

Blue Bar

**Industry Curriculum Information Guide**

**Business Services**

**BSB20115 Certificate II in Business (Release 1)**

**NESA Course:** [**Business Services (Stage 6)**](http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/business-services-syllabus)







Vocational education and training (VET) courses form an integral part of the Higher School Certificate (HSC). It is widely recognised that these courses perform a significant role in preparing students for a successful transition from school to work. Schools have ensured through sustained commitment that HSC VET is valued by industry, further education and the community.

The continuation of these high quality vocational education opportunities for students in government schools is dependent on the successful implementation of the [**VET Quality Framework**](http://www.asqa.gov.au/about-asqa/national-vet-regulation/vet-quality-framework.html) which includes the [**Standards for Registered Training Organisations (RTOs) 2015.**](http://www.comlaw.gov.au/Details/F2014L01377)

The VET Quality Framework is aimed at achieving greater national consistency in the way providers are registered and monitored and in how standards in the vocational education and training (VET) sector are enforced.

This guide contains information that is essential to ensuring the delivery of high quality VET in the Higher School Certificate. Through the implementation of quality assurance requirements in this information guide, schools will ensure that they are implementing education and training that is valued and recognised by industry and complies with the VET Quality Framework.

### Using the Information Guide

Schools delivering units of competency in this qualification must have access to specific resources/equipment as required by the training package. Students must have sufficient access to the specified resources/equipment to enable them to acquire and demonstrate competency.

Resources/equipment may be accessible either on-site (at school) or off-site. Where access to resources/equipment is off site a suitable access arrangement must be documented and recorded in [*Checklist*](#_bookmark5) *2* in this document.

Each unit of competency outlines the assessment requirements that specify the performance evidence, knowledge evidence and assessment conditions for each unit of competency.

The potential range of resources and equipment that may be selected is outlined in the “Assessment Conditions”.

*All resources/equipment selected* ***MUST***:

* comply with RTO policy and procedures
* be appropriate to the unit of competency being assessed and the circumstances of the assessment.

***All resources/equipment lists are to be read in conjunction with***

* ***The*** [*Business Services Training Package BSB V2.0*](http://training.gov.au/Training/Details/BSB)

***Please note that links directly to the national*** [*Register of VET*](http://training.gov.au/Home/Tga) ***(TGA) have been provided for ALL units of competency in this guide for quick and easy reference for schools, as well as bookmarks within the document related to the specific assessment environments.***

* NSW Education Standards Authority (NESA) [Business Services Curriculum Framework Syllabus](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/business-services.html)

### VET for Secondary School Students provides for nationally recognised vocational education and training to be undertaken as part of a senior secondary certificate.

Successful completion of a VET for Secondary School Students program enables students to gain a nationally-recognised *AQF* qualification, usually at the same time as their school-based qualification.

### Training and assessment considerations for schools

* the currency of skills and knowledge of those who train and assess students
* access to industry standard equipment, facilities and training resources so that students acquire a realistic view of the realities and conditions within the workplace
* comprehensive coverage of foundation skills, performance requirements and knowledge requirements as described in the unit and assessment requirements documents for each unit of competency
* current and realistic learning and assessment experiences.

Units of competency in the Business Services Training Package ***may be assessed in the workplace or in a simulated environment.***

### Assessment in a simulated environment

Simulations must provide opportunities for integrated assessment of competence that include:

* performing the task (task skills)
* managing a number of tasks (task management skills)
* dealing with workplace irregularities such as unexpected problems, breakdowns and changes in routine (contingency management skills)
* fulfilling the responsibilities and expectations of the job and workplace, including working with others (job/role environment skills)
* transferring competencies to new contexts.

### Workplace simulation criteria

Given that simulation may be used and is often indicated as an option for assessment within the Business Services Training Package the following advice is provided:

In conducting training and assessment in a simulated workplace environment, trainers and assessors must make sure that the simulated environment gives the learner the opportunity to meet the following critical criteria:

1. Quality – the work is of the standard required for entry into the industry.
2. Productivity – the work is performed within a timeframe appropriate for entry to the industry.
3. Safety – the work is performed in a manner that meets industry safety standards.

Where simulations meet these criteria, RTOs can be confident that learners are ‘work ready’ on successful completion of units of competency

In order to be valid and reliable, the ***simulation must closely represent what actually occurs in the workplace***, should be a current and realistic learning and assessment experience and reflect an actual work setting. It is critical that the designer of the simulation is thoroughly familiar with the application of the competency and is experienced in current and relevant workplace practices.

### Assessment conditions, equipment and resources

Context of specific resources for assessment have been determined on a unit of competency basis. The aspects of context may include:

* + **Performance Evidence** – the ability to demonstrate competency
  + **Knowledge Evidence** – to complete the unit requirements safely and effectively
  + **Assessment Conditions –the environment unit** to **be assessed** and what equipment is required
  + **Equipment and workplace documentation –** what types of workplace resources and documents **must** be available
  + **Interaction with customers, team members and other people** – who **must** be involved..

In deciding whether a simulation or assessment conditions have been adequately designed and reflects conditions found in the workplace, the following **assessment checklist** can be used to make sure that key points are considered and opportunities are available to students.

### Does the assessment allow the learner to:

* + deal with typical customers, including difficult customers and diverse types of customers?
  + use facilities, equipment and materials that meet current industry standards?
  + plan and prioritise multiple tasks to meet deadlines?
  + experience the typical workflow for the industry?
  + require adherence to service standards, workplace procedures, health and safety requirements?
  + work with others as part of a team?
  + consider constraints and pressures met in the workplace, e.g. budget, time, availability of resources?

