



## **Stage 6 Syllabus**

# **Business Services Curriculum Framework**

## **Part A**

# **Course Structures and Requirements**

for implementation from 2012

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

Approved 2008

Updated 2011

(BSB07v5)

**Original published version updated:**

November 2011 – updated to BSB07v5

June 2009 Assessment and Examination information updated

© 2011 Copyright Board of Studies NSW for and on behalf of the Crown in right of the State of New South Wales.

This document contains Material prepared by the Board of Studies NSW for and on behalf of the State of New South Wales. The Material is protected by Crown copyright.

All rights reserved. No part of the Material may be reproduced in Australia or in any other country by any process, electronic or otherwise, in any material form or transmitted to any other person or stored electronically in any form without the prior written permission of the Board of Studies NSW, except as permitted by the *Copyright Act 1968*. School students in NSW and teachers in schools in NSW may copy reasonable portions of the Material for the purposes of bona fide research or study. Teachers in schools in NSW may make multiple copies, where appropriate, of sections of the HSC papers for classroom use under the provisions of the school's Copyright Agency Limited (CAL) licence.

When you access the Material you agree:

- to use the Material for information purposes only
- to reproduce a single copy for personal bona fide study use only and not to reproduce any major extract or the entire Material without the prior permission of the Board of Studies NSW
- to acknowledge that the Material is provided by the Board of Studies NSW
- not to make any charge for providing the Material or any part of the Material to another person or in any way make commercial use of the Material without the prior written consent of the Board of Studies NSW and payment of the appropriate copyright fee
- to include this copyright notice in any copy made
- not to modify the Material or any part of the Material without the express prior written permission of the Board of Studies NSW.

The Material may contain third-party copyright materials such as photos, diagrams, quotations, cartoons and artworks. These materials are protected by Australian and international copyright laws and may not be reproduced or transmitted in any format without the copyright owner's specific permission. Unauthorised reproduction, transmission or commercial use of such copyright materials may result in prosecution.

The Board of Studies has made all reasonable attempts to locate owners of third-party copyright material and invites anyone from whom permission has not been sought to contact the Copyright Officer, ph (02) 9367 8289, fax (02) 9279 1482.

**Acknowledgements**

Units of competency from the Business Services Training Package (BSB07) in Part B of this syllabus are © Commonwealth of Australia. Reproduced with permission.

The following copyright warning applies to the material from the Training Package:

All rights reserved. This work has been produced initially with the assistance of funding provided by the Commonwealth Government through DEEWR. This work is copyright, but permission is given to trainers and teachers to make copies by photocopying or other duplicating processes for use with their own training organisations or in a workplace where the training is being conducted. This permission does not extend to the making of copies for use outside the immediate training environment for which they are made, nor the making of copies for hire or resale to third parties. The views expressed in this version of the work do not necessarily represent the views of DEEWR. DEEWR does not give warranty nor accept any liability.

Australian Qualifications Framework (AQF) Advisory Board, 2007, *Australian Qualifications Framework Implementation Handbook*, Fourth Edition, Carlton, VIC.

Published by  
Board of Studies NSW  
PO Box 5300  
Sydney NSW 2001  
Australia

Tel: (02) 9367 8111  
Fax: (02) 9367 8484  
Internet: [www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au)

August 2008

ISBN 978 1 74147 8518

2008534  
2009451  
20110841

## Contents

1	Introduction to Industry Curriculum Frameworks.....	5
2	Documents Associated with Industry Curriculum Frameworks .....	6
	2.1 Industry Curriculum Framework documents.....	6
3	The Higher School Certificate Program of Study.....	7
4	Vocational Education and Training (VET) in the NSW HSC.....	8
	4.1 The national context .....	8
	4.2 Determination of AQF VET qualifications for HSC students.....	8
5	Rationale .....	9
6	Aim .....	11
7	Business Services Curriculum Framework.....	12
	7.1 Training Package qualifications .....	12
	7.2 AQF VET qualifications available in the Business Services Curriculum Framework .....	12
8	Course Structures.....	13
	8.1 Courses within the Business Services Curriculum Framework .....	13
	8.1.1 The selection of units of competency .....	13
	8.2 Allocation of HSC indicative hours of credit.....	14
	8.3 Recognition or Prior Learning (RPL).....	14
	8.4 Business Services (120 indicative hours).....	15
	Table 1 Business Services (120 indicative hours).....	17
	8.5 Business Services (240 indicative hours).....	18
	Table 2 Business Services (240 indicative hours) – compulsory units of competency .....	20
	Table 3 Elective pool .....	21
	8.6 Business Services Specialisation Study (60 or 120 or 180 indicative hours)....	23
	Table 4 Specialisation Study Units of Competency .....	26
9	Outcomes and Content.....	27
	9.1 Units of competency.....	27
	9.2 Course delivery.....	27
10	Work Placement.....	29
	10.1 Work placement requirements.....	29
	10.2 Part-time work.....	29
11	Assessment Requirements and Advice .....	30
	11.1 Competency-based assessment.....	30
	11.2 HSE examination: Business Services.....	30
	11.3 Examinable outcomes and content .....	30

12	HSC Requirements and Certification .....	32
	12.1 Course completion requirements .....	32
	12.2 Preliminary and HSC unit credit .....	32
	12.3 Reporting achievement in the HSC .....	32
13	Other Information .....	33
	13.1 Providing for all students.....	33
	13.1.1 Students with special education needs.....	33
	13.1.2 Gender and cultural considerations.....	34
	13.1.3 School-based trainees .....	34
	13.2 Employability Skills .....	35
	Table 5 Employability skills.....	35
	13.3 Articulation to further training .....	38
14	AQF VET Qualifications .....	39
15	Minimum Requirements for AQF VET Qualifications .....	41
	Table 6 Status of units of competency from the HSC courses for the AQF VET qualifications in the Framework.....	42
16	Glossary .....	48

