p>	<p>BS42</p>	<p>All RTOs must meet the requirements of the Australian Quality Training Framework 2007. In relation to teachers/trainers Standard 1.4 states:</p> <p><i>Training and assessment are conducted by trainers and assessors who:</i></p> <ul style="list-style-type: none"> (a) <i>have the necessary training and assessment competencies as determined by the National Quality Council or its successors</i> (b) <i>have the relevant vocational competencies at least to the level being delivered or assessed</i> (c) <i>continue developing their vocational and training and assessment competencies to support continuous improvements in delivery of the RTO's services.</i> <p>Policy development and practice regarding school VET teacher training requirements for curriculum frameworks is the responsibility of the Qualification Recognition and Resource Requirements Committee (QRRRC).</p>
<p>Can BOS block out units of competency [on Schools Online] that teachers can't deliver (based on generic training for the majority of teachers)?</p>	<p>BS22</p>	<p>Schools Online is the electronic system used by school system RTOs and some private providers to record and credential students studying VET courses as a part of their HSC. Individuals delivering courses from the Business Services Curriculum Framework will have varying qualifications and accreditation. It is not possible to 'block' certain units of competency from being entered by individuals on Schools Online.</p> <p>RTOs have their own systems to manage quality and ensure appropriate delivery of Training Package qualifications.</p>
<ul style="list-style-type: none"> ● Work placement <p>If you have to do 35 hours work placement for 2 HSC units and 70 hours for 4 units, how does 49 hours fit it?</p>	<p>BS27</p>	<p>Work placement is a mandatory HSC course requirement for all courses within the Business Services Curriculum Framework. Students are required to complete 14 hours of work placement for a 60-hour course, 35</p>

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		<p>hours of work placement for a 120-hour course, 70 hours of work placement for a 240-hour course, and 49 hours of work placement for a 180-hour course. Details of the work placement requirements for the Business Services Curriculum Framework are outlined in Section 8 and Section 10 of Part A of the Syllabus.</p>
<p>The 70 hours of work placement (compulsory for the HSC and not required for Certificate II unless used as a very valuable assessment tool) are practically an extra 70 hours to the 240 indicative hours. It was suggested by an officer from the Board of Studies that they could be integrated. How? If they were, could they not reduce the 240 hrs and thus give you a more comparable study program to your Cert II courses?</p>	<p>BS32</p>	<p>‘A strength of the NSW model of VET in schools is the mandatory inclusion of work placement in industry curriculum framework courses ... Inclusion of work placement has been a priority for industry and bodies such as the NSW Board of Vocational Education and Training.’ [Evans, B, (2005), <i>Strategic evaluation of vocational education and training in schools in New South Wales – Report to the Minister</i>, p 14.]</p> <p>Work placement is a mandatory HSC requirement of each course within any industry curriculum framework. Learning in the workplace serves a number of purposes including enabling students to:</p> <ul style="list-style-type: none"> - 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 off-the-job in a classroom or workshop - develop additional skills and knowledge, including the employability skills. <p>The HSC course requirements for courses from the Business Services Curriculum Framework include undertaking units of competency to a minimum number of HSC indicative hours as specified in Section 8 in Part A of the Syllabus and minimum work placement requirements. For the 240-hour course students must undertake 240 indicative hours’ worth of units of competency and 70 hours of work placement. The work placement requirements may be integrated into the course delivery as a part of the programming and delivery of a course or they may be undertaken as an additional component of a course program.</p> <p>The Board of Studies mandates the work placement hours but it is at the discretion of each school system/sector authority and/or RTO to manage how and when this requirement will be met.</p>