### Generic equipment and resources required across a range of units

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| Business equipment/technology may include: | * computer technology, such as laptops and personal computers * digital cameras * modems * printers * scanners * photocopiers * shredders * binders * laminators * cutters * answering machine * fax machine * filing systems (manual/computerised/electronic) * telephone * PABX * tablet * smart phone * mobile devices * USB * Server * External Drive * Google Drive * Cloud Storage |
| Software applications may include: | * email, internet * word processing, spreadsheet, database, accounting or presentation packages * mobile, web or wireless software applications:   + text messaging (SMS/TXT)   + multimedia messaging (MMS)   + internet relay chat (IRC)   + social media   + on-line apps   + on-line software – Microsoft 365; Google Apps   + Microsoft 365 * personal computer-based software applications:   + email applications   + web-based email services   + chat applications   + internet discussion groups/boards/chat rooms |
| Information may include: | * computer databases (library catalogue, customer records) * computer files (templates, letters, memos and other documents) * correspondence (faxes, memos, letters, email) * forms (insurance forms, membership forms) * invoices (from suppliers, to debtors) * minutes of meetings * personnel records (personal details, salary rates) * sales records (monthly forecasts, targets achieved * operational and management guidelines * reports (formal and informal, written, verbal) * maintenance manuals * style guides |
| Technology consumables may include: | * back-up tapes * CD-ROM * toner cartridges * external hard drive * tablets * USBs |

**Generic equipment and resources required across a range of units (cont.)**

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| Documents may include: | * financial journal * general ledger * agendas * briefing papers * envelopes * templates * faxes * labels * letters * mail merges * invoices * purchase order * taxation documentation   + ABN   + BAS   + IAS   + PAYG   + GST * memos * minutes * short reports * simple one-page flyers * standard form letters * procedures * surveys |
| Relevant legislation that may affect aspects of business operations may include: | * anti-discrimination legislation * ethical principles * codes of practice * privacy laws * work health and safety (WHS) * laws, by-laws and regulations and codes of practice to support compliance in environmental performance and sustainability * industry safety standards * legislative requirements to a job role * equal employment opportunity principles and workplace policies and procedures |
| Workplace documentation may include: | * organisational resource acquisition policies, plans and procedures * organisational procedures for record keeping/filing system, security and safe recording practices * organisational policies for environmentally sustainable work practices * user manuals * organisational policies for employment and human resources * emergency procedures and instructions * workplace financial procedures * business and performance plans * quality and continuous improvement processes and standards |

**WHS implications in the industry:**

Work health and safety *(*WHS*)* requirements are covered either by:

* embedding requirements in the elements/performance criteria of units of competency
* including specific WHS units in qualifications.

In jurisdictions where the National Model WHS Legislation has not been implemented RTOs are advised to contextualise units of competency by referring to the existing State/Territory *occupational health and safety (*WHS*)* legislative requirements.

### Access and equity considerations

Access and equity relates to the approaches used to make sure training and assessment practices consider and respond to the individual needs of learners, so that potential learning barriers are minimised. Individual needs that could present barriers to access, participation and achievement of learning outcomes include:

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| * age | * sexuality |
| * gender | * language, literacy or numeracy skills |
| * cultural or ethnic background | * employment status |
| * disability | * geographical location |

The design and content of this training package supports equitable access and progression for all learners. It is the responsibility of the RTO delivering and assessing qualifications to:

* + ensure that training and assessment processes and methods do not disadvantage individual learners
  + determine the needs of individual learners and to provide access to any educational and support services necessary.

Some practical ways that access and equity issues could be addressed include:

* + modifying assessment processes and techniques for learners who are located at a distance from a campus location
  + checking that materials are culturally appropriate for learners and amending, as necessary
  + making sure that activities and assessments are suitable for the language, literacy and numeracy skill levels of learners (while meeting the requirements of the unit of competency).

### Reasonable adjustment

A legislative and regulatory framework underpins and supports the delivery of vocational education and training across Australia. Under this framework, providers of vocational education and training must take steps to ensure that learners with recognised disabilities can access and participate in education and training on the same basis as learners without disabilities.

Sometimes reasonable adjustments are made to the learning environment, training delivery, learning resources and/or assessment tasks to accommodate the particular needs of a learner with a disability. An adjustment is reasonable if it can accommodate the learner’s particular needs, while also taking into account factors such as: the views of the learner; the potential effect of the adjustment on the learner and others; the costs and benefits of making the adjustment.

Adjustments must:

* be discussed and agreed to by the learner with a disability
* benefit the learner with a disability
* maintain the competency standards
* be reasonable to expect in a workplace.

Foundation skills are the non-technical skills that support an individual’s participation in the workplace, in the community and in education and training.

In this training package (and all training packages developed by IBSA) the foundation skills incorporate the learning, language, literacy and numeracy (LLN) skills described in the *Australian Core Skills Framework (ACSF)*, and the employability skills described in the *Core Skills for Work Developmental Framework (CSfW)*. The skills included in these two frameworks are illustrated in the table:

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| **ACSF** | **CSfW** |
| * **Learning** * **Reading** * **Writing** * **Oral Communication** * **Numeracy** | Navigate the world of work   * Manage career and work life * Work with roles, rights and protocols Interact with others * Communicate for work * Connect with work and others * Recognise and utilize diverse perspectives   Get the work done:   * Plan and organise * Make decisions * Identify and solve problems * Create and innovate * Work in a digital world |

### Resources, Equipment & Assessment Conditions

**[BSB20115 Certificate II in Business](http://training.gov.au/Training/Details/BSB20115)**

*(Units of competency held by teachers that have undertaken the current* **VET Teacher Training Program)**