## **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.

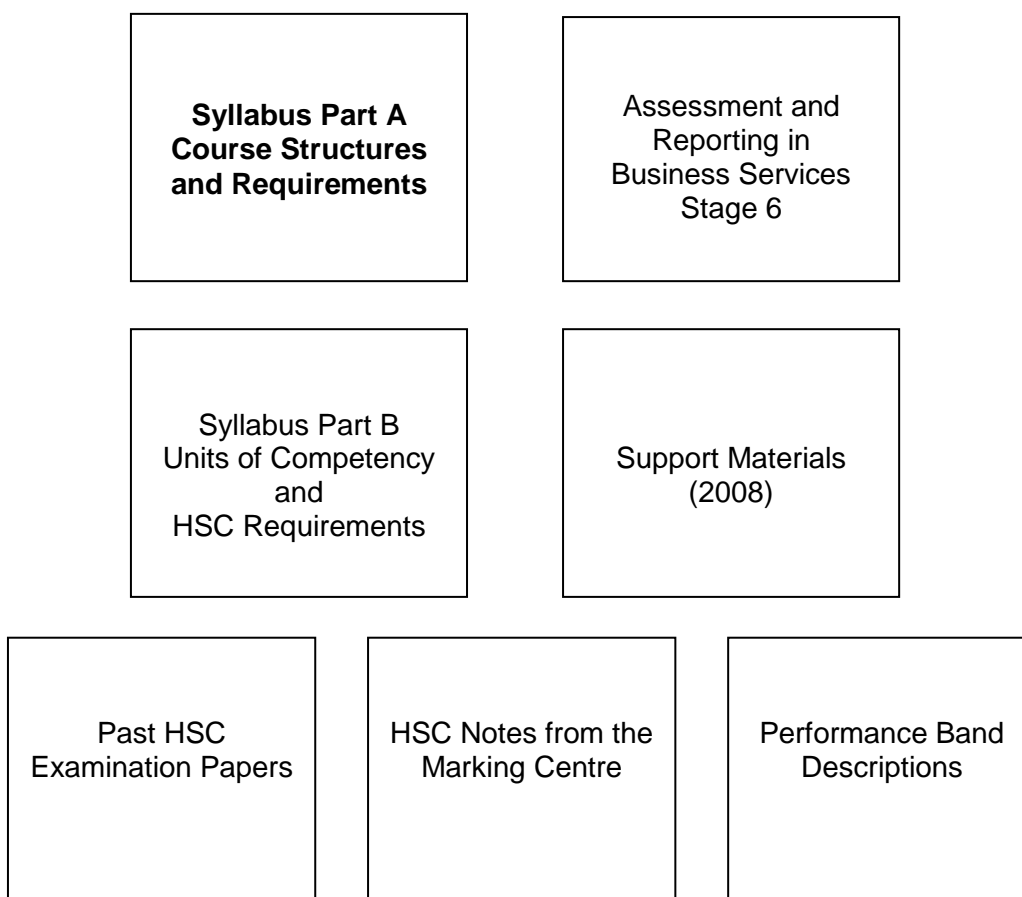
## 2 Documents Associated with Industry Curriculum Frameworks

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



### **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 VET Quality Framework [formerly referred to as the Australian Quality Training Framework (AQTF)] and nationally endorsed Training Packages. The VET Quality Framework 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.

The qualification packaging rules for the AQF VET qualification pathways in this Framework are available from the Business Services Training Package (BSB07) at [www.training.gov.au](http://www.training.gov.au) and on the Board's website at [www.boardofstudies.nsw.edu.au/syllabus\\_hsc/business-services.html](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/business-services.html) 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, legal work, management, 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 Australian 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.<sup>1, 2</sup>

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.

---

<sup>1</sup> [www.ibsa.org.au](http://www.ibsa.org.au) [Innovation and Business Skills Australia (IBSA)].

<sup>2</sup> DEST 2007, *Business Services Training Package (BSB07)*, Volume 1, Overview, pp 108–112.

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 Australian Tertiary Admission Rank (ATAR).

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.

## **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 Business Services Curriculum Framework is based on qualifications and units of competency contained in the nationally endorsed *Business Services Training Package (BSB07)*.

The AQF VET qualifications available in the Business Services Curriculum Framework are:

- Certificate II in Business (BSB20107)
- Certificate III in Business (BSB30110)
- Certificate III in Business Administration (BSB30407)
- Certificate III in Business Administration (Legal) (BSB31007)
- Certificate III in Business Administration (Medical) (BSB31107).

## **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 1 and 2).

**Examinable** units of competency are those that can be examined in the optional HSC examination (refer to Section 11.3).

**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. **Table 6** (pp 42–47) lists the status of each unit of competency in relation to the qualifications. This information should be consulted when selecting elective units of competency.

**An integrated or holistic approach to course delivery and assessment 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 available on the Board's website.

## **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 2–4** (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.’<sup>3</sup>

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 VET Quality Framework (formerly referred to as the AQTF) must be met.

---

<sup>3</sup> DEST 2007, *Business Services Training Package* (BSB07), Volume 1, Assessment Guidelines, p 475.

## 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.

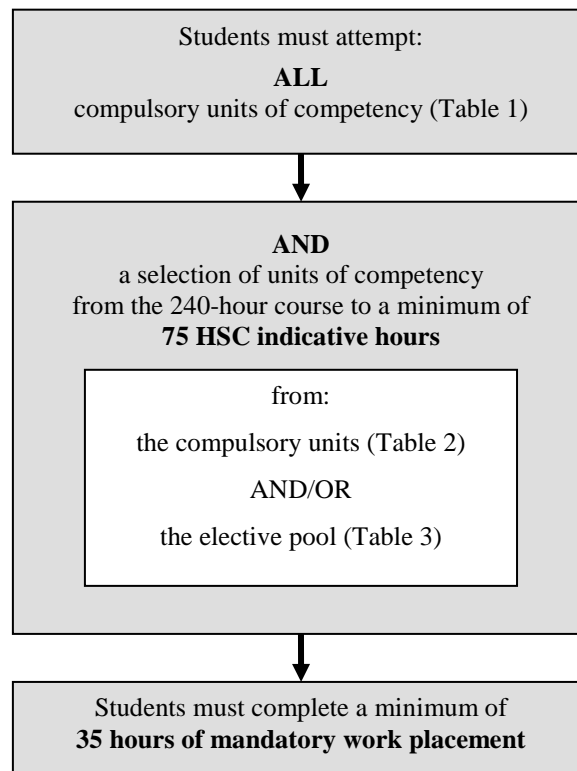
### Course structure

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

Table 6 (pp 42–47) 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 relevant to the job outcome, local industry requirements and the characteristics of the qualification outcome as per the AQF descriptors.

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

### Course requirements – Business Services (120 indicative hours)



## **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 (BSB30110)
- Statement of Attainment towards Certificate III in Business Administration (BSB30407)

Qualification packaging rules are available from the Business Services Training Package (BSB07) at [www.training.gov.au](http://www.training.gov.au) and on the Board's website at [www.boardofstudies.nsw.edu.au/syllabus\\_hsc/business-services.html](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/business-services.html).

Further information on assessment is in Section 11 of this document and in the document *Assessment and Reporting in Business Services Stage 6*.

**Table 1 Business Services (120 indicative hours)**

<b>COMPULSORY Attempt ALL units of competency</b>			
<b>Unit code</b>	<b>Unit title</b>	<b>Unit-specific prerequisite</b>	<b>HSC indicative hours of credit</b>
BSBCMM201A	Communicate in the workplace	Nil	15
BSBOHS201A	Participate in OHS processes	Nil	15
BSBWOR204A	Use business technology	Nil	15
<b>Total HSC indicative hours for compulsory units of competency</b>			<b>45</b>

<b>ELECTIVE Attempt units of competency to a minimum value of 75 HSC indicative hours</b>
Elective units may include any unit of competency from the 240-hour course which has not already been undertaken (refer to Section 8.5, Tables 2 and 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.