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Will work placement need to change with the delivery of the specialisation units?	BS25	It is up to the school system/sector authority, school and/or RTO to determine appropriate work placements for courses being undertaken from the Business Services Curriculum Framework. The Business Services Specialisation Study courses have mandatory work placement requirements. The work placements organised for courses in Business Services should reflect the nature and focus of the course. If the course focuses on a particular specialisation, for example the area of medical administration, then it would be appropriate that students undertake work placement in an organisation that reflects the nature of the course they are undertaking.
<ul style="list-style-type: none"> Students with special education needs In my experience courses can be adapted to meet the needs of students with special education needs.	BS16, BS28, BS42	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. A support document to assist those teaching VET courses to students with special education needs has been developed by the Senior Curriculum Officer, Special Education, and the Board's Special Education Committee. The <i>Stage 6 Industry Curriculum Frameworks Support Document for Students with Special Education Needs (2005)</i> is available under the HSC Syllabuses link and/or Special Education page on the Board's website (www.boardofstudies.nsw.edu.au).
Courses can be adapted to meet the needs of students with special education needs in a minimal way as the industry standards still need to be met.	BS17	
[Students with special education needs] may find some [units] difficult to achieve but others can be adapted.	BS13	
Depends on the level of disability of the student as to whether the Framework can be adapted to meet the needs of these students.	BS12, BS37	
Need to be aware of work placement issues for students with special education needs. Discuss with family/students.	BS18	

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		<p>given to advice provided to students regarding their suitability for courses they have selected as part of their HSC pattern of study.</p> <p>Provisions for students with special education needs (Section 13.1 of Part A of the Syllabus) allow for units of competency to be selected through a collaborative curriculum planning process. This recognises that students with special education needs may require additional time to demonstrate the required level of competence. More time can be spent off-the-job on individual units of competency in preparation for work placement in a business services workplace.</p>
<p>● Implementation and support</p> <p>Availability of support material and timing of its release with implementation from 2009 will be important.</p>	BS23	<p>Once the revised Framework is approved, a support document will be developed by the Office of the Board to aid initial implementation. Sample scope and sequence, examples of integrated approaches to programming and holistic delivery and assessment and sample assessment tasks will be provided. This document will be available from the Board’s website (www.boardofstudies.nsw.edu.au/syllabus_hsc/business-services.html).</p>
Can support document be available sooner than Term 1, 2009?	BS22	
Who will provide resources for the new compulsory units to make programming a lot easier?	BS13	
Attach an appendix with the most updated teaching and learning resources available for the new competencies included in the course, both for core and elective modules.	BS14	School systems and sector RTOs and other RTOs provide a range of resources to support the delivery of AQF VET qualifications contained within the Business Services Curriculum Framework courses.
Is there much change between the old and new units?	BS27	Volume 1 of the BSB07 Training Package provides a summary of the relationship of the qualifications and units of competency from BSB07 to BSB01.
Will there be a clear statement of changes from the old to the new units – particularly where they look to have commonality with those in the current course? Perhaps in Table 6.	BS22	Once the revised Framework is approved a table summarising the changes from the old Framework to the new one will be developed. This document will be available from the Board’s website (www.boardofstudies.nsw.edu.au/syllabus_hsc/business-services.html).
When will the Assessment Resource Centre (ARC) be updated to include samples for the HSC VET courses?	BS22	The Assessment Resource Centre contains HSC standards packages with samples of student work in the VET Framework HSC examinations.