### Core unit of competency for the qualification

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| [**BSBWHS201 Contribute to health and safety of self and others**](http://training.gov.au/Training/Details/BSBWHS201) |
| **Pre requisite unit:** No |
| ***Performance Evidence***  Evidence of the ability to:   * follow all relevant procedures and instructions relating to work health and safety (WHS) and emergency incidents * identify and report hazards to designated personnel * contribute to WHS consultative processes |
| ***Knowledge Evidence***  To complete the unit requirements safely and effectively, the individual must:   * explain workplace safety procedures and instructions including: * checking systems and equipment * conducting routine work operations * requirements for personal protective equipment (PPE) * how to report incidents and injuries * explain emergency procedures including those for fires and incidents * define the meaning of commonly used hazard signs and safety symbols * summarise the duty holder responsibilities, as specified in WHS Acts, regulations and codes of practice, of: * self and fellow workers * persons conducting businesses or undertakings (PCBUs) * officers * others in the workplace * explain the difference between hazards and risks * describe typical WHS hazards that may be present in the workplace, the harm they can cause and how this harm occurs * outline the process of hazard identification and risk reduction. |
| ***Assessment Conditions*:**  Access to an [actual workplace or simulated environment](#_bookmark0) -   * assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced by individuals carrying out **work health and safety duties in the workplace** |
| ***Equipment:*** No |
| ***Workplace documentation:***   * relevant organisational policies, standard operating procedures and work instructions * relevant Acts, regulations, codes of practice * workplace tools, equipment and resources * personal protective equipment appropriate to the role and work area |
| ***Interaction with customers, team members and other people*:** Yes   * identifying, consulting and reporting on WHS to designated people:   + evidence of ability to consult with health and safety officers   + health and safety representatives   + managers and supervisors   + other persons authorised or nominated by the organisation   + PCBUs   + team leaders   + union officers   + WHS inspectors   + WHS permit entry holders   + officers |

### Elective Units of competency for the qualification

Assessment of these units requires that the candidate have access to all tools, equipment, materials and documentation indicated below. The assessment requirements of all units of competency in the elective units are available in the BSB Business Services Training Package at [Training.gov.au](http://training.gov.au/Training/Details/BSB20115)

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| [**BSBADM311 Maintain business resources**](http://training.gov.au/Training/Details/BSBADM311) |
| **Pre requisite unit**: No |
| ***Performance Evidence:***  Evidence of the ability to:   * collect and record data on resource use * observe resource use over defined and operational timeframes * perform routine resource maintenance |
| ***Knowledge Evidence:***  To complete the unit requirements safely and effectively, the individual must:   * list the key provisions of relevant legislation * identify the organisational resource acquisition policies, plans and procedures * identify the organisational procedures for record keeping/filing systems, security and safe recording practices |
| ***Assessment Conditions:***  access to an [actual workplace or simulated environment:](#_bookmark0)   * assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the **general administration field of work** |
| ***Equipment:***   * access to [office equipment and resources](#_bookmark1) |
| ***Workplace documentation:***   * access to [examples of workplace documentation](#_bookmark2) including:   - organisational resource acquisition policies, plans and procedures |
| ***Interaction with customers, team members and other people:*** Yes   * Communication skills to engage personnel in consultations and negotiations |

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| [**BSBCMM201 Communicate in the workplace**](http://training.gov.au/Training/Details/BSBCMM201) |
| **Pre requisite unit:** No |
| ***Performance Evidence:***  Evidence of the ability to:   * communicate information and ideas verbally and non-verbally, taking cultural differences and language barriers into consideration * produce written material, used routinely in day to day work, which is clear, concise and effectively convey the intended meaning to the recipient * complete workplace forms * use style, format and level of accuracy appropriate to the type of written material * provide prompt responses to requests for information in accordance with organisational requirements |
| ***Knowledge Evidence:***  To complete the unit requirements safely and effectively, the individual must:   * identify any organisational policies, plans and procedures which detail organisation’s standards or protocols for workplace communication * describe different communication styles * outline barriers to communication |
| ***Assessment Conditions***  Access to an [actual workplace or simulated environment:](#_bookmark0)   * assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced by individuals using **interpersonal communication skills in the workplace** |
| ***Equipment*:**   * access to [office equipment and resources](#_bookmark1) |
| ***Workplace documentation:***   * business resources * workplace policies and procedures relating to communication * case studies and, where possible, real situations |
| ***Interaction with customers, team members and other people*:** Yes   * verbal communication may include:   + answering enquiries from clients   + answering telephone calls   + informal discussions   + requests from colleagues   + use of voice mail |

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| [**BSBCUS201B Deliver a service to customers**](http://training.gov.au/Training/Details/BSBCUS201) |
| **Pre requisite unit:** No |
| ***Performance Evidence:***  Evidence of the ability to:   * greet customer and establish rapport/relationship in accordance with organisational requirements * identify customer needs using appropriate interpersonal skills * provide prompt service to address customer needs in accordance with organisational requirements * identify and follow up opportunities to increase the quality of service and products * respond to and record all customer feedback according to organisational standards, policies and procedures |
| ***Knowledge Evidence:***  To complete the unit requirements safely and effectively, the individual must:   * identify and briefly describe key provisions of relevant legislation from all forms of government that apply to provision of customer services * identify and explain workplace organisational policies and procedures relating to customer service and the customer service process |
| ***Assessment Conditions***  Access to an [actual workplace or simulated environment:](#_bookmark0)   * assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the **customer service field of work** |
| ***Equipment:***   * ***access to*** [office equipment and resources](#_bookmark1) |
| ***Workplace documentation:***   * workplace documents, organisational policies and procedures for customer service * examples of customer complaints and policies * case studies, and where possible, real situations * key provisions [of relevant legislation](#_bookmark3) from all forms of government that may affect aspects of business operations |
| ***Interaction with customers, team members and other people*:** Yes   * Customers may include:   + contacts from other organisations   + repeat customers   + new customers   + external customers   + internal customers   + members of the public   + customers with special needs * Designated persons may include:   + manager, supervisor or team leader   + more experienced personnel with specific knowledge or information   + staff from other work areas with particular product or service knowledge. |