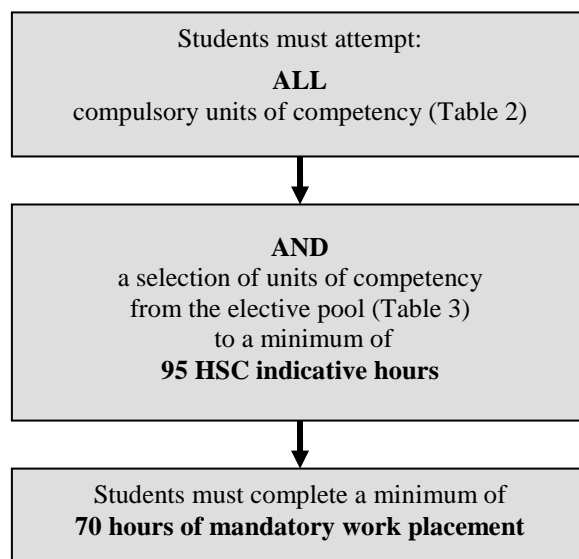
### Course structure

This course comprises 9 compulsory units of competency and 38 elective units of competency.

Table 6 (pp 42–47) 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 relevant to the job outcome, local industry requirements and the characteristics of the qualification outcome as per the AQF descriptors.

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

### Course requirements – Business Services (240 indicative hours)



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 11.2 and 11.3).

The units of competency for the optional HSC examination are listed in the HSC exam specifications in Section 11.3 of this document.

## **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 (BSB30110)
- Statement of Attainment towards Certificate III in Business Administration (BSB30407).

Qualification packaging rules are available from the Business Services Training Package (BSB07) at [www.training.gov.au](http://www.training.gov.au) and on the Board's website at [www.boardofstudies.nsw.edu.au/syllabus\\_hsc/business-services.html](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/business-services.html).

Further information on assessment is in Section 11 of this document and in the document *Assessment and Reporting in Business Services Stage 6*.

**Table 2 Business Services (240 indicative hours) – compulsory units of competency**

<b>COMPULSORY Attempt ALL units of competency</b>			
<b>Unit code</b>	<b>Unit title</b>	<b>Unit-specific prerequisite</b>	<b>HSC indicative hours of credit</b>
BSBCMM201A	Communicate in the workplace	nil	15
BSBCUS201A	Deliver a service to customers	nil	15
BSBIND201A	Work effectively in a business environment	nil	20
BSBINM201A	Process and maintain workplace information	nil	20
BSBOHS201A	Participate in OHS processes	nil	15
BSBSUS201A	Participate in environmentally sustainable work practices	nil	15
BSBWOR202A	Organise and complete daily work activities	nil	15
BSBWOR203A	Work effectively with others	nil	15
BSBWOR204A	Use business technology	nil	15
<b>Total HSC indicative hours for compulsory units of competency</b>			<b>145</b>

**Table 3 Elective pool**

<b>ELECTIVE POOL</b>			
<b>Unit code</b>	<b>Unit title</b>	<b>Unit-specific prerequisite</b>	<b>HSC indicative hours of credit</b>
<i>Customer Service</i>			
BSBCUS301A	Deliver and monitor a service to customers	nil	20
<i>Diversity</i>			
BSBDIV301A	Work effectively with diversity	nil	15
<i>Financial Administration</i>			
BSBFIA301A	Maintain financial records	nil	30
BSBFIA302A	Process payroll	nil	30
BSBFIA303A	Process accounts payable and receivable	nil	30
BSBFIA304A	Maintain a general ledger	nil	20
<i>General Administration</i>			
BSBADM302B	Produce texts from notes	nil	15
BSBADM303B	Produce texts from audio transcription	nil	15
BSBADM307B	Organise schedules	nil	15
BSBADM311A	Maintain business resources	nil	15
<i>Information Management</i>			
BSBINM202A	Handle mail	nil	15
BSBINM301A	Organise workplace information	nil	20
BSBINM302A	Utilise a knowledge management system	nil	20
<i>Innovation</i>			
BSBINN201A	Contribute to workplace innovation	nil	15
BSBINN301A	Promote innovation in a team environment	nil	30
<i>Interpersonal Communication</i>			
BSBCMM301A	Process customer complaints	nil	20
<i>IT Use</i>			
BSBITU102A	Develop keyboard skills	nil	15
BSBITU201A	Produce simple word processed documents	nil	20
BSBITU202A	Create and use spreadsheets	nil	20
BSBITU203A	Communicate electronically	nil	15
BSBITU301A	Create and use databases	nil	20
BSBITU302B	Create electronic presentations	nil	20

**Table 3 cont/d**

<b>Unit code</b>	<b>Unit title</b>	<b>Unit-specific prerequisite</b>	<b>HSC indicative hours of credit</b>
BSBITU303A	Design and produce text documents	nil	25
BSBITU304A	Produce spreadsheets	nil	20
BSBITU305A	Conduct online transactions	nil	15
BSBITU306A	Design and produce business documents	nil	25
BSBITU307A	Develop keyboarding speed and accuracy	nil	25
BSBITU309A	Produce desktop published documents	nil	25
<b><i>Occupational Health and Safety</i></b>			
BSBOHS301B	Apply knowledge of OHS legislation in the workplace	nil	15
<b><i>Product Skills and Advice</i></b>			
BSBPRO301A	Recommend products and services	nil	20
<b><i>Purchasing and Contracting</i></b>			
BSBPUR301B	Purchase goods and services	nil	20
<b><i>Small and Micro Business</i></b>			
BSBSMB201A	Identify suitability for micro business	nil	30
<b><i>Sustainability</i></b>			
BSBSUS301A	Implement and monitor environmentally sustainable work practices	nil	30
<b><i>Workplace Effectiveness</i></b>			
BSBWOR301A	Organise personal work priorities and development	nil	20
BSBWOR302A	Work effectively as an off-site worker	nil	25
<b><i>Writing</i></b>			
BSBWRT301A	Write simple documents	nil	20
<b><i>Imported</i></b>			
FNSICGEN305B	Maintain daily financial/business records	nil	20
HLTFA301B	Apply first aid	nil	20

