

**B O A R D O F S T U D I E S**  
NEW SOUTH WALES

# **Business Services**

## **Curriculum Framework**

### **Stage 6 Syllabus**

## **Part B**

**for implementation from 2002**

<b>Business Services</b>	<b>120 hours</b>
<b>Business Services</b>	<b>240 hours</b>

**2001**

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## The Business Services Curriculum Framework

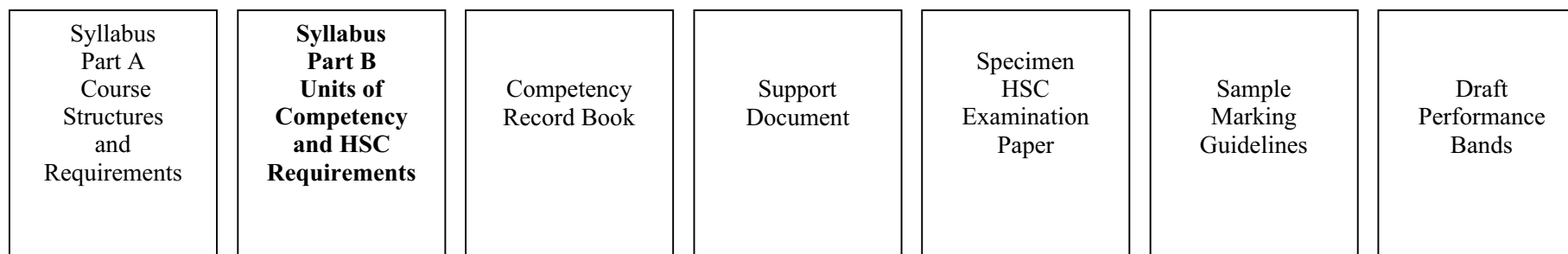
The Business Services Curriculum Framework has been developed to provide students with the opportunity to gain credit towards the NSW Higher School Certificate and credit towards national vocational qualifications in Business Services under the Australian Qualifications Framework. The framework is based on the national Business Services Training Package.

This industry curriculum framework incorporates all Higher School Certificate Business Services VET courses including:

- courses delivered by schools
- courses delivered by TAFE colleges
- courses delivered by other Registered Training Organisations on behalf of schools or TAFE colleges.

This document, Part B of the *Business Services Curriculum Framework Stage 6 Syllabus*, contains the text of the units of competency from the Business Services Training Package that comprise the AQF Certificate II in Business. Each unit of competency is accompanied by HSC Requirements and Advice. The HSC requirements and advice column indicates the depth of study required for purposes of the HSC. The terms, concepts and content contained in this column must be included in programming and delivery for the HSC.

### Industry Curriculum Framework Documentation



## Business Services Curriculum Framework – Units of Competency Contained in Part B

This document contains the following units of competency together with HSC Requirements and Advice for each unit. The HSC requirements and advice column indicates the depth of study required for purposes of the HSC. The terms, concepts and content contained in this column must be included in programming and delivery for the HSC.

Units of competency	Indicative Hours	Page Numbers
BSBCM211A Participate in workplace safety procedures	15	8–11
BSBCM201A Work effectively in a business environment	15	12–17
BSBCM202A Organise and complete daily work activities	15	18–22
BSBCM203A Communicate in the workplace	15	23–27
BSBCM204A Work effectively with others	15	28–31
BSBCM205A Use business technology	20	32–36
BSBCM206A Process and maintain workplace information	20	37–42
BSBCM207A Prepare and process financial/business documents	25	43–48
BSBCM209A Provide information to clients	15	49–53
BSBCM212A Handle mail	15	54–61
BSBCM213A Produce simple word-processed documents	25	62–67
BSBCM214A Create and use simple spreadsheets	20	68–74
BSBCM307A Maintain business resources	15	75–79
BSBADM305A Create and use databases	20	80–86

The **Key to Units** explains the purpose of each part of the layout for the units.

For information on extension course units, which are not included in Part B of this syllabus, please consult the Board of Studies website [www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au) or the Business Services Training Package.

## Business Services Curriculum Framework

### Business Services Units of Competency – Relationship To Key Competencies

Achievement of these units of competency indicates that the student/trainee has achieved the following key competencies to the performance level indicated. Difficulty in achieving these units of competency may indicate the necessity to further develop the key competencies shown in this table.

#### UNITS OF COMPETENCY

KEY COMPETENCIES	BSBCM N 201A	BSBCM N 202A	BSBCM N 203A	BSBCM N 204A	BSBCM N 205A	BSBCM N 206A	BSBCM N 207A	BSBCM N 209A	BSBCM N 211A	BSBCM N 212A	BSBCM N 213A	BSBCM N 214A	BSBCM N 307A	BSBADM 305A
Collect, analyse and organise information	1	1	1	1	1	2	2	1	1	1	2	1	2	2
Communicate ideas and information	1	1	1	2	1	1	1	1	1	1	2	1	1	2
Plan and organise activities	1	1	1	1	1	1	1	1	1	1	2	1	2	2
Work with others and in teams	1	1	1	2	1	1	1	1	1	1	2	1	1	2
Use mathematical ideas and techniques	1	1	1	1	1	1	1	1	1	1	2	2	1	2
Solve problems	1	1	1	1	1	1	1	1	1	1	2	2	2	2
Use technology	1	1	1	1	2	1	1	1	1	1	2	2	1	3