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| [**BSBIND201 Work effectively in a business environment**](http://training.gov.au/Training/Details/BSBIND201) |
| **Pre requisite unit:** No |
| ***Performance Evidence:***  Evidence of the ability to:   * work within organisational requirements including:   + complying with duty of care, and goals and objectives of organisation   + complying with legal responsibilities and seeking advice when necessary   + understanding workers' rights and responsibilities   + understanding employers' rights and responsibilities   + achieving a work/life balance * work effectively in a team including:   + completing all tasks   + seeking assistance when difficulties arise   + applying communication principles   + applying appropriate legislation |
| ***Knowledge Evidence:***  To complete the unit requirements safely and effectively, the individual must:   * identify the legislation that applies to working effectively in a business environment * outline the organisational documents that are relevant to working effectively * outline terms and conditions of employment |
| ***Assessment Conditions***  access to an [actual workplace or simulated environment:](#_bookmark0)   * assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the **industry capability – industry context field of work** |
| ***Equipment:***   * access to [office equipment and resources](#_bookmark1) |
| ***Workplace documentation:***   * relevant legislation and codes of practice * organisational policies and procedures * relevant workplace documentation and resources * case studies and, where possible, real situations |
| **Interaction with customers, team members and other people:** Yes   * Appropriate persons may include:   + colleagues   + external organisations   + line management   + supervisor   + those who have the authority to adjust plans |

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| [**BSBINM201 Process and maintain workplace information**](http://training.gov.au/Training/Details/BSBINM201) |
| **Pre requisite unit**: No |
| ***Performance Evidence:***  Evidence of the ability to:   * collect and process workplace information according to organisational policies and procedures and related regulatory requirements * record and document information accurately within expected timeframes * store, classify and maintain documents and records correctly |
| ***Knowledge Evidence:***  To complete the unit requirements safely and effectively, the individual must:   * identify key provisions of relevant legislation, regulations, standards and codes of practice that may affect information management * outline organisational policies and procedures relating to collecting and processing workplace information * identify and describe organisational recordkeeping/filing systems and security procedures * describe a range of filing systems including paper-based and software-based |
| ***Assessment Conditions***  access to an [actual workplace or simulated environment:](#_bookmark0)   * assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the **knowledge management – information management field of work** |
| ***Equipment:***   * access to [office equipment and resources](#_bookmark1) |
| ***Workplace documentation:***   * access to [examples of workplace documentation:](#_bookmark2) |
| ***Interaction with customers, team members and other people:*** Yes   * Communication skills to clarify and adhere to requirements |

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| [**BSBINM202 Handle mail**](http://training.gov.au/Training/Details/BSBINM202) |
| **Pre requisite unit**: No |
| ***Performance Evidence:***  Evidence of the ability to:   * work with a variety of incoming and outgoing mail * engage mail carriers’ to organisational requirements * apply relevant legislation to handling mail |
| ***Knowledge Evidence:***  To complete the unit requirements safely and effectively, the individual must:   * outline the Australian postal codes system * explain key provisions of relevant legislation, regulations, standards and codes of practice that may affect mail handling * describe organisational policies and procedures specific to handling electronic mail procedural requirements for receiving/despatching and prioritising correspondence * list the range of mail services available |
| ***Assessment Conditions***  access to an [actual workplace or simulated environment:](#_bookmark0)   * assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the **knowledge management – information management field of work** |
| ***Equipment:***   * access to [office equipment and resources](#_bookmark1) including:   + examples of correspondence and parcels for sorting and dispatch |
| ***Workplace documentation:***   * access to [examples of workplace documentation:](#_bookmark2) |
| ***Interaction with customers, team members and other people:*** Yes   * Communication skills to clarify and confirm instructions, listen to directions and clearly articulate requirements |

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| [**BSBWOR204 Use business technology**](http://training.gov.au/Training/Details/BSBWOR204) |
| **Pre requisite unit:** No |
| ***Performance Evidence***  Evidence of the ability to:   * select and use technology safely and according to organisational requirements * access, retrieve and store required data * demonstrate basic maintenance on a range of equipment using manuals or help-files * identify and address faults according to requirements. |
| ***Knowledge Evidence***  To complete the unit requirements safely and effectively, the individual must:   * outline the organisation's work health and safety requirements * outline the organisation's requirements for file naming and storage * explain why regular back-ups of data are done * list 'routine maintenance' tasks * summarise the procedure for addressing equipment faults. |
| ***Assessment Conditions***  access to an [actual workplace or simulated environment:](#_bookmark0)   * assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the **industry capability – workplace effectiveness field of work** |
| ***Equipment*:**   * access to [**office equipment and resources**](#_bookmark1) |
| ***Workplace documentation:***   * electronic files and data * workplace documentation and equipment manuals * case studies and, where possible, real situations |
| ***Interaction with customers, team members and other people*:** Yes   * communication skills to interact with others, request advice, to receive feedback and to work with a team. |