## **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.

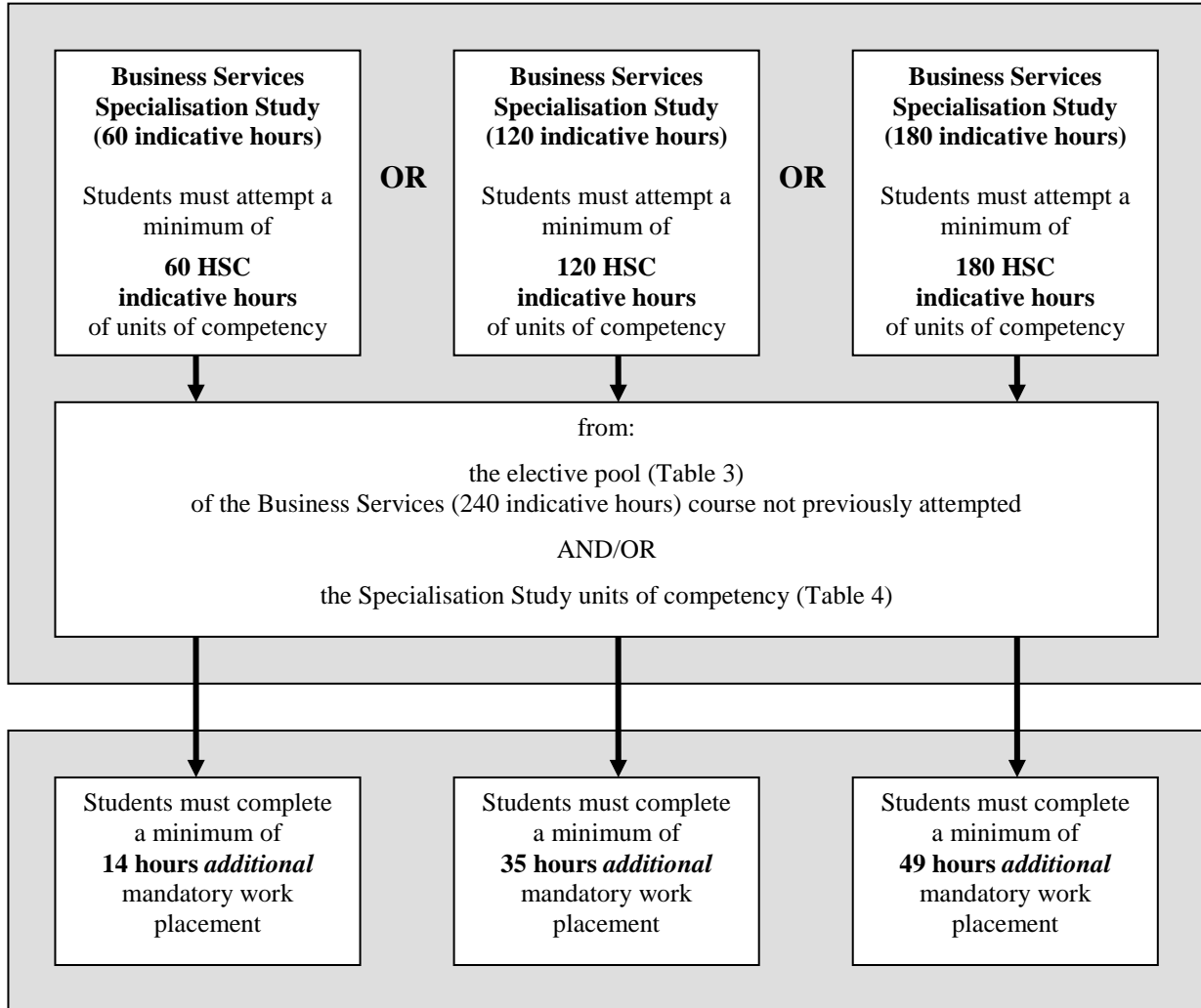
Details of the units of competency listed in Table 4 are not included in Part B of this Syllabus. They are available in the Business Services Training Package (BSB07) at [www.training.gov.au](http://www.training.gov.au).

Table 6 (pp 42–47) 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 relevant to the job outcome, local industry requirements and the characteristics of the qualification outcome as per the AQF descriptors.

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

Students may only undertake a Specialisation Study if they are currently enrolled in, or have completed, the Business Services (240 indicative hours) course.



### **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 outcome is:

- Certificate II in Business (BSB20107)
- Certificate III in Business (BSB30110)
- Certificate III in Business Administration (BSB30407)
- Certificate III in Business Administration (Legal) (BSB31007)
- Certificate III in Business Administration (Medical) (BSB31107).

Qualification packaging rules are available from the Business Services Training Package (BSB07) at [www.training.gov.au](http://www.training.gov.au) and on the Board's website at [www.boardofstudies.nsw.edu.au/syllabus\\_hsc/business-services.html](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/business-services.html).

Further information on assessment is in Section 11 of this document and in the document *Assessment and Reporting in Business Services Stage 6*.

**Table 4 Specialisation Study units of competency**

Details of the elective units of competency listed in Table 4 are available in the Business Services Training Package (BSB07) at [www.training.gov.au](http://www.training.gov.au).

<b>ELECTIVE POOL</b>			
<b>Unit code</b>	<b>Unit title</b>	<b>Unit-specific prerequisite</b>	<b>HSC indicative hours of credit</b>
<i><b>Frontline Management</b></i>			
BSBFLM303C	Contribute to effective workplace relationships	Nil	25
BSBFLM305C	Support operational plan	Nil	20
BSBFLM306C	Provide workplace information and resourcing plans	Nil	25
BSBFLM309C	Support continuous improvement systems and processes	Nil	25
BSBFLM311C	Support a workplace learning environment	Nil	20
BSBFLM312C	Contribute to team effectiveness	Nil	15
<i><b>Information Management</b></i>			
BSBINM303A	Handle receipt and despatch of information	Nil	15
<i><b>Legal Services Administration</b></i>			
BSBLEG301A	Apply knowledge of the legal system to complete tasks	Nil	40
BSBLEG302A	Carry out search of the public record	Nil	25
BSBLEG303A	Deliver court documentation	Nil	15
BSBLEG304A	Apply the principles of confidentiality and security within the legal environment	Nil	15
BSBLEG305A	Use legal terminology in order to carry out tasks	Nil	20
BSBLEG306A	Maintain records for time and disbursements in a legal practice	Nil	20
BSBLEG308A	Assist in prioritising and planning activities in a legal practice	Nil	15
<i><b>Medical Services Administration</b></i>			
BSBMED301B	Interpret and apply medical terminology appropriately	Nil	25
BSBMED302B	Prepare and process medical accounts	Nil	25
BSBMED303B	Maintain patient records	Nil	15
BSBMED304B	Assist in controlling stocks and supplies	Nil	15
BSBMED305B	Apply the principles of confidentiality, privacy and security within the medical environment	Nil	15
<i><b>Occupational Health and Safety</b></i>			
BSBCM311B	Maintain workplace safety	Nil	15
BSBOHS306B	Contribute to implementing emergency prevention activities and response procedures	Nil	20
BSBOHS407A	Monitor a safe workplace	Nil	20

## 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 together with 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 that can 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 at [www.training.gov.au](http://www.training.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.

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 Materials* ([www.boardofstudies.nsw.edu.au/syllabus\\_hsc/business-services.html](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/business-services.html)). This information is provided as a guide to RTOs delivering HSC courses within the Framework.

## 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).

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 (120 indicative hours) – a minimum of 35 *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 withholding the course. Schools are advised to follow the issuing of ‘N’ determinations as outlined in the Board of Studies [\*Assessment, Certification and Examination \(ACE\) 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 Examination \(ACE\) Manual\*](#) or relevant Board of Studies Official Notices.

## 11 Assessment Requirements and Advice

### 11.1 Competency-based assessment

The VET courses within the Business Services Curriculum Framework are competency-based. Advice on appropriate assessment practice in relation to the Business Services Framework is contained in the *Assessment and Reporting in Business Services Stage 6* document.

This document, as well as other resources and advice related to assessment in Business Services Stage 6, is available at the Board's website at [www.boardofstudies.nsw.edu.au/syllabus\\_hsc/business-services.html](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/business-services.html)

### 11.2 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. Students who undertake the examination can have their HSC mark contribute to their ATAR.