#### Performance Level 1

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

#### Performance Level 2

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

#### Performance Level 3

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

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

<b>Training Package</b>	<b>Business Services (BS01)</b>	<b>Hours recognised for HSC credit</b>	<b>HSC Requirements and Advice</b>
<b>Title:</b>	<b>Communicate in the workplace</b>		
<b>Unit Code</b>	<b>Unit Descriptor:</b>		<b>HSC Indicative Hours:</b>
<b>BSBCMN203A</b>	<p>This unit covers the skills and knowledge required to communicate in the workplace. It covers the activities of gathering, conveying and receiving information together with completing routine written correspondence.</p> <p>This unit is related to BSBCMN103A Apply basic communication skills and BSBFLM303A Contribute to effective workplace relationships</p>		<b>15</b>

<b>Context/s of Assessment</b>	<b>Critical aspects of Evidence</b>	<b>Consistency of Performance</b>	<b>Resource Implications</b>	<b>HSC Requirements and Advice</b>
<p>- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement</p> <p>- Assessment must take account of the endorsed assessment guide Business Services Training</p> <p>- Assessment of performance requirements in this unit should</p>	<p>- Communication methods used are appropriate to the audience</p> <p>- Messages and written communication are clear, concise and correct</p> <p>- Requests for information are responded to promptly</p> <p>- Information is given to clients in a clear and concise format</p>	<p>In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations</p>	<p>The learner and trainer should have access to appropriate documentation and resources normally used in the workplace</p>	<p><b>Key Terms and Concepts:</b></p> <ul style="list-style-type: none"> <li>- oral communication</li> <li>- written communication</li> <li>- instructions</li> <li>- enquiries</li> <li>- recipient</li> <li>- correspondence</li> <li>- network systems</li> <li>- hardware</li> <li>- software packages</li> <li>- voice mail</li> <li>- electronic mail</li> <li>- internal memos</li> <li>- briefing notes</li> <li>- general correspondence</li> <li>- body language</li> </ul>
<p><b>Outlines key features of assessment process</b></p>	<p><b>This is an integral part of the assessment of competence and should be read in conjunction with the range</b></p>	<p><b>Time frame for assessment of competency</b></p>	<p><b>Resources required for assessment</b></p>	<p><b>Key terms and concepts to be addressed when undertaking this unit of competency for the purposes of the HSC</b></p>
<p>Level. Refer to the Key Competency Levels at the end of this unit</p>				

Element of Competency	Performance Criteria	Range Statement	Evidence Guide	HSC Requirements and Advice
1. Gather, convey and receive information and ideas	1.1 Information to achieve work responsibilities is collected from appropriate sources	<p><b>They may use legislation, codes and national standards relevant to the workplace including:</b></p> <ul style="list-style-type: none"> <li>- award and enterprise agreement and relevant industrial instruments</li> <li>- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination</li> <li>- relevant industry codes of practice</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Knowledge</b> <ul style="list-style-type: none"> <li>- The relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination</li> <li>- Knowledge of the organisation's policies, plans</li> </ul> </li> </ul>	<p><b>Learning experiences for the HSC must address:</b></p> <p>Identification of work responsibilities from:</p> <ul style="list-style-type: none"> <li>- job description</li> <li>- supervisor</li> <li>- colleagues</li> </ul>
		<p>equipment may include but is not limited to:</p> <ul style="list-style-type: none"> <li>- equipment including mouse, touch pad</li> <li>- technology components including</li> <li>- communication packages</li> <li>- facsimile machines</li> </ul>	<p><b>The evidence guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. It should be read against each performance criteria for the element of competency</b></p> <ul style="list-style-type: none"> <li>- communication skills to request advice, receive feedback and work with a team</li> <li>- Problem solving skills to solve routine problems</li> <li>- ability to communicate with people from a range of social, ethnic backgrounds and physical and disabilities</li> </ul>	<p><b>Learning experiences for the HSC must address:</b></p> <p>Effective communication skills</p> <ul style="list-style-type: none"> <li>- listening</li> </ul>
		<p><b>The range statement provides advice on how to interpret the scope and context of this unit of competence, allowing for the differences between enterprises and workplaces</b></p> <p><b>Oral communication:</b></p> <ul style="list-style-type: none"> <li>- answering enquiries</li> <li>- requesting information</li> <li>- using appropriate language</li> <li>- informal discussions</li> <li>- answering enquiries from clients</li> </ul>	<p><b>Indicates the depth of study required for purposes of the HSC for the corresponding performance criteria</b></p>	<p><b>HSC must address:</b></p> <p>Features of telephone etiquette</p> <ul style="list-style-type: none"> <li>- greeting callers</li> <li>- polite</li> <li>- friendly</li> <li>- clear tone</li> <li>- accurate relaying of messages</li> </ul>
		<p><b>Indicates the curriculum framework to which the unit of competency belongs</b></p>	<p><b>Date of release for the HSC</b></p>	<p>Questioning techniques</p> <ul style="list-style-type: none"> <li>- open questions</li> <li>- closed questions</li> <li>- reflective questions</li> </ul> <p>The technique of active listening</p>

**Describes the outcomes that make up a unit of competency**

**Specifies the required level of performance. Provides a basis for training and assessment for each element and the unit as a whole**

**The evidence guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. It should be read against each performance criteria for the element of competency**

**The range statement provides advice on how to interpret the scope and context of this unit of competence, allowing for the differences between enterprises and workplaces**

**Indicates the depth of study required for purposes of the HSC for the corresponding performance criteria**

**Indicates the curriculum framework to which the unit of competency belongs**

**Date of release for the HSC**