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| [**BSBINN201 Contribute to workplace innovation**](http://training.gov.au/Training/Details/BSBINN201) |
| **Pre requisite unit:** No |
| ***Performance Evidence:***  Evidence of the ability to:   * identify ideas for improvements and use information from a range of sources including other people to review and select ideas to put forward for implementation * communicate the ideas and seek input from others in order to identify how the ideas could be implemented * implement routine changes within scope of responsibility |
| ***Knowledge Evidence:***  To complete the unit requirements safely and effectively, the individual must:   * explain the role of individuals in suggesting and making improvements and the importance of pro-active involvement * list the positive impacts and the challenges of change and innovation * provide examples of the types of changes that can occur as a result of effective individual participation within own scope of responsibility * give examples of the types of changes that are within and outside own scope of responsibility * list typical reasons why suggested improvements or innovations may not be implemented, including operational and management constraints * explain how to prepare and communicate ideas for improvement to maximise likelihood of support |
| ***Assessment Conditions***  access to an [actual workplace or simulated environment:](#_bookmark0)   * Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the **creativity and innovation field of work** |
| ***Equipment:***   * access to [office equipment and resources](#_bookmark1) |
| ***Workplace documentation:***   * operational and management workplace documents * case studies and, where possible, real situations |
| ***Interaction with customers, team members and other people:*** Yes   * appropriate persons may include:   + supervisor/manager/team leader , mentor, colleagues   + customers   + experienced industry personnel |

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| [**BSBITU201 Produce simple word-processed documents**](http://training.gov.au/Training/Details/BSBITU201) **(Release 2)** |
| **Pre requisite unit:** No |
| **Performance Evidence:**  Evidence of the ability to:   * produce documents following correct ergonomic, conservation requirements and organisational policies and procedures * adhere to organisational style manual when formatting documents * refer to help function and user documentation to rectify document problems * use system features * follow designated timelines when preparing documents |
| **Knowledge Evidence:**  To complete the unit requirements safely and effectively, the individual must:   * identify basic formatting styles and their effect on formatting, readability and appearance of documents * describe purpose, use and function of word processing software * outline organisational requirements for ergonomics, work periods and breaks, and conservation techniques * describe what is contained in an organisational style guide |
| **Assessment Conditions:**  access to an [actual workplace or simulated environment](#_bookmark0)   * Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in **the information and communications technology – IT use field of work** |
| **Equipment:**   * access to [office equipment and resources](#_bookmark1) including examples of industry software packages |
| **Workplace documentation:**   * computer user information * relevant legislation and codes of practice * organisational policies and procedures * relevant workplace documentation and resources including a style guide and user manuals |
| **Interaction with customers, team members and other people:** Yes   * clarification of requirements with relevant personnel. |

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| [**BSBITU202 Create and use spreadsheets**](http://training.gov.au/Training/Details/BSBITU202) |
| **Pre requisite unit:** No |
| **Performance Evidence:**  Evidence of the ability to:   * produce documents following correct ergonomic, conservation, organisational and statutory requirements * consult with appropriate personnel as required * adhere to organisational style and presentation requirements * refer to online help function and user documentation to rectify document problems * create and modify simple charts * follow designated timelines and ensure high accuracy when preparing documents * demonstrate ability to prevent data loss and damage |
| **Knowledge Evidence:**  To complete the unit requirements safely and effectively, the individual must:   * demonstrate knowledge of how to format workplace documents * describe organisational requirements for ergonomic standards, work periods and breaks, and conservation techniques * outline organisational guidelines on spreadsheet manipulation and processing * explain purpose and range of use of spreadsheet functions |
| **Assessment Conditions**  access to an [actual workplace or simulated environment:](#_bookmark0)   * assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the **information and communications technology – IT use field of work** |
| **Equipment:**   * access to [office equipment and resources](#_bookmark1) including:   - industry technology |
| **Workplace documentation:**   * access to [examples of workplace documentation](#_bookmark2) including:   + organisational policies and procedures   + relevant legislation   + user manuals   + relevant workplace documentation and resources   + industry software packages. |
| **Interaction with customers, team members and other people:** Yes   * **Communication skills to clarify understanding to select, create, produce and finalise spreadsheets** |

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| [**BSBITU203 Communicate electronically**](http://training.gov.au/Training/Details/BSBITU203) |
| **Pre requisite unit**: No |
| **Performance Evidence:**  Evidence of the ability to:   * follow organisational and service provider requirements when communicating electronically * follow organisational policy and procedures when managing all aspects of electronic communication * comply with etiquette * collaborate in accordance with agreed parameters for electronic communication * identify most appropriate software applications |
| **Knowledge Evidence:**  To complete the unit requirements safely and effectively, the individual must:   * identify different methods of electronic communication * outline key provisions of relevant legislation that affect aspects of business operations * outline relevant organisation policies and procedures |
| **Assessment Conditions**:  access to an [actual workplace or simulated environment:](#_bookmark0)   * assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the **information and communications technology – IT use field of work** |
| **Equipment:**   * access to [office equipment and resources](#_bookmark1) including:   + industry software packages |
| **Workplace documentation:**   * access to [examples of workplace documentation](#_bookmark2) including:   + organisational policies and procedures   + relevant legislation   + relevant workplace documentation and resources |
| **Interaction with customers, team members and other people:** Yes   * Communication skills to work electronically with co-workers, customers and others |

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| [**BSBITU302 Create electronic presentations**](http://training.gov.au/Training/Details/BSBITU302) |
| **Pre requisite unit:** No |
| **Performance Evidence:**  Evidence of the ability to:   * adhere to organisational requirements and strategies when creating electronic presentations including:   + ergonomic requirements   + energy and resource requirements * adhere closely to task requirements   + following designated timelines   + achieving consistency of design and layout   + ensuring correct editing and style requirements * use advanced software features * communicate effectively with personnel * print and store presentation |
| **Knowledge Evidence:**  To complete the unit requirements safely and effectively, the individual must:   * outline key provisions of relevant legislation, standards and codes that affect aspects of business operations * explain how design features affect the readability and appearance of electronic presentations |
| **Assessment Conditions**:  access to an [actual workplace or simulated environment:](#_bookmark0)   * assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the **information and communications technology – IT use field of work** |
| **Equipment:**   * access to [office equipment and resources](#_bookmark1) |
| **Workplace documentation:**   * access to examples of electronic presentations and style guides. |
| **Interaction with customers, team members and other people:** Yes   * determine the purpose, audience and mode of presentation in consultation with content author or presenter |