The HSC examination specifications, which describe the format of the external HSC examination, are contained in the *Assessment and Reporting in Business Services Stage 6* document.

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

### 11.3 Examinable outcomes and content

The HSC examination in Business Services is based on a set of examinable units of competency from the Business Services (240 indicative hours) course and the associated employability skills for Certificate II in Business (refer to qualification packaging rules at [www.training.gov.au](http://www.training.gov.au)).

The HSC examination is based on the following components of each examinable unit of competency:

- elements of competency
- performance criteria
- range statement<sup>4</sup>
- 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

---

<sup>4</sup> The range statement frequently uses the term 'may include'. This has been clarified in the *HSC Requirements and Advice* column to specify the learning experiences that must be included for the examinable units of competency. Only the learning that is compulsory according to the Training Package and/or *HSC Requirements and Advice* can be examined.

- minimum prescribed learning contained in HSC requirements and advice, described as:
  - key terms and concepts, and
  - learning experiences that must be addressed for the HSC.

The examinable units of competency are:

<b>Unit Code</b>	<b>Unit Title</b>
BSBCMM201A	Communicate in the workplace
BSBCUS201A	Deliver a service to customers
BSBIND201A	Work effectively in a business environment
BSBINM201A	Process and maintain workplace information
BSBOHS201A	Participate in OHS processes
BSBSUS201A	Participate in environmentally sustainable work practices
BSBWOR202A	Organise and complete daily work activities
BSBWOR203A	Work effectively with others

The text of the examinable units of competency, including the HSC requirements and advice, is contained in the *Business Services Curriculum Framework Stage 6 Syllabus – Part B*.

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

Refer to the Board's [\*Assessment, Certification and Examination \(ACE\) Manual\*](#) for further information.

### **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 achievement in the HSC**

Advice on reporting achievement in relation to the Business Services Curriculum Framework is contained in the *Assessment and Reporting in Business Services Stage 6* document.

This document is available at the Board's website at [www.boardofstudies.nsw.edu.au/syllabus\\_hsc/business-services.html](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/business-services.html)

## **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.

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.<sup>5</sup>

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.

---

<sup>5</sup> DEST 2007, *Training Package Development Handbook*, Appendix 4, Chapter 1, p 67.

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 Frameworks Support Document for Students with Special Education Needs (2005)*. This document is available on the Board of Studies website ([www.boardofstudies.nsw.edu.au](http://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 and in the document *Assessment and Reporting in Business Services Stage 6*.

### **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 school-based trainees to gain unit credit towards the HSC for the formal training component of their traineeship.

Information on requirements and arrangements for NSW school-based traineeships in business services is available at [www.training.nsw.gov.au/individuals/apprenticeships\\_traineeships/school\\_based/index.html](http://www.training.nsw.gov.au/individuals/apprenticeships_traineeships/school_based/index.html)

Students may choose to complete the Board endorsed *Stage 6 Industry-based Learning Course* enabling them to gain HSC credit for the on-the-job training component of the school-based traineeship. Details of the course requirements are contained in the [Industry-based Learning](#) course description.

Further information is available on the Board's website at [www.boardofstudies.nsw.edu.au/voc\\_ed/apprenticeships-traineeships.html](http://www.boardofstudies.nsw.edu.au/voc_ed/apprenticeships-traineeships.html).

## 13.2 Employability Skills<sup>6</sup>

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 5 Employability skills**

Skill	Facets
<b>Communication</b> that contributes to productive and harmonious relations across employees and customers	Aspects of the skill that employers identify as important. The nature and application of these facets will vary depending on industry and job type. <ul style="list-style-type: none"> <li>• listening and understanding</li> <li>• speaking clearly and directly</li> <li>• writing to the needs of the audience</li> <li>• negotiating responsively</li> <li>• reading independently</li> <li>• empathising</li> <li>• using numeracy effectively</li> <li>• understanding the needs of internal and external customers</li> </ul>
<b>Communication cont/d</b>	<ul style="list-style-type: none"> <li>• persuading effectively</li> <li>• establishing and using networks</li> <li>• being assertive</li> <li>• sharing information</li> <li>• speaking and writing in languages other than English</li> </ul>
<b>Teamwork</b> that contributes to productive working relationships and outcomes	<ul style="list-style-type: none"> <li>• working across different ages irrespective of gender, race, religion or political persuasion</li> <li>• working as an individual and as a member of a team</li> <li>• knowing how to define a role as part of the team</li> <li>• applying teamwork to a range of situations eg futures planning and crisis problem-solving</li> </ul>

<sup>6</sup> DEST 2007, *Business Services Training Package* (BSB07), Volume 1, Employability Skills, pp 128–132.

**Table 5 cont/d**

Skill	Facets
<b>Teamwork cont/d</b>	<ul style="list-style-type: none"> <li>• identifying the strengths of team members</li> <li>• coaching and mentoring skills, including giving feedback</li> </ul>
<b>Problem-solving</b> that contributes to productive outcomes	<ul style="list-style-type: none"> <li>• developing creative, innovative and practical solutions</li> <li>• showing independence and initiative in identifying and solving problems</li> <li>• solving problems in teams</li> <li>• applying a range of strategies to problem solving</li> <li>• using mathematics, including budgeting and financial management to solve problems</li> <li>• applying problem-solving strategies across a range of areas</li> <li>• testing assumptions, taking into account the context of data and circumstances</li> <li>• resolving customer concerns in relation to complex project issues</li> </ul>
<b>Initiative and enterprise</b> that contribute to innovative outcomes	<ul style="list-style-type: none"> <li>• adapting to new situations</li> <li>• developing a strategic, creative and long-term vision</li> <li>• being creative</li> <li>• identifying opportunities not obvious to others</li> <li>• translating ideas into action</li> <li>• generating a range of options</li> <li>• initiating innovative solutions</li> </ul>
<b>Planning and organising</b> that contribute to long and short-term strategic planning	<ul style="list-style-type: none"> <li>• managing time and priorities – setting timelines, coordinating tasks for self and with others</li> <li>• being resourceful</li> <li>• taking initiative and making decisions</li> <li>• adapting resource allocations to cope with contingencies</li> <li>• establishing clear project goals and deliverables</li> <li>• allocating people and other resources to tasks</li> <li>• planning the use of resources, including time management</li> <li>• participating in continuous improvement and planning processes</li> <li>• developing a vision and a proactive plan to accompany it</li> <li>• predicting – weighing up risk, evaluating alternatives and applying evaluation criteria</li> <li>• collecting, analysing and organising information</li> <li>• understanding basic business systems and their relationships</li> </ul>
<b>Self-management</b> that contributes to employee satisfaction and growth	<ul style="list-style-type: none"> <li>• having a personal vision and goals</li> <li>• evaluating and monitoring own performance</li> <li>• having knowledge and confidence in own ideas and visions</li> <li>• articulating own ideas and visions</li> <li>• taking responsibility</li> </ul>
<b>Learning</b> that contributes to ongoing improvement and expansion in employee and company operations and outcomes	<ul style="list-style-type: none"> <li>• managing own learning</li> <li>• contributing to the learning community at the workplace</li> <li>• using a range of mediums to learn – mentoring, peer support and networking, IT and courses</li> <li>• applying learning to technical issues (eg learning about products) and people issues (eg interpersonal and cultural aspects of work)</li> <li>• having enthusiasm for ongoing learning</li> <li>• being willing to learn in any setting – on and off the job</li> <li>• being open to new ideas and techniques</li> <li>• being prepared to invest time and effort in learning new skills</li> <li>• acknowledging the need to learn in order to accommodate change</li> </ul>