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Update TALE to include a bank of tasks – especially practical and holistic tasks – so that teachers can be inspired.	BS14	<p>The TALE website is maintained by the NSW Department of Education and Training. It is up to the managers of this website to determine what resources will be available on it.</p> <p>Once the revised Framework is approved, a support document will be developed by the Office of the Board to aid initial implementation. It is anticipated that it will include sample assessment tasks. This document will be available from the Board’s website (www.boardofstudies.nsw.edu.au/syllabus_hsc/business-services.html).</p>
GOVET website is great especially the record spreadsheet section (electronic competency record). I hope it will be updated to the revised curriculum framework.	BS20	<p>The GOVET website is maintained by the school systems/sectors. It is up to the managers of this website to determine what resources will be available on it.</p> <p>Once the revised Framework is approved, a support document will be developed by the Office of the Board to aid initial implementation. It will include a competency record template. This document will be available from the Board’s website (www.boardofstudies.nsw.edu.au/syllabus_hsc/business-services.html).</p>
The problem is – it is great to have a new syllabus but unfortunately there usually isn’t a text book at the time of its implementation or afterwards. There are resources for each unit of competency but this is obviously not practical for students to purchase each of these.	BS38	<p>It is up to publishing houses to determine which subjects/topics text books are produced for.</p> <p>Resources in current use may be suitable for the revised courses. School system/sector authorities/RTOs are responsible for the provision of resources.</p>
No text book covers all of the compulsory units or elective units in full or even partially.	BS39	
<p>● Other</p> <p>Can there be some consideration given to a name change for the framework? It would help the marketability of the course in subject selection. Re-name it Business and drop the ‘services’. Frequently Business Services is confused with Business Studies.</p>	BS25	<p>The name of the Business Services Curriculum Framework is based on the name of the BSB07 Training Package. As such the name of the Framework is considered to be appropriate.</p>

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The term 'client' should be used as opposed to 'customer' – this is more appropriate for the industry.	BS20	The unit of competency <i>BSBCUS201A Deliver a service to customers</i> uses the term 'customer'. In the HSC requirements and advice the term 'customer/client' has been used.
Like the information in Section 13.3 Links between the Business Services Curriculum Framework and other HSC courses. Can you flag units that may be in other Curriculum frameworks (use a symbol against each unit) so they are easy to identify?	BS22	The units of competency that the Business Services Curriculum Framework has in common with other Framework courses are listed in Section 13.3 of Part A of the Syllabus.
When teachers go into Schools Online and enter a unit that is common across multiple Frameworks eg. First aid which has already been entered in another Framework will it be rejected?	BS22	It is the responsibility of schools to monitor students' HSC pattern of study including any exclusions. Schools Online does not check if units of competency have been entered in other Industry Curriculum Framework courses.
Students will not be industry ready if schools are using Office 2003 and teachers are untrained.	BS37	It is up to RTOs to ensure delivery of courses are in accordance with Training Package and AQTF 2007 requirements. The BSB07 Training Package does not mandate the use of particular operating systems.
Computing skills need to be at a business level.	BS37	The Training Package determines the industry standard for the skills required in units of competency. These industry standards are specified in the evidence guide, the elements, performance criteria and range statement.
Has there been much input on syllabus design from TAFE teachers who are professionals with a background in industry?	BS37	<p>The syllabus is based on the national Training Package developed by Innovation and Business Skills Australia (IBSA) and the Industry Skills Council, with extensive consultation.</p> <p>TAFE NSW is represented on the Industry Curriculum Committee that provides guidance and advice in the development of the revised syllabus.</p> <p>All stakeholders, including TAFE NSW teachers, had the opportunity to provide feedback on the draft syllabus as a part of the formal consultation process.</p>

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Will the colour of the syllabus cover stay the same?	BS22	The colour of the cover for the revised syllabus will be based on the colour of the current syllabus with some tone/shading changed to distinguish it from the current Framework.
<p>Rationale is appropriate and makes the link to the Business Services Training Package (BSB07) clearly, as appropriate. We are particularly pleased to see the inclusion of Table 1 listing all the qualifications in the Training Package and the possibilities within each qualification from the AQF. We believe that teachers need to have all the essential information from the Training Package included within the ICF as the ICF is their window on the Training Package.</p> <p>There was an excellent slide used in the consultation powerpoint, which tabled the courses that are available in 6 Qualifications and the certificate or SOA outcomes available from each. It may be useful to add this slide on Page 14, where there is a space. Keep Table 1 as well.</p>	BS29	<p>Feedback from consultation indicated there was strong support for the content in the rationale.</p> <p>Section 12.4 in Part A of the Syllabus summarises the qualification outcomes for each course in the Framework.</p>