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| [**BSBITU307 Develop keyboarding speed and accuracy**](http://training.gov.au/Training/Details/BSBITU307) **(Release 2)** |
| **Pre requisite unit:** No |
| **Performance Evidence:**  Evidence of the ability to:   * develop keyboard speed and accuracy in accordance with workplace, ergonomic, and work health and safety requirements * complete a minimum of two 5-minute keyboarding speed and accuracy timings with at least **98% accuracy** * accurately proofread documents. |
| **Knowledge Evidence:**  To complete the unit requirements safely and effectively, the individual must:   * outline key provisions of work health and safety (WHS) legislation that impact developing keyboard skills * outline ergonomic requirements applicable to developing keyboard skills. |
| **Assessment Conditions**:  access to an [actual workplace or simulated environment:](#_bookmark0)   * assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the **information and communications technology – IT use field of work**   Assessment materials used **for 5-minute keyboarding speed and accuracy timings** must adhere to the following guidelines.  **Subject**  The subject of the test copy may be of a business or social nature.  **Style**  The test material must consist of continuous text without headings, enumerations or formatting features.  **Syllabic intensity**  The average syllabic intensity of the test material must range between 1.4 and 1.6 syllables per dictionary word.  **Technical words, infrequently used words, commonly used words**  The test material must not contain an unusually high proportion of highly technical, infrequently used words or commonly used words.  **Numbers and signs**  The test material may include numbers, signs and uppercase words, provided that they do not constitute more than one per cent of the total number of words.  **Title**  If the passage has a title, it does not form part of the test.  **Length**  The test material must be long enough to enable the individual to continue keying in previously unseen material for the duration of the test.  **Warm up exercise**  Individuals must have the opportunity to use a warm-up exercise.  **Corrections**  The automatic correction function may be used when completing a timing using a software package. Spell check cannot be used to correct errors at the completion of a timing.  **On successful completion of this unit, individuals may be issues with a speed and accuracy statement by a qualified workplace assessor or trainer.** |
| **Equipment:**  access to [office equipment and resources](#_bookmark1) including:   * industry software packages |
| ***Workplace documentation:***  access to [examples of workplace documentation](#_bookmark2) including:   * relevant workplace documentation, including organisational policies and procedures * relevant legislation * workplace resources, including industry software packages. |
| ***Interaction with customers, team members and other people*:** No |

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| [**BSBSUS201 Participate in environmentally sustainable work practices**](http://training.gov.au/Training/Details/BSBSUS201) |
| **Pre requisite unit**: No |
| **Performance Evidence:**  Evidence of the ability to:   * locate and interpret a range of environment/sustainability legislation and procedural requirements * participate in and support discussions for an improved resource efficiency process * identify, document and measure usage of resources * collaborate with team members on suggestions for improving workplace practices. |
| **Knowledge Evidence:**  To complete the unit requirements safely and effectively, the individual must:   * identify environmental and resource hazards/risks as well as environmental or sustainability legislation, regulations and codes of practice applicable to own role * outline sustainability requirements in the workplace * identify reporting channels and procedures to report breaches and potential issues * identify where to find environmental and resource efficiency systems and procedures |
| **Assessment Conditions:**  access to an [actual workplace or simulated environment:](#_bookmark0)   * assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the **sustainability field of work** |
| **Equipment:**   * access to [office equipment and resources](#_bookmark1) |
| **Workplace documentation:**   * documentation, information and resources related to workplace environmental and resource efficiency issues * case studies and, where possible, real situations |
| **Interaction with customers, team members and other people:** Yes   * Individual or team discussion about potential for increased resource efficiency within the workplace. |

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| [**BSBWOR202 Organise and complete daily work activities**](http://training.gov.au/Training/Details/BSBWOR202) |
| **Pre requisite unit:** No |
| **Performance Evidence:**  Evidence of the ability to:   * plan and organise workload with the assistance of others * complete tasks, using appropriate digital tools, within specified timelines seeking assistance as required * use effective communication skills to seek assistance or feedback from others * seek and use feedback from others to monitor and improve work performance |
| **Knowledge Evidence:**  To complete the unit requirements safely and effectively, the individual must:   * outline the organisational standards, policies and procedures that relate to own work role * explain the relationship between an individual's work goals and plans and the organisation's goals and plans * list some factors that can affect the ability to get work done, and explain the action to take * explain how to plan and manage time |
| **Assessment Conditions**:  access to an [actual workplace or simulated environment:](#_bookmark0)   * assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the **industry capability – workplace effectiveness field of work** |
| **Equipment:**   * access to [office equipment and resources](#_bookmark1) |
| **Workplace documentation:**   * examples of work plan, policies and procedures |
| **Interaction with customers, team members and other people:** Yes   * appropriate persons may include:   + colleagues   + other staff members   + supervisors, mentors or trainers * colleagues may include:   + coach/mentor   + other members of the organisation   + peers/work colleagues/team   + supervisor/manager |