**Table 5 cont/d**

Skill	Facets
<p><b>Technology</b> that contributes to the effective carrying out of tasks</p>	<ul style="list-style-type: none"> <li>• having a range of basic IT skills</li> <li>• applying IT as a management tool</li> <li>• using IT to organise data</li> <li>• being willing to learn new IT skills</li> <li>• having the OHS knowledge to apply technology</li> <li>• having the appropriate physical capacity</li> </ul>

An *Employability Skills Summary* exists for each qualification available in the Business Services Training Package (BSB07). These summaries capture the key aspects or facets of the employability skills that are important to the job roles covered by the qualification. Summaries are designed to assist trainers and assessors to identify and include important industry application of employability skills in learning and assessment strategies. The Employability Skills Summary for each qualification is available with the qualification packaging rules at [www.training.gov.au](http://www.training.gov.au) and on the Board’s website at [www.boardofstudies.nsw.edu.au/syllabus\\_hsc/business-services.html](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/business-services.html).

**Employability skills are essential features of each of the qualifications available in the Framework and therefore consideration must be given to the ways in which they can be addressed when designing learning activities and assessment instruments.**

The following is important information for trainers and assessors about Employability Skills Summaries:

- Employability Skills Summaries provide examples of how each skill is applicable to the job roles covered by the qualification.
- Employability Skills Summaries contain general information about industry context which is further explained as measurable outcomes of performance in the units of competency in each qualification.
- The detail in each Employability Skills Summary will vary depending on the range of job roles covered by the qualification in question.
- Employability Skills Summaries are not exhaustive lists of qualification requirements or checklists of performance (which are separate assessment tools that should be designed by trainers and assessors after analysis at the unit level).
- Employability Skills Summaries contain information that may also assist in building learners’ understanding of industry and workplace expectations.

### **13.3 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*,<sup>7</sup> 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.

---

<sup>7</sup> Australian Qualifications Framework (AQF) Advisory Board, 2007, *Australian Qualifications Framework Implementation Handbook*, Fourth Edition, Carlton, VIC.

### **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 qualification packaging rules for the AQF VET qualification pathways in this Framework are available from the **Business Services Training Package (BSB07)** at [www.training.gov.au](http://www.training.gov.au) and on the Board's website at [www.boardofstudies.nsw.edu.au/syllabus\\_hsc/business-services.html](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/business-services.html).

The packaging rules set out the minimum requirements for achieving a particular industry qualification. 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.

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

Unit code	Unit title	HSC hours	Business Services Curriculum Framework	Certificate II in Business	Certificate III in Business	Certificate III in Business Administration	Certificate III in Business Administration (Legal)	Certificate III in Business Administration (Medical)
<i>Qualification packaging rules</i>				<ul style="list-style-type: none"> <li>• 1 core</li> <li>• 11 elective (E):</li> <li>- min 7 listed E</li> <li>- max 2 E @ I or III</li> </ul>	<ul style="list-style-type: none"> <li>• 1 core</li> <li>• 11 elective (E):</li> <li>- min 7 listed E</li> <li>- 4 listed E &amp;/or E</li> <li>- max 1 E @ II and 2 E @ IV</li> </ul>	<ul style="list-style-type: none"> <li>• 2 core</li> <li>• 11 elective (E):</li> <li>- min 7 Group A</li> <li>- 4 Group A, B &amp;/or E</li> <li>- max 2 E @ II or IV</li> </ul>	<ul style="list-style-type: none"> <li>• 2 core</li> <li>• 11 elective (E):</li> <li>- min 5 Group A</li> <li>- min 4 Group B</li> <li>- 2 Group A, B, C &amp;/or E</li> </ul>	<ul style="list-style-type: none"> <li>• 2 core</li> <li>• 11 elective (E):</li> <li>- min 5 Group A</li> <li>- min 4 Group B</li> <li>- 2 Group A, B, C &amp;/or E</li> </ul>
<b>BSBMM201A</b>	<b>Communicate in the workplace</b>	15	compulsory (120 & 240)	listed elective	elective max 1 @ II	elective max 2 @ II or IV	elective	elective
<b>BSBCUS201A</b>	<b>Deliver a service to customers</b>	15	compulsory (240) elective (120)	listed elective	elective max 1 @ II	elective max 2 @ II or IV	elective	elective
<b>BSBIND201A</b>	<b>Work effectively in a business environment</b>	20	compulsory (240) elective (120)	listed elective	elective max 1 @ II	elective max 2 @ II or IV	elective	elective
<b>BSBINM201A</b>	<b>Process and maintain workplace information</b>	20	compulsory (240) elective (120)	listed elective	elective max 1 @ II	elective max 2 @ II or IV	elective	elective
<b>BSBOHS201A</b>	<b>Participate in OHS processes</b>	15	compulsory (120 & 240)	core	elective max 1 @ II	core	core alternate (1 of 2)	core alternate (1 of 2)
<b>BSBSUS201A</b>	<b>Participate in environmentally sustainable work practices</b>	15	compulsory (240) elective (120)	listed elective	elective max 1 @ II	Group B elective	Group C elective	Group C elective
<b>BSBWOR202A</b>	<b>Organise and complete daily work activities</b>	15	compulsory (240) elective (120)	listed elective	elective max 1 @ II	elective max 2 @ II or IV	elective	elective
<b>BSBWOR203A</b>	<b>Work effectively with others</b>	15	compulsory (240) elective (120)	listed elective	elective max 1 @ II	elective max 2 @ II or IV	elective	elective
<b>BSBWOR204A</b>	Use business technology	15	compulsory (120 & 240)	listed elective	elective max 1 @ II	Group B elective	Group C elective	Group C elective
<b>BSBCUS301A</b>	Deliver and monitor a service to customers	20	elective (120, 240 & SS)	elective max 2 @ I or III	listed elective	Group B elective	Group C elective	Group C elective

Note: the examinable units of competency are indicated in **bold**.