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| [**BSBWOR203 Work effectively with others**](http://training.gov.au/Training/Details/BSBWOR203) |
| **Pre requisite unit:** No. |
| **Performance Evidence:**  Evidence of the ability to:   * identify own responsibilities in relation to the team and the organisation's requirements * work effectively in a workgroup including:   + supporting team members   + using culturally appropriate communication skills   + acting on constructive feedback   + cooperating and contributing to team goals   + identifying improvement opportunities * identify problems and conflicts and address them appropriately |
| **Knowledge Evidence:**  To complete the unit requirements safely and effectively, the individual must:   * outline the organisational standards, policies and procedures that relate to own work role * outline team responsibilities and duties and their relationship to individual responsibilities and duties. * summarise conflict resolution techniques |
| **Assessment Conditions**:  access to an [actual workplace or simulated environment:](#_bookmark0)   * assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the **industry capability – workplace effectiveness field of work** |
| **Equipment:**  access to [office equipment and resources](#_bookmark1) |
| **Workplace documentation:**   * examples of complaints or staff conflict, plans for improvement |
| **Interaction with customers, team members and other people:** Yes   * Workgroup members may include:   + coach/mentor   + other members of the organisation   + peers/work colleagues/team/enterprise   + supervisor/manager |

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| [**BSBWOR204 Use business technology**](http://training.gov.au/Training/Details/BSBWOR204) |
| **Pre requisite unit:** No |
| **Performance Evidence:**  Evidence of the ability to:   * select and use technology safely and according to organisational requirements * access, retrieve and store required data * demonstrate basic maintenance on a range of equipment using manuals or help-files * identify and address faults according to requirements. |
| **Knowledge Evidence:**  To complete the unit requirements safely and effectively, the individual must:   * outline the organisation's work health and safety requirements * outline the organisation's requirements for file naming and storage * explain why regular back-ups of data are done * list 'routine maintenance' tasks * summarise the procedure for addressing equipment faults. |
| **Assessment Conditions:**  access to an [actual workplace or simulated environment:](#_bookmark0)   * assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the **industry capability – workplace effectiveness field of work** |
| **Equipment:**   * access to [**office equipment and resources**](#_bookmark1) |
| **Workplace documentation:**   * electronic files and data * workplace documentation and equipment manuals * case studies and, where possible, real situations |
| **Interaction with customers, team members and other people:** Yes   * communication skills to interact with others, request advice, to receive feedback and to work with a team. |

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| [**TLIP2029 Prepare and process financial documents**](http://training.gov.au/Training/Details/TLIP2029) |
| **Pre requisite unit:** No |
| ***Performance Evidence:***  Evidence of the ability to:   * adapting to differences in equipment in accordance with standard operating procedures * applying relevant legislation and workplace procedures * communicating effectively with others when preparing and processing financial documents * completing documentation related to preparing, processing and recording financial transactions * implementing contingency plans interpreting and following operational instructions and prioritising work * monitoring work activities in terms of planned schedule * operating electronic communications equipment to required protocol * performing required calculations both manually and with the aid of relevant equipment and calculators * reading and interpreting instructions, procedures and information relevant to preparing and processing financial documents * reporting and/or rectifying identified problems promptly, in accordance with regulatory requirements and workplace procedures * selecting and using relevant equipment when preparing and processing financial documents, including the use of an appropriate range of office equipment, computer systems and financial software packages * working collaboratively with others when preparing and processing financial documents * working systematically with required attention to detail |
| **Knowledge Evidence:**  To complete the unit requirements safely and effectively, the individual must:   * contacts and sources of information/documentation needed for preparing and processing financial documents * customer service policies and procedures * documentation requirements of banking institutions, governments and other relevant agencies * relevant financial regulations, codes and procedures including pertinent taxation documentation requirements * scope of authority when preparing documents * typical problems that can occur when preparing and processing financial documents and appropriate action that can be taken to prevent or solve these problems * workplace procedures for preparing and processing financial documents |
| **Assessment Conditions:**  access to an [actual workplace or simulated environment:](#_bookmark0)   * assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the **administration and finance field of work** |
| **Equipment:**   * access to [office equipment and resources](#_bookmark1) including financial software packages * relevant and appropriate materials, tools, equipment and personal protective equipment currently used in industry |
| **Workplace documentation:**   * business technology and equipment commonly used in the business services industry * a range of relevant exercises, case studies and/or other simulations * applicable documentation including workplace procedures, regulations, codes of practice and operation manuals |
| **Interaction with customers, team members and other people:** Yes   * appropriate persons may include:   + debtors / creditors   + nominated person for verification   + other members of the organisation   + peers/work colleagues/team/enterprise   + supervisor/manager colleagues |

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| **Quality Assurance Checklists**  **Business Services**  **BSB20115 Certificate II in Business** |

### These checklists form part of the RTO’s quality assurance process as required under Standard 2 of the *Standards for Registered Training Organisations (RTOs) 2015*. This document is to be completed and filed securely at the school to comply with RTO requirements.

### Declaration by the school principal:



The course is marketed to students in accordance with RTO course information and course delivery follows the RTO Training and Assessment Strategy approved for this school.

The school has a system for entering the intended qualification and units of competency on eBOS-VCS via Schools Online in accordance with the RTO’s Training and Assessment Strategy and the timeline advised by the Board of Studies Teaching and Educational Standards NSW (BOSTES).



The school has a process for collecting and verifying student USIs and uploading them to BOSTES.



Students have access to the resources, equipment and tools to meet the requirements for each unit of competency as per the list of competencies in [Checklist 1](#_bookmark4) and can be accessed onsite unless otherwise indicated on [Checklist 2.](#_bookmark6)



As part of the course enrolment process, students have completed the RTO’s course induction process and have been informed of the course assessment requirements.