**Table 6 cont/d**

Unit code	Unit title	HSC hours	Business Services Curriculum Framework	Certificate II in Business	Certificate III in Business	Certificate III in Business Administration	Certificate III in Business Administration (Legal)	Certificate III in Business Administration (Medical)
BSBDIV301A	Work effectively with diversity	15	elective (120, 240 & SS)	elective max 2 @ I or III	listed elective	Group B elective	Group C elective	Group C elective
BSBFIA301A	Maintain financial records	30	elective (120, 240 & SS)	elective max 2 @ I or III	listed elective	Group B elective	Group C elective	Group C elective
BSBFIA302A	Process payroll	30	elective (120, 240 & SS)	elective max 2 @ I or III	elective	Group A elective	Group B elective	Group B elective
BSBFIA303A	Process accounts payable and receivable	30	elective (120, 240 & SS)	elective max 2 @ I or III	elective	Group A elective	Group B elective	Group B elective
BSBFIA304A	Maintain a general ledger	20	elective (120, 240 & SS)	elective max 2 @ I or III	elective	Group A elective	Group B elective	Group B elective
BSBADM302B	Produce texts from notes	15	elective (120, 240 & SS)	elective max 2 @ I or III	elective	Group B elective	Group C elective	Group C elective
BSBADM303B	Produce texts from audio transcription	15	elective (120, 240 & SS)	elective max 2 @ I or III	elective	Group B elective	Group C elective	Group C elective
BSBADM307B	Organise schedules	15	elective (120, 240 & SS)	elective max 2 @ I or III	elective	Group A elective	Group B elective	Group B elective
BSBADM311A	Maintain business resources	15	elective (120, 240 & SS)	elective max 2 @ I or III	listed elective	Group B elective	Group C elective	Group C elective
BSBINM202A	Handle mail	15	elective (120, 240 & SS)	listed elective	elective max 1 @ II	elective max 2 @ II or IV	elective	elective
BSBINM301A	Organise workplace information	20	elective (120, 240 & SS)	elective max 2 @ I or III	listed elective	Group B elective	Group C elective	Group C elective
BSBINM302A	Utilise a knowledge management system	20	elective (120, 240 & SS)	elective max 2 @ I or III	listed elective	Group B elective	Group C elective	Group C elective
BSBINN201A	Contribute to workplace innovation	15	elective (120, 240 & SS)	listed elective	elective max 1 @ II	Group B elective	Group C elective	Group C elective
BSBINN301A	Promote innovation in a team environment	30	elective (120, 240 & SS)	elective max 2 @ I or III	listed elective	elective	elective	elective

**Table 6 cont/d**

Unit code	Unit title	HSC hours	Business Services Curriculum Framework	Certificate II in Business	Certificate III in Business	Certificate III in Business Administration	Certificate III in Business Administration (Legal)	Certificate III in Business Administration (Medical)
BSBMM301A	Process customer complaints	20	elective (120, 240 & SS)	elective max 2 @ I or III	listed elective	Group B elective	Group C elective	Group C elective
BSBITU102A	Develop keyboard skills	15	elective (120, 240 & SS)	elective max 2 @ I or III	–	–	–	–
BSBITU201A	Produce simple word processed documents	20	elective (120, 240 & SS)	listed elective	elective max 1 @ II	elective max 2 @ II or IV	elective	elective
BSBITU202A	Create and use spreadsheets	20	elective (120, 240 & SS)	listed elective	elective max 1 @ II	elective max 2 @ II or IV	elective	elective
BSBITU203A	Communicate electronically	15	elective (120, 240 & SS)	listed elective	elective max 1 @ II	elective max 2 @ II or IV	elective	elective
BSBITU301A	Create and use databases	20	elective (120, 240 & SS)	elective max 2 @ I or III	listed elective	Group B elective	Group C elective	Group C elective
BSBITU302B	Create electronic presentations	20	elective (120, 240 & SS)	elective max 2 @ I or III	listed elective	Group A elective	Group B elective	Group B elective
BSBITU303A	Design and produce text documents	25	elective (120, 240 & SS)	elective max 2 @ I or III	listed elective	Group A elective	Group B elective	Group B elective
BSBITU304A	Produce spreadsheets	20	elective (120, 240 & SS)	elective max 2 @ I or III	listed elective	Group A elective	Group B elective	Group B elective
BSBITU305A	Conduct online transactions	15	elective (120, 240 & SS)	elective max 2 @ I or III	listed elective	Group B elective	Group C elective	Group C elective
BSBITU306A	Design and produce business documents	25	elective (120, 240 & SS)	elective max 2 @ I or III	listed elective	Group A elective	Group B elective	Group B elective
BSBITU307A	Develop keyboarding speed and accuracy	25	elective (120, 240 & SS)	elective max 2 @ I or III	elective	core	core	core
BSBITU309A	Produce desktop published documents	25	elective (120, 240 & SS)	elective max 2 @ I or III	listed elective	Group A elective	Group B elective	Group B elective

**Table 6 cont/d**

Unit code	Unit title	HSC hours	Business Services Curriculum Framework	Certificate II in Business	Certificate III in Business	Certificate III in Business Administration	Certificate III in Business Administration (Legal)	Certificate III in Business Administration (Medical)
BSBOHS301B	Apply knowledge of OHS legislation in the workplace	15	elective (120, 240 & SS)	elective max 2 @ I or III	core	elective	elective	elective
BSBPRO301A	Recommend products and services	20	elective (120, 240 & SS)	elective max 2 @ I or III	listed elective	Group B elective	Group C elective	Group C elective
BSBPUR301B	Purchase goods and services	20	elective (120, 240 & SS)	elective max 2 @ I or III	listed elective	elective	elective	elective
BSBSMB201A	Identify suitability for micro business	30	elective (120, 240 & SS)	listed elective	elective max 1 @ II	elective max 2 @ II or IV	elective	elective
BSBSUS301A	Implement and monitor environmentally sustainable work practices	30	elective (120, 240 & SS)	elective max 2 @ I or III	listed elective	elective	elective	elective
BSBWOR301A	Organise personal work priorities and development	20	elective (120, 240 & SS)	elective max 2 @ I or III	listed elective	Group B elective	Group C elective	Group C elective
BSBWOR302A	Work effectively as an off-site worker	25	elective (120, 240 & SS)	elective max 2 @ I or III	listed elective	Group B elective	Group C elective	Group C elective
BSBWRT301A	Write simple documents	20	elective (120, 240 & SS)	elective max 2 @ I or III	listed elective	Group A elective	Group B elective	Group B elective
FNSICGEN305B	Maintain daily financial/business records	20	elective (120, 240 & SS)	listed elective	elective	elective	elective	elective
HLTFA301B	Apply first aid	20	elective (120, 240 & SS)	elective max 2 @ I or III	elective	elective	elective	elective
BSBFLM303C	Contribute to effective workplace relationships	25	elective (SS)	elective max 2 @ I or III	listed elective	elective	elective	elective
BSBFLM305C	Support operational plan	<u>20</u>	elective (SS)	elective max 2 @ I or III	listed elective	elective	elective	elective
BSBFLM306C	Provide workplace information and resourcing plans	25	elective (SS)	elective max 2 @ I or III	listed elective	elective	elective	elective