All teachers timetabled to deliver this course are either accredited or in training as indicated on [Checklist 3.](#_bookmark7)



Mandatory Work Placement HSC requirements have been met completed in accordance with NESA requirements as identified in [Checklist 4.](#_bookmark8)



### School Site Sign Off

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| --- | --- | --- | --- | --- |
| **School Name** |  | | | |
| **RTO Name** |  | | | |
| **Person completing checklists** |  | **Signature** |  | |
| **Principal Name** |  | | | |
| **Principal Signature** |  | | **Date** |  |

**Checklist 1 Resources/equipment**

**On the following checklist, indicate the units of competency to be delivered to students as per the RTO Training and Assessment Strategy and complete the sign off indicating your satisfaction that all the specified resources and equipment can be accessed on site unless otherwise indicated on the separate form for this purpose**

## [BSB20115 Certificate II in Business](http://training.gov.au/Training/Details/BSB20115)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Select units to be delivered** | | **Core units of competency** | | ***Access on site***  ***(All/Some/None)*** |
|  | | BSBWHS201 | Contribute to health and safety of self and others |  |
|  | | **Elective units** | | ***Access on site***  ***(All/Some/None)*** |
|  | | BSBADM311 | Maintain business resources |  |
|  | | BSBCMM201 | Communicate in the workplace |  |
|  | | BSBCUS201 | Deliver a service to customers |  |
|  | | BSBIND201 | Work effectively in a business environment |  |
|  | | BSBINM201 | Process and maintain workplace information |  |
|  | | BSBINM202 | Handle mail |  |
|  | | BSBINN201 | Contribute to workplace innovation |  |
|  | | BSBITU201 | Produce simple word processed documents |  |
|  | | BSBITU202 | Create and use spread sheets |  |
|  | | BSBITU203 | Communicate electronically |  |
|  | | BSBITU302 | Create electronic presentations |  |
|  | | BSBITU307 | Develop keyboarding speed and accuracy |  |
|  | | BSBSUS201 | Participate in environmentally sustainable work practices |  |
|  |  | BSBWOR202 | Organise and complete daily work activities |  |
|  | | BSBWOR203 | Work effectively with others |  |
|  | | BSBWOR204 | Use business technology |  |
|  | | TLIP2029 | Prepare and process financial documents |  |

### Checklist 2

**Accessing Tools, Equipment and Resources Off-Site (only if required)**

Identify the codes and units of competencies where tools, equipment and resources are being accessed off-site. Clearly identify the access arrangement supporting the use the tools, equipment and resources that are being accessed. The content and resource requirements of all units of competency in the elective units are available in the [BSB Business Services Training Package Release 2.0](https://training.gov.au/Training/Details/BSB) at [www.training.gov.au](http://www.training.gov.au/).

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Unit code** | **Unit title** | **Tools, Equipment and Resources** | **Access Site** | **Access Arrangement** |
| e.g. SITHFAB204 | Prepare and serve espresso coffee | Point-of-sale system, including credit card and Electronic Funds Transfer at Point of Sale (EFTPOS) facilities Tables, chairs and customers in compliance with training package requirements for an operational F&B outlet | 1. Café Nosh Petersham 2. The Café Wests Ashfield Leagues Club 3. Petersham TAFE College | AA2014/1 AA2014/3 AA2013/6 |
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# Checklist 3

### Trainer and Assessor Requirements

To be timetabled onto a class, teachers must be:

* + accredited with the relevant teaching code (“Willingness to teach” is not acceptable) or have been accepted into and undertaking the relevant VET retraining program;
  + hold or be enrolled in the current Certificate IV in Training and Education
  + able to demonstrate current industry skills directly relevant to the training and assessment being provided;
  + able to demonstrate current knowledge and skills in vocational training and learning that informs their training and assessment.

Please complete the table below for any teacher who is timetabled onto this course at this site for the current year:

|  |  |
| --- | --- |
| **Teacher name** | **Accredited/ In-Training** |
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**Checklist 4**

### Student work placement (Mandatory for the HSC)

**[BSB20115 Certificate II in Business](http://training.gov.au/Training/Details/BSB20115)**

Securing the appropriate work placement for the particular qualification greatly depends upon the relationship between the school and Work Placement Service Providers.

It is the responsibility of the school to communicate the types of work placement settings they will require over a two year period for the students they are training and assessing.

Schools need to ensure that, where required, evidence from “the workplace” may be gathered for the qualification being sought.

Students have been fully informed of the:

Mandatory work placement hours required for this course Purposes of the work placement, and the







Due dates for completion of the work placement.

The school has procedures in place for the class teachers, work placement coordinators and workplace supervisors to reach agreement on the:

Structure and timing of the work placements Competencies to be addressed during work placements







Procedures to address the relevant workplace health and safety regulations.

The school has procedures in place to ensure that the:

*Workplace Learning Guide for Employers* has been provided to the host employer prior to placement commencing





*Student Placement Record* is fully completed **prior** to placement (i.e. signed by the host employer, school principal or nominee, student and parent or care giver) and archived according to Diocesan and/or school requirements.

Further

### Checklist 5

**Additional Units included in the Training and Assessment Strategy approved for delivery at this site by the RTO.**

**Additional Units of Competency Held (only if required)**

Teachers wishing to deliver any units of competency (from the elective pool or specialisation study) that are not listed in [Checklist 1](#_bookmark4) must:

* + discuss the delivery of the unit(s) of competency with the RTO prior to delivery; and
  + have achieved the unit(s) of competency and hold a transcript for the unit(s) of competency.

If delivery is supported by the RTO, provide a copy of the transcript for the unit(s) of competency to the RTO Manager to obtain additional accreditation and approval to deliver the requested unit(s) of competency.

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|  |  |  |
| --- | --- | --- |
| **Unit Code** | **Unit Name** | ***Access on site***  ***(All/Some/None)*** |
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