**Table 6 cont/d**

Unit code	Unit title	HSC hours	Business Services Curriculum Framework	Certificate II in Business	Certificate III in Business	Certificate III in Business Administration	Certificate III in Business Administration (Legal)	Certificate III in Business Administration (Medical)
BSBFLM309C	Support continuous improvement systems and processes	25	elective (SS)	elective max 2 @ I or III	listed elective	elective	elective	elective
BSBFLM311C	Support a workplace learning environment	20	elective (SS)	elective max 2 @ I or III	listed elective	elective	elective	elective
BSBFLM312C	Contribute to team effectiveness	15	elective (SS)	elective max 2 @ I or III	listed elective	elective	elective	elective
BSBINM303A	Handle receipt and despatch of information	15	elective (SS)	elective max 2 @ I or III	elective	Group B elective	Group A elective	Group C elective
BSBLEG301A	Apply knowledge of the legal system to complete tasks	40	elective (SS)	elective max 2 @ I or III	elective	elective	Group A elective	elective
BSBLEG302A	Carry out search of the public record	25	elective (SS)	elective max 2 @ I or III	elective	elective	Group A elective	elective
BSBLEG303A	Deliver court documentation	15	elective (SS)	elective max 2 @ I or III	elective	elective	Group A elective	elective
BSBLEG304A	Apply the principles of confidentiality and security within the legal environment	15	elective (SS)	elective max 2 @ I or III	elective	elective	Group A elective	elective
BSBLEG305A	Use legal terminology in order to carry out tasks	20	elective (SS)	elective max 2 @ I or III	elective	elective	Group A elective	elective
BSBLEG306A	Maintain records for time and disbursements in a legal practice	20	elective (SS)	elective max 2 @ I or III	elective	elective	Group A elective	elective
BSBLEG308A	Assist in prioritising and planning activities in a legal practice	15	elective (SS)	elective max 2 @ I or III	elective	elective	Group A elective	elective
BSBMED301B	Interpret and apply medical terminology appropriately	25	elective (SS)	elective max 2 @ I or III	elective	elective	elective	Group A elective
BSBMED302B	Prepare and process medical accounts	25	elective (SS)	elective max 2 @ I or III	elective	elective	elective	Group A elective

**Table 6 cont/d**

Unit code	Unit title	HSC hours	Business Services Curriculum Framework	Certificate II in Business	Certificate III in Business	Certificate III in Business Administration	Certificate III in Business Administration (Legal)	Certificate III in Business Administration (Medical)
BSBMED303B	Maintain patient records	15	elective (SS)	elective max 2 @ I or III	elective	elective	elective	Group A elective
BSBMED304B	Assist in controlling stocks and supplies	15	elective (SS)	elective max 2 @ I or III	elective	elective	elective	Group A elective
BSBMED305B	Apply the principles of confidentiality, privacy and security within the medical environment	15	elective (SS)	elective max 2 @ I or III	elective	elective	elective	Group A elective
BSBOHS306B	Contribute to implementing emergency prevention activities and response procedures	15	elective (SS)	elective max 2 @ I or III	elective	elective	core alternate (1 of 2)	core alternate (1 of 2)
BSBCM311B	Maintain workplace safety	20	elective (SS)	elective max 2 @ I or III	elective	elective	elective	elective
BSBOHS407A	Monitor a safe workplace	30	elective (SS)	–	elective max 2 @ IV	Group B elective	Group C elective	Group C elective

## 16 Glossary

AQF	<b>Australian Qualifications Framework</b> 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	See VET Quality Framework
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. ( <a href="http://www.australianapprenticeships.gov.au">www.australianapprenticeships.gov.au</a> )
AVETMISS	<b>Australian Vocational Education and Training Management Information Statistical Standard</b>
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.
DEEWR	<b>Department of Education, Employment and Workplace Relations</b> (Commonwealth) formerly known as Department of Education, Science and Training (DEST).
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	Units of competency that can be examined in the optional HSC examination.

Industry Skills Councils (national)	<p>The <b>Industry Skills Councils</b> have two key roles:</p> <ul style="list-style-type: none"><li>• providing accurate industry intelligence to the VET sector about current and future skill needs and training requirements; and</li><li>• supporting the development, implementation and continuous improvement of quality nationally recognised training products and services, including Training Packages.</li></ul>
ITAB (state)	<p><b>Industry Training Advisory Body</b> Independent incorporated associations or companies that assist with the development of training.</p>
national recognition	<p>National recognition is:</p> <ul style="list-style-type: none"><li>• 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</li><li>• recognition by each state and territory’s registering body of the training organisations registered by any other state or territory’s registering body and of its registration decisions</li><li>• recognition by all state and territory course-accrediting bodies and registering bodies of the courses accredited by each state or territory’s course-accrediting body and of its accreditation decisions.</li></ul>
OHS qualification	<p><b>Occupational Health and Safety</b> Formal certification in the VET sector by an RTO that a person has satisfied all requirements of the units of competency or modules that comprise an AQF qualification, as specified by:</p> <ul style="list-style-type: none"><li>• a nationally endorsed Training Package, or</li><li>• an accredited course that provides training for the qualification.</li></ul>
recognition of prior learning (RPL)	<p>An assessment process that assesses an individual’s non-formal and informal learning to determine the extent to which that individual has achieved the required learning outcomes, competency outcomes, or standards for entry to, and/or partial or total completion of, a qualification.</p>
RTO	<p><b>Registered Training Organisation</b> A training organisation registered by a registering body in accordance with the AQTF, within a defined scope of registration. (RTOs include TAFE NSW, private providers and schools.)</p>
scope of registration	<p>The particular services and products an RTO is registered to provide. The RTO’s scope defines the specific AQF qualifications, units of competency and accredited courses it is registered to provide, and whether it is registered to provide:</p> <ul style="list-style-type: none"><li>• both training delivery and assessment services, and to issue the relevant AQF qualifications and statements of attainment, or</li><li>• only assessment services, and to issue AQF qualifications and statements of attainment.</li></ul>

Statement of Attainment	<p>Formal certification in the VET sector by an RTO under the AQF that a person has achieved:</p> <ul style="list-style-type: none"><li>• part of a qualification, or</li><li>• one or more units of competency from a nationally endorsed Training Package, or</li><li>• all the units of competency or modules comprising learning outcomes for an accredited course that does not meet the requirements for a qualification.</li></ul>
training.gov.au	<p><a href="http://www.training.gov.au">www.training.gov.au</a></p> <p>The national register for recording information about RTOs, Training Packages and accredited courses.</p>
Training Package	<p>A nationally endorsed, integrated set of competency standards, assessment guidelines and AQF qualifications for a specific industry, industry sector or enterprise.</p>
training plan	<p>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.</p>
unit of competency	<p>Specification of industry knowledge and skill and the application of that knowledge and skill to the standard of performance expected in the workplace.</p>
VET	<p><b>Vocational Education and Training</b></p>
VET Quality Framework	<p><b>VET Quality Framework</b></p> <p>The VET Quality Framework comprises:</p> <ul style="list-style-type: none"><li>• the Standards for NVR Registered Training Organisations</li><li>• the Fit and Proper Person Requirements</li><li>• the Financial Viability Risk Assessment Requirements</li><li>• the Data Provision Requirements, and</li><li>• the Australian Qualifications Framework.</li></ul> <p>The VET Quality Framework replaces references to the Australian Quality Training Framework (AQTF).</p>
VTO	<p><b>Vocational Training Order</b